

**PERSONALITY TRAITS, ACADEMIC ACHIEVEMENTS AND SOCIAL
ADJUSTMENTS AMONG UNIVERSITY STUDENTS OF BALOCHISTAN.**



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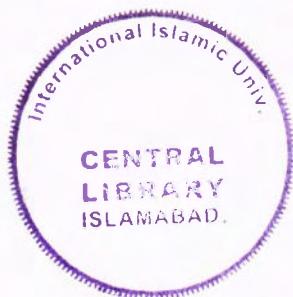
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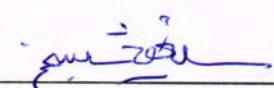
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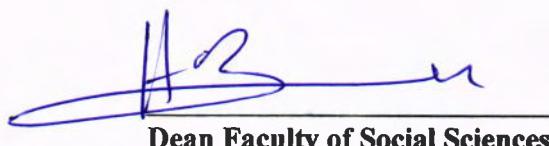
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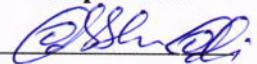


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**INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD
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Certificate

It is certified that MS research thesis titled Predictors of "Personality traits, Academic achievements and Social adjustment among University students of Balochistan" prepared by Rahmat Ullah MS Clinical Psychology Scholar 206-FSS/MSCP/F-15 department of Psychology, International Islamic University Islamabad, has been completed all requirements of the research under my supervision. I certified that his work is according to the rule and regulation of International Islamic University Islamabad and APA.

Dr. Asgher Ali Shah**Supervisor**



IN THE NAME OF ALLAH

The Most Beneficent,

DEDICATION

This humble report is dedicated to my honorable Parents, Brothers and Sisters. Especially I dedicated this great achievement to my elder brother **Mohammad Ibrahim** and my Younger brother **Javid Iqbal** whose constant help guidelines, prayers, loves and care which made me capable to reach on this stage of my life.

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RAHMAT ULLAH

7th January, 2018

Deceleration

I solemnly declare that the current research entitled "*Personality traits, Academic achievements and Social adjustment among University Students of Balochistan*" is my personal work. It is neither plagiarized nor copied from any other source, and that I have followed all the research and ethical protocols. I am submitting this research to Department of Psychology, Faculty of Social Sciences, in International Islamic University Islamabad as a partial fulfillment for the award of the degree of MS in Psychology. I also declare that I will not use this research for any other degree award program in future.



RAHMAT ULLAH

ABSTRACT

The aim of the present study was to investigate the relationship between Personality traits, Academic achievements and Social adjustment among University students of Balochistan, those who are studying in different Universities of Islamabad. The study sample includes N=200 male participants of various educational institutions of Islamabad. The study findings show the significant relationship between Extraversion and Social adjustment of the study participants. The study shows that there was positive correlation between academic achievements and Social Adjustment among the participant. The findings of the study also show the positive correlation between personality traits and academic achievements. This study also shows the positive correlation between Agreeableness and Social adjustment among the participants. There was negative correlation between Neuroticism and Social adjustment among the participants. The study findings show the positive correlation between openness and academic achievements, there was also positive correlation between Conscientiousness and academic achievements among the participants. Thus, findings of the current study show that the role of personality of the individuals at their performance in academically and also plays a major role on student's social adjustment. The study findings show that there has major role of big five personality traits on the students' academic performance and their adjustment with the new environment. This study recommended that students despite their personality traits should be giving proper guidance and counseling.

INTRODUCTION

This study emphasis on the academic performance of different students based on their different personality traits and the control in their situation is their background i.e. all of the students to the province of Balochistan. The province of Balochistan is the most underdeveloped and backward region in Pakistan. The students from this particular area usually face some identical situations but the only thing that makes them different is their personality which help them cope or adjust the new environment, for instance the students who leaving their whom town behind and travel to a more developed cities like Islamabad to peruse education in their respective field of studies; have a few reason in common which can be generalized as, the education facilities, the main reason such as lack cultural diversity, educational funds, the learning environment and the social norms and entirely different in Islamabad as compared the Balochistan. So when student of such background get enrolled in a more sophisticated educational system they tend to be more vulnerable to the inferiority complex and other social issues seem likely to be inescapable to them. A new student of a college or university first time experience would be stressful (Dyson & Renk, 2006). The new students often withdrawing from the institution could not meet the challenges, which they met many new personal and interpersonal challenges, it is most common reason for undergraduate students (Gerdes & Mallinkrodt, 1994). In other word, freshman of the college or university he or she could not able to adjust themselves to their institution and they withdrew from the college or university before continue farther education.

Molnar (1993) has founded that the first six weeks of a new student is very important period in the university which they determining maintenance. The adjustment in the college or university for the first semester undergraduates' student has played a vital role on their

academic performance (Martin, Swartz, & Madson, 1999; Sennett, Finchilescu, Wintre & Bowers, 2003). A study which has conducted in a Malaysia public University by Ahmad, et al., (2002) they were founded that mostly the first year undergraduate students have faced adjustment problems, also faced difficulties in their course registration, understanding their textbooks which have written in English language, and they were also faced difficulties to attend the classes as early in morning at 8.00 am. The University students were also face problems to care about the health, and were reported that they get tired very easily. The study was founded that the some of the students having financial problems, they receiving money from their providers and those monies which they receive from their provided were not sufficient to survive during the studies.

On the bases of the above examples, the adjustment processes for the new students in the universities has given serious attention, as a new student did not overcome the adjustment problems the result of the adjustment problem which the students fail to complete their studies. Therefore, the new enrolled in students of the college have strategies to deal with stress as their experience to switch in the environment of the university (Dyson & Renk, 2006; Subasi, 2009). This study investigates the adjustment issues and stages through which a Balochistan students, they came from different cultural backgrounds from the Balochistan, they need to achieve their academic achievements get well-adjusted at a new place as well. The students of originate from the backward territories Educational setups are more comparable all through the world now as a result of its semester systems and term units and also expert and course materials (Al'Amin, 1999). This education gives a chance to go to different places to get education. For the sake of the education to go to some other places for the knowledge or academic achievements that isn't accessible at one's their hometown. So when a student has founded to moves from one ethnic foundation to the other, it's is a very muddled procedure to get absorbed the new students in to the other culture. One's ethnicity

refers to certain arrangement of attributes, for example, social legacy, religion, language, race, nationality. Each student has a place with some ethnic foundation and has a few inclinations or clashes towards individuals of other ethnic foundations (Santrock, 2006). So when individuals meet with various ethnic backgrounds, individuals witness distinctive methods for thinking, conveying and acting differentiated to their own. Normally individuals also embrace a portion of the new propensities and keep some of their own, this procedure is called, 'acculturation'. In this procedure the visitor takes in the dialect of host culture, their norms, manners, customs, behaviors, laws, makes new companions, and grows their number of friends or they try to make relationships (Gillette, 2006).

Adaptation process of a new culture outside of their own culture, the new enrolled students may report that the work in new environment would be stressful for them; it can be physical, social and cultural and so on. The stresses of physical incorporate new environment, new climate, and the problems of the conveniences. Stress of the social environment alludes in trouble to speaking with new friends and make friendship with new students, the issue of homesickness and loneliness and which make in trouble to communicates with in the social occasion. The stress is including with the difference in their norms, beliefs, customs, and the way of their dressing, traditions and discriminations of the ethnics. The students came from the different backgrounds from Balochistan may have functioning stresses, they experience new educational systems or condition they may face problems to understand the methods, they may face language problems, transport system and they may have financial problems to affords the expenditures. The students of the Balochistn were different education system as compare to the Islamabad, they face totally new class environment in the university to adjust themselves. The method of the teaching would be different as their college; it may take time to adjust with it. The examination system of the university is also different from the college the new student of the university may face much difficult to perform in semester system.

Self-determination theory

The self-determination theory which when we the term hypothesized that the intrinsic is in a range of the motivation and the motivation whichever ends, and the other hand extrinsic motivation would be in the middle (Deci & Ryan, 1985; Ryan & Deci, 2000). The locus of control would be deal the intrinsic motivation of the persons, they are motivated to achieve their goals, seeking intellectual stimulation, and they are much enthusiastic to learn everything. The other extrinsic motivated student which they pursue the education to achieve contingent goals, as compare to the intrinsically motivated student which they enjoy to learn.

Types of extrinsic motivation

There are three types of extrinsic motivation

a) External regulation

The external regulation individuals which they most of the time engage in the academic pursuits because of the external rewards and punishments.

b) Interjected regulation

This type of an individual which adapting to the importance, and the values of education which they pursuits because of their environmental encouragements.

c) Identified regulation

The identified regulation individual adapting to identified themselves with the values of education, which are associated with. An intrinsically motivated individual does not care or respond to the environmental influences, but the learning environments encourage the mastery level of an intrinsic motivation, however the environments affect the motivations and

academic performance of the students (Ames & Archer, 1988; Barron & Harackiewicz, 2001; Meece & Anderman, 2006).

Big five personality traits

Previous researches show that the Big Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism). Which reflected the central role of the personality has durable influenced the individual's behavior (Costa & McCrae, 1992).

The nature of traits

The nature of traits has been defined essentially as an overt behavior. On the other hand, the traits which have emphases on human's behavior, cognition, and which effect of the traits which change the in the current era, and the possibly there are two rare content analyses of the revealing traits, which due to comparatively to be operationalized by the overt and covert behavior of both responses, the current definitions of the traits which have reduced their behavioral emphases. Accordingly, describes of the traits as "motivational systems with an affective core", although, some other recent researches have defined that the traits even more generally in the terms of "stylistic and habitual patterns of cognition, affect and behavior".

Personality and individual differences

The individual differences have been identified in every student in the field of academic performance. The perform to achieve their goals is the main aim of the students, especially performance of the avoidance goals, the students are being likely to experience evaluation of hesitation, experiences of difficulties as threats, and they hand up most probably (Cury, Elliot, Da Fonseca, & Moller, 2006; Elliot & Thrash, 2002). In distinction,

those individual who seeks mastery goals they most likely to enjoy the learning, it is a challenge to perceive difficulties, and as a stubborn (Harackiewicz, Barron, Tauer, & Elliot, 2002). Supremely, these both mastery goals and performance are the combinations of the performance interest and as well as motivations (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). Therefore, some impacts of the personality on the students' academic performance as well as academic goals.

Personality and academic achievement

There has much studies on the individual's personality and the academic performance, the conscientiousness has an associated positive link with student's GPA, which has showed through SAT scores (Conard, 2006), and also explained though the school grads (Noftle & Robins, 2007), the conscientiousness has also positive link with humans IQ (Duckworth & Seligman, 2005). The conscientiousness personality of an individual will give better performance in academic goals (Dollinger & Orf, 1991; Furnham, ChamorroPremuzic, & McDougall, 2003; Paunonen & Ashton, 2001), the individual will also give better performance in the exam (Chamorro-Premuzic & Furnham, 2003a), it has better impact on the GPA as well (Busato, Prins, Elshout, & Hamaker, 2000; Wagerman & Funder, 2007). On the other side conscientiousness, the openness and agreeableness these both have positive impact on the student academic achievements (Lounsbury, Sundstrom, Loveland, & Gibson, 2003; Farsides & woodfield, 2003). But the neuroticism has negative impacts on the student academic achievements (ChamorroPremuzic & Furnham, 2003b, Furnham & Mitchell, 1991; Heaven, Mak, Barry, & Ciarrochi, 2002). Noftle and Robins (2007) they were also examined that the conscientiousness has positive correlation with student academic achievement, they also stated that the other four traits of the big five have not strongly positive correlation, but they have mixed relationships with grades. In the most earlier researches founded that graft and self-discipline which they beyond IQ when they explaining of a student in their academic

achievement (Duckworth, Mattews, & Kelly, 2007; Duckworth & Seligman, 2005). A students work drives has great significance variations with their grads, beyond that it has explained by the personality traits and the intelligence as well (Lounsbury, et al., 2003; Ridgell & Lounsbury, 2004). The personality traits are representing carefulness of an individual, a person has self-control, dominance on others, also they have perfectionism, they also representativeness of academic discipline and well commitment to their study, these personality traits are significant predictors of student academic achievement and in the academic environment (Martin, Montgomery, & Saphian, 2006; Mills & Blankstein, 2000; Pritchard & Wilson, 2003; Robbins, Allen, Casillas, Peterson, & Le, 2006; Wolfe & Johnson, 1995). Latest researches showed that the best predictors of students grade and persistence which are the self-efficacy and academic motivation (Robbins, et al., 2004). Therefore, after handling for the ability, the most clearly contribution of academic achievement are positive aspects of the personality and motivational orientations as well.

Therefore, so the importance of this study, which examine

- a) How the big five personality traits which predict the academic performance in the university.
- b) The personality traits which predictors of significant correlation of the academic performance, and
- c) Whether the personality traits, which are the predictors of academic performance of the primary or super trait level.

Academic achievement

Academic achievements which measure through grades, GPA and completion of their educational degrees such as school, bachelors, and higher degrees which are representing the

academic achievements. Academic achievement is the level for the teachers, students and as well as the institutions to full fill their goals of education. The school teachers and the parents all the times anxious about the children to the performance of in academically and they well-adjust in the environment of their institution classes.

Concept of academic achievement

Academic achievement execution which achieved a child from a lesson which has taught, it has may gained from the experience, knowledge, skills and as well as the like. He has been explained that children not born with good or bad correctors, but it depend on their parents, home environments, and as well as social contacts, it also depends on their teachers, school environments also play an important role to develop children personality. Those children who have not improved in the school time it may have many reasons of their parenting problems. In the studies that any child who has discouraged at home which too much intellectual examine that we might perhaps lacking behind in western development standards. Enoch (2006) has confirmed that those children who have forced in their home and preschool experience which might stimulate children towards on academic excellence. There are many studies have founded that the parental attitude towards their children is most important contributions to the academic achievements as in the educational experiences.

The schoolwork it is very much meaningful which to be related to the scholar's background. He has also stated that a child cannot be real thinker on the basses of an abstraction alone. The causes of the difficulties and the high or obstruction which goes further and further in the realities. Those children who are very sharp on their studies, does not mean that their parents are bookish, but those parents who are not able to read a single word, but they can provide their children very helpful study environments. He stated that the parents are very concern to development better education of their children. The intellectual

potentialities are depended on their parents how they were initially transmitted these potentialities to their children to provide a better environment to nurture it. The educational functioning at home which laid their educational performance, the community of the children to utilize these potential to enrich cultural heritage of their children. Past studies which show that the parents influence to their children, such as encouragement, guidance, support, and motivation which play an important role in their academic performance.

Social adjustment

Social adjustment is a concept of psychology which refers to the individual behavior that permits people to fulfill the requirements of the environment. The environment of the university is new for the students to reactions among new classmates. The other side student to build relation with new students and to adjust with the new environment of the university, it is mostly the cause of mental and physical distress (Tao, Dong, Pratt, Hunsberger, and Pancer, 2000). The relation of the new environment depends on good and bad adjustments; bad adjustment of the university it may cause to leave the institution. The university territory is extremely different from that of the school, and college. Student gets nervous as he or she adjusts to personal, social, academic and personal challenges that the university presents. It does not astonish that today; it is extensively known that high school and college does not enough to formulate students for socially and academically independence at the university. This is a common cause of concern as adjustment to the university environment is considered as a main factor in forecasting university outcomes (Petersen, Louw, & Dumont, 2009).

Concept of adjustment

Adjustment is a term of psychology, but it has another term in biological prospective to adaptation. Therefore, the term adjustment its meaning implies in to the satisfactory adaptation, which is the demands of everyday life. The above discussion of the adjustment, it

is a process which helps an individual in the daily life to live happily, while they can maintain their balance between in the needs and capacity to fulfill them. The adjustment can be enable them to bring changes in their living way of life according to the demands which has strengthen their ability to keep the important changes according to the condition of their environment. Arkoff (2004) the adjustment involves the govern an individual's needs to satisfaction according to the situations, he forced that the adjustment is state of an individual behavior which confirm the demands of the society, which they are belonging and they feel that their needs have been fulfilled. Thus, the adjustment is a stimulus between a person and on the environment, if a person become adjusted in a situation it depends on the characteristic of the person the situations of the environment as well. The adjustment is a term, the both factors of the personal and environmental have to work together in the adjustment.

Adjustment with the University

Social adjustment is the essential sign for the students to adjust themselves in the university life, if is good sign of the students to have ability to handle the problems as a result to give better academic achievements, it is also needs of socially and emotionally adjustment with university life. Therefore, the adjustment in university life those university students would to capable to have good relationship with others, the good relationship with other in the university to lead the student to enhance their academic achievement. Therefore, well-adjustment of a student with the university life is better indicator for the academic level of the student, and thus one hand they develop good relationship with others and the other hand they achieve their personal goals as well. We can understand, there have many scholars studied that in this regards of the adjustment in university life to explore the state of the academic performance, and psychological level of the Bachler students, then defining the facing problem when they trying to achieve their targets (Ali, 2003).

The period of the university life, it is very important phase for the student's life, during the period of the university life students totally become dependent on their teachers, family and their curriculum totally become independence. However, most of the university students who move from their home to the university environment causing a change from their cultural and social environment, so this would be create causes their adjustment in the university life (Ali-Shinawi & Abdurrahman, 1994). Adjustment in the university life the students meet of their psychological demands and accepting themselves. It is the ability of the students to fulfill their psychological demands and their self-fulfillments and they enjoy their life without any conflicts and also accept the social activities (Sufian, 2004). The behavior is a technique to overcome the hurdles which used by the people to fulfill their needs and gratify their motivations as well, and they are trying to reduce pressure to achieve their balance and satisfaction (Al-Anani, 2005). The corresponding method of de-socialization and as well as socialization involve with the university adjustment life (Pascarella & Ter-enzini, 1991). The new experience upon first entry into the university life, the new students may have con-fronted with new environment, they would face the personal and interpersonal challenges to develop new relationships, also develop study skills and may enhance the relationship with their parents and families (Tinto, 1975), the past studies show that the first semester students are pre-occupied with their friend and from home they may struggle to adjust themselves.

The earlier studies also showed that those university students who maintain and well-suited with their families are more likely to give better academic achievement at the university. Winter and Yaffe's (2000) they were founded that, satisfactory relationship with their family may help both male and as well as female student to well-adjusted to the university environment and those students who get social support may also adjust very easily. According to the study of Enoch and Roland (2006) the male students very easily as compare

to the female students. Further addition, the research shows that the female students more rely on the social support as compare to their male colleagues to well adjust to the university life. The peer social support and peer network also play very important role in social adjustment for the students in university life (Terezini & Lorangi, 1981).

Types or areas of adjustment

The adjustment is the components of individual cases of the personal and as well as environmental. These two factors of personal and environment of the adjustment, which are divided into more features. Though there are many works to measure the level of the adjustment through the numerous techniques and inventories as well, as for the measurement of the level of adjustment have been constructed numerous tests to assess the dimension. Bell (1962) has been taken five dimensions, when he constructed the adjustment inventory such as home, health, social, emotional, and occupational. Arkoff (2004) has been explained in his book: the mental health and adjustment have computed in the family, the school or college, vacation and marriage are also the important areas of the adjustment.

Adjustment with modern era

The current period of the modern world has described by the psychological problems, and disturbed social relationships. This modern period of the world is a technology age, which every student of this period has bound to behave like a machine, which demanding excessive attention and sharp reaction. The term adjustment in this study which has refers to the capability by which a person tries to handle with their inner needs, problems, obstructions and which is simultaneously capable to bring well communication between their inner demands and those by which enforced by the outer world. The well-adjusted person who does not exaggerated unpleasantly by the interfaces such as emotional conflicts, and their personal development which goes through greater socially developed. The social adjustment which is

a process by the person attempts to maintain of further their security, and their status of creative in calcinations in the face of which ever changing conditions. It has point out by Adler "a socially well-adjusted person is not only efficient and happy in his environment but also he must have a sense of social felling, i.e. he must be cooperative and sympathetic". As therefore, adjustment which includes with their family, and circle of their friends which has being, the person which has cannot survive without the society, without adjustment in the society he or she will be bore. A person which has socially well adjusted, he or she would be able to established satisfactory adjustments with the others and would be comfortable in the presence of other. In the modern era there has general concept which has desire of high social position. It has been noted that by the psychologists that people who satisfied of their position in the society, which tend to be more superior in the social adjustment.

Significance of social adjustment

Good social adjustment is very important at every stage of human development, but it is significance lines at the time of adolescence period. The social adjustment further indicates social responsibilities and also has responsibilities towards their partners and willingness to contribution to the social welfare. The significance of the socially well-adjusted person which has capable to feel easy with the social environment. The batter adjustment is very important at each stage of human development, but it has important significance lies. The social adjustment is a phenomenon to which the person has developed their harmonious relationship by adapting him or herself into the social environment.

Factors of social adjustment

Social adjustment is a very important indication of psychological prospective which has attracting the attention of numerous psychologists, on the other hand the social development a very important factor of an individual development, which develop through their parents,

siblings, and as well as their teachers. The social development which depends on the individuals themselves to adopt the new environment (Hartup & Rubin, 2013). On the other aspects, operating in a human's environment which has having a stem from a set of valuable expectations paradigm, which meet one's expectations and valuable framework of a person which the requirements have to be a sufficient number of adjustment and the lacking in adjustment, the person which not able to get many of her or him basic needs. If a person who has not adjusts with the society properly, he or she will be physically and mentally isolated. Dhingra and Colleagues (2005) have state that social adjustment is a consistent procedure through by which changes to be in appropriate adjustment with their environment, others, and themselves. The essential objectives of the social adjustment which sets a proper balance between one's choice and social predictions which affects whole aspects of one's life. As a result, which a person can react accurately to the whole environmental stimuli which obtains their satisfactory stimuli and reinforcements. The social adjustments surrounded many aspects like social, physical, emotional and education dimensions; the main aspect of social adjustment which is important for the other aspects of the adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006).

Literature Review

Personality traits

The personality traits have found some studies about the predicting academic success. The conscientiousness trait has positively predicted on the academic achievement (Chamorro, Premuzic, & Furnham, 2003), as well as on the GPA (Busato, Prins, Elashout, & Hamaker, 2000). The openness trait affects positively on the exam performance; it puts emphasize to the critical thinking with learning approaches. Furthermore, the having Neuroticism personality trait to reduces the academic performance (Chmorro-Premuzic & Furnham,

2003), and the other hand, the Agreeableness positive effects on the academic performance (Farsides & Woodfield, 2003). Those students, who are having introversion personality, use good study techniques to give better performance as compares to the extroversion student. The extrovert students who are mentally unstable in the field of study (Entwistle & Entwistle, 1970), whereas Furnhamand and Medhurst (1995) have showed positive correlation between the academic performance and as well as sociability. The other studies have focused on the personality traits, and it has also focused on the social and emotional factors of the individuals. Previous researches have founded that the emotionally distress has negative effects on the academic achievements. The researchers have identified that the supremacy, exhibition and academic achievement are the significant predictors of the class adjustment. Interesting meta-analysis, which has founded some relationship between the personality and procedures of the intellectual ability For instance, the openness has positively linked with the intellectual ability, whoever the neuroticism, psychotics, and test anxiety have negatively affect the intellectual ability. The past researches have founded that the intellectual abilities, interests, and the personality which determine the success, and on the other hand interest determines task motivations.

Personality and academic motivation

There were few studies identified the individual personality and academic motivations, the Big five personality traits have been explained the significance in variance in supportive, hypercompetitive, and in the individual personal development in motivational orientations. An individual who is high in the conscientiousness, openness, and extraversion which they were showed in the strongly linked in goal orientation (Payne, Youngcourt, & Beaubien, 2007), although a person who has scores high on the neuroticism and low level of extraversion trait, which most likely to negatively affect the academic performance. The students which are intrinsically motivated most likely to be openness and extraversion

(Komarraju & Karau, 2005), and those students who are goal oriented they most likely to be conscientiousness, neuroticism, and openness. The neuroticism and extraversion individuals are best explanation of avoidance of society, not good in academic achievements. On the other hand, academic performance most likely to be associated with the positive in conscientiousness, extraversion, negative association of the neuroticism, and anxiety (Busato, Prins, elshout, & Hamaker, 1999; De Guzman, Calderon, & Cassaretto, 2003; Heaven, 1989; Kanfer, Ackerman, & Heggestad, 1996).

Academic achievements

The current researches have been realized that a child's emotional life has some important outcomes (Gardner, 1993; Pekrun, 1992). The academic achievement can be influenced by the personality traits, for instance; the conscientiousness is trait of big five personalities which has regularly appears as a predictor of the academic performance (Chamorro-Premuzic & Furnham, 2003) the it has positive linked with the student's GPA (Conard, 2006). The mergers of the personality traits which have also founded correlation with better education performance, and the students which are having any one of these traits openness and conscientiousness they were predicted academic oriented (Paunonen & Ashton, 2001), and the traits of the personality openness, conscientiousness and agreeableness also overall predict academic oriented (Farsids & Woodfield, 2003; Poropat, 2009). The students who are having any of these traits conscientiousness, openness and extraversion also predict grades, particularly when a student applies for the previously build up the knowledge to real life (Duckworth, Peterson, Matthews, & Kelly, 2007). The previous researches confirm the positive outcomes of these personality traits, and the remaining traits of the big five personality traits which are need to be examining in the level of the student's learning styles.

Researcher has always show very much get interest to identify the reasons how the factors effects the students' academic career, and also note the progress; which factors play a very important role in the students' academic performance. To find out how the factors affect the academic achievements, and progress and what they play great roles in this prospects. No doubt, the set of individual and environmental factors among many others may influence the academic performance of the students. No doubt, it is impossible which make a research into whole upsetting factors, and the another research study which has to analyze whole the related materials and variables. It looks likes the academic achievement is a multi-dimensional variable, and it is affected by which huge amount of factors. In the past researches have founded the relationship between self-concept and academic performance and their findings have declared that a good social adjustment which leads to words positive self-concepts, on the other hand, conveying about a batter educational performance. In the meantime, most of the studies have proved that students unrelated of the obtained results which they considered their hard works as a predicators of the academic achievement, and their hesitance of them poorer academic achievements.

The learning occurs in the social setting, the informative educational objective which has to provide a proper environment for the students to obtain a higher academic performance. If a young student having problems are unsuitable environments among their classmates, and their main functions, learning and academic performance would be preventing. Then the student has isolated because he has not get proper attention and interest to others; hereafter he or she decreasing the number of their relationships. The loneliness which may create negative self-concept of the students, and the increasing level of isolation of the students cause of low self-esteem level which leads to enable the individual to handle the difficult situation, and solve any problems (Yarmohammedain, Molavi, & Iranpoor, 2003).

Learning style

The learning styles which have different features in each individual, they represent enduring and which have constant methods to handle the any situation (Snyder, 2000). While the numerous model to the learning style there have, which were implemented (Schmeck, Ribich, & Ramanaiah's, 1977), however the strategies of the learning of individuals models are most probably increase the level of learning and as well as academic performance, through the models of the effective information. Furthermore; the students try to follow to classify the learning strategies, they try to follow their own learning process to perform well in a test and they do follow the mastery goal of remembering processing to understand for the long term. Students who take much interest to listen the lectures, read the books very carefully, and much motivated to learn things and think very deeply so they most likely to remember informative lectures, discussions for the very long time.

The depth of processing is also having clear associations with personality, particularly with the openness, the current researches which founded it is a god gifted condition for the individual to mediating relationships in the society. There are main four learning styles, the synthesis-analysis which it has refer to the information processing, which it has also forming categories, and organizing them into the different importance or status. The other Elaborative processing which it has refer to the connecting and apply new ideas to the prevailing knowledge on to the learner's personal experiences. The study methods emphasize on the academic environments, the methodical study has also most careful while during the completing an assignment on the given time. The last Fact retention has involved information processing, and it has main concept which they remember their main goal to perform well in their tests or exams, rather than emphasized on the meaning of what he or she has learned.

Learning style and personality

Evidence which show that there has complex relationship between the learning style and big five personality traits. The deep processor which has in most likely to be in the conscientiousness, extraverted and intellectually more curious (Zhang, 2003), and it is also well stable by emotionally (Geisler-Brenstein, Schmeck, & Hetherington, 1996). At the end the students give preference the structural learning techniques, and the intuitive processing method which are likely to be have more anxiety and worry (Zhang, 2003), the students giving preference an activist and pragmatist style they are most likely to extraverted personality (Furnham, 1992).

Personality and academic achievement

The personality of the students influences their academic performance. The conscientiousness has constant predictors of the academic performance (Chamorro-Premuzic & Furnham, 2003; Conard, 2006). There has founded that big five personality traits also predict educational outcomes, each trait has different outcomes, for instance; the conscientiousness, openness which predict academic oriented (Paunonen & Ashton, 2001), conscientiousness, agreeableness and openness also predict academic performance (Farsidess& Woodfield, 2003; Porpat, 2009). And the Extraversion, conscientiousness and openness were founded to be academic achievement, which were also founded particularly when the students apply for previous gain knowledge on to real life (Lievens, Ones, & Dilchert, 2009). As compare, neuroticism on the emotions has negative correlation with the academic performance (Chamorro-Premuzic & Furnham, 2003). The farther additions of the big five personality traits such as graft or determination (Duckworth, Peterson, Matthews, & Kelly, 2007), these traits are also predicting academic oriented. While these findings of the personality traits which have confirmed the significance, and these finding of the personality

traits which have remain an essential need to measure styles the level of an individual factors of the learning styles.

Learning styles and academic achievement

Every individual or a student which has different learning styles, information processing, and also have different level of obtaining knowledge (Schmeck, 1999; Zhang, 2003). The many researches which suggest that the each student which has different in the learning styles, which predict the academic performance of the student (Lockhart & Schmeck, 1984). The deep thinking is the beneficial for the academic performance, the learning goal-orientations for the attractive to the feedbacks (Payne, Youngcourt, & Beaubien, 2007), and the other unplanned learning style of a person through the unstructured attention of the materials (Schmeck, 1999). The early researches have founded that, those students who are deep thinker and also have analytical potentials; they tend to be well academic performer. Many researchers have also suggested that the good techniques of the teaching style which increases the possibility of more academic achievements. Pashler et al., (2008) have founded that every human being has capability of the learning, and also know better how to study, which they were stress on to investigating the strategies to that they increase learning and recall in as overall, and the contrasting to the teaching methods with the learning styles.

Social Adjustment

The past researches show that the first time attending the universities which can stressful experience for the new enrolled students (Dyson & Renk, 2006). When a student joins a new environment may face problems, also face difficult to make friendship with the people of the new environment. Therefore, the new enrolled students confronted with the variety of challenges which can be personal as well as interpersonal and the undergraduate students fail to handle the new challenges of new environment and demands which became more the most

common reason to withdrawing from the university (Gerdes & Mallinckrodt, 1994). The most common that the new students of the university unable to adjust themselves to the environment which may the cause of the students to drop out they continue their farther study. Molnar (1993) stated that the first two months of the semester in the institution is considered most crucial period for the new enrolled students in the university. The past researches have also demonstrated that the first semester of the students in undergraduates has play a most important role on the academic performance in the university. The newly enrolled students of social adjustment is the university environment, so when the children enter in school period, and the peer play a meaning full role which is the key support provider, and in the university environment peers give very good company, advice, and affirmation (Furman & Buhrmester, 1992).

Crew and Crew (1956) has stated that the individual adjustment with environment is very suitable the healthy or helpful environment which extant that they did established a very pleasant relationship with the condition, the pleasant condition and the person which shows their physical and social environment. Drevre (1952) has stated that the adjustment is a way which helps a person to meet the demands of the society to change their behavior by adapting or modifying their past way of reacting to meet the condition. Adjustment which has requirements by changing one's way of behavior according to the new environment, so that a pleasing relationship which can be maintained a by an individual as for as the others. Shaffer (1999) has been explained that the adjustment is a process by the individual or living organism which can be maintains its basic needs and the condition can be influence the satisfaction of the individual needs. Shaffer has given a definition for the satisfaction is the basic needs of humans are dynamic and very essential by they are required urgently. An individual who feels adjusted to the condition which means that the person needs are gratified or going to be gratified. A person who tries to bring change in themselves according to the

condition in order to overcome their difficulties and fulfill their needs. A person sometime reduces their needs and the result may feel gratified in the limits of their environment. The person tries to keep their needs maintain according to their capacity to understanding these needs would keep maintain their balance as long as, therefore they remain adjusted. Gates and Jersild (2003) explained that the adjustment is a process in which an individual change their behavior to suit the condition and produces a pleasant relationship between themselves and their environment. The individuals have to bring change or modify themselves to fit into the environment. The condition of the environment changes with time to time, and the adjustment is continuous process as well. Vanhaller (2000) stated that the adjustment as a psychological term, but the biologists also use the term adaptation to which define the physiological survival. He has given a definition of the adjustment to taken an idea from the theory of Darwin. Darwin has explained that the only those organisms to fit, which can be bring change to survive the environment. Thus, those individual who are capable to bring changed themselves in according to the situation which can be live very happily in the situation.

Concepts of Social Adjustment

Social adjustment which contribute to the development of an individual of the social cognitive to understand social ability, the world of social adjustment by personal relationship or social awareness of the self-related to the others or groups (Thompson, 2006). The term social adjustment is very important part of the human life, and human nature. Social adjustment has related very often with individuals in their social experiences, which communicates regards of the human thoughts with the social practice, the social scripts used in the social environments as well (Toumoepeau & Ruffman, 2008). Nwoke (2004) stated that the essential psychological characters of social adjustment as usual, the values and needs of the society to be acceptable, the needs of the society have involved coping with new ethics

and values of the individual, which refers to handling the challenges of the society in given any condition or essential strong point of the society to facilitate any possible changes or outcomes.

Nelson and Bloom (1997) have observed that the social adjustment monitors the skills of living organisms. The language and self-confidence play a central role in problem solving, and the abilities of individual with the genetic tendency and these qualities of a person which enhance by the social and cognitive adjustment. Social adjustment in any culture or ethnic group has dominated on the values which that could affect the development of personality and also affect the social adjustment pattern of individual. He also stated that student who drive from their culture norms to which makes them enable to adjust themselves to the other environment. According to the above statement, the social adjustment of the students which depends on that the ethnic group or a culture of an individual had put down as for the growing individual.

Measurement of adjustment

The measurement of the social adjustment used in the behavioral science, at the time of the categorization on the bases of behavioral science, there are three methods to measure the adjustment.

- Testing techniques

- Projective techniques

- Inventory techniques

The measuring the areas of adjustment; the most commonly used to measure the adjustment is inventory technique; it has numerous benefits which compare to modify the other techniques. The other methods of measuring the adjustment are testing techniques to

assess characteristics of the conscious of the individual. The measurement of the adjustment behavior at the level of unconscious is projective techniques.

Characteristic of a well-adjusted person

There are numerous characteristics of well-adjusted individual.

- Awareness of their own limitations: the well-adjusted person who knows their areas of strengths and as well as weakness.
- Respecting himself and others: the dislikes of any person is a symptom of the maladjustment, the well-adjusted person gives respect themselves and as well as others.
- The adequate level of aspiration: the aspiration is a term of the strengthen and ability level. The individual never tries to become stars, and they never repent over appointing in an easier course for their advancement as well.
- Basic need satisfaction: those individuals who are satisfied on their basic needs, they do not face any emotional and social isolation. They would feel secure and their self-esteem would remain maintain.
- Absence of critical or fault finding attitude: a person who has absence of any critical or fault finding attitude or behavior, does not try to find the weakness of others. He belief on the good qualities, and their observation is very positive nor than critical.
- Flexibility in behavior: flexibility in the behavior which mean not a harsh or rigid attitude. These people also can be easily adjusting in the environment, to bring changes in their behavior according to the circumstances.
- Have capacity to deal with the adverse circumstance: the person does not become over whelmed by the adverse circumstance, has capacity to resist and fight with

others. By birth he has characteristics to deal the situation rather than to accept them passively.

- Realistic perception about the world: the well-adjusted persons they have positive vision; he always makes proper planning.
- Feeling of ease with his surrounding: it is also characteristic of well-adjusted person who feels satisfied from their surroundings. He adjusts well with his family, and also other social surroundings. The well-adjusted student would feel satisfied when he likes their school, classmates, and also teachers.

Rational of the study

The research has been conducted on the personality traits, academic achievements, and social adjustment among university students of Balochistan. This study is especially related to Balochistan students who are studying in different universities of Islamabad, Pakistan. There was no any single study been founded on the University students of Balochistan. The aims of the current study which we directly measure the role of big five personality traits on the academic achievements or performance and social adjustment among the university students of Balochistan. Therefore, this study would investigate the personality level, and its effect on their academic achievement and as well as social adjustment of the students, who belong to the Balochistan.

This study is a contribution in the domain of personality traits, academic performance and social adjustment, the aim of this study to fill the gap in the knowledge as no research articles have been found before on the same topic. In this study which were investigating the effects of personality traits on the academic achievements and as well as social adjustment of the students of Balochistan. The demands of education are increasing day by day in the whole world, particularly for our beloved country Pakistan which is in under development.

The students of Balochistan struggle much when they go for higher education. The previous researches have showed that in the first year students most probably face problems with academic achievement and social adjustment in their institute. In university life, it is totally new environment for the students to adjust them; they also have new teaching method and also meet with new classmates, in their first semester it would be difficult to adjust. Therefore, this study is helpful for the newcomers to enroll in a University, some of the students could not perform academically and they face problems to adjust themselves with the environment, then they left the institution. There was no any significance research reported before this study on the Balochistan students who are studying in different Universities of Islamabad. The educational trainers can be organized presentations or awareness programs for the students, to have better academic and also social adjustment.

This research finding is also helpful for the education professionals, teachers, parents and educational development organizations. This research finding would be significant for the educational psychologists to get benefit from it. It is also helpful for policy makers, student's development department to consider the relationship among the variables.

Conceptual Framework

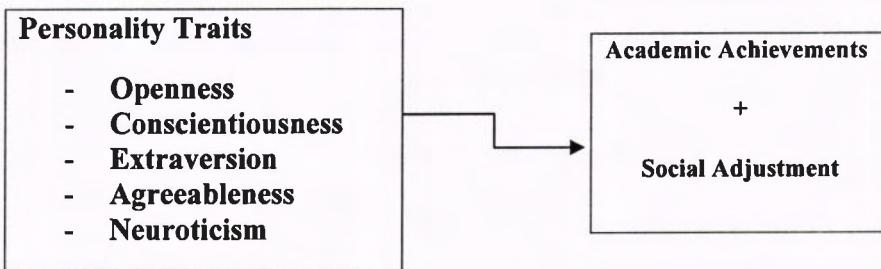


Figure-1. This conceptual framework shows relationship between personality traits and Social Adjustment on the Academic Achievements.

The big five personality traits play an important role to the academic performance and social adjustment among the University students. The conscientiousness has predicted positively on academic performance (Chamorro, Premuzic, & Furnham, 2003), conscientiousness has positive linked with the students GPA (Busato, Prins, Elashout, & Hamaker, 2000). The openness has positively effects on the academic performance; it puts emphasize to the critical thinking with learning approaches. Furthermore, the having Neuroticism personality trait to reduces the academic performance (Chmorro-Premuzic, & Furnham, 2003), and the other hand, the Agreeableness positive effects on the academic performance (Farsides, & Woodfield, 2003). Those students, who are having introversion personality, use good study techniques to give better performance as compares to the extroversion student. The extrovert students who are mentally unstable in the field of study (Entwistle & Entwistle, 1970), whereas Furnham and Medhurst (1995) have showed positive correlation between the academic performance and as well as social adjustment.

Chapter -II**METHOD****Objectives**

The objectives of the study are following:

1. To investigate the effects of personality traits on academic achievements among the University students of Balochistan.
2. To investigate the effects of personality traits on social adjustment among University students of Balochistan.
3. To investigate the effects of academic achievements on social adjustments among university students of Balochistan.

Hypotheses

The bellow hypotheses were selected to prove the objectives of the current study.

1. There would be positive correlation between extroversion and social adjustment.
2. There would be positive correlation between conscientious and academic achievement.
3. There would be positive correlation between openness and academic achievements.
4. There would be negative correlation between neuroticism and social adjustment.
5. There would be positive correlation between agreeableness and social

adjustments.

6. There would be positive correlation between academic achievements and social adjustments.

Sample

Convenient sampling technique was used to collect the data from Baloch students, who were studying in different universities of Islamabad. Total sample size was of N=200 Baloch students comprises 80 students from International Islamic University, Islamabad, 50 were from Quaid-E-Azam University, Islamabad, 40 were from National University of Modern, Islamabad, and 30 were from Iqra University Islamabad. The age range was between 18 to 28 years' student.

Operational Definition

Personality traits:

The personality has divided into five main traits to differentiate the personality of an individual.

Conscientiousness

The one of the big five personality traits is conscientiousness, if person scoring high on items of the conscientiousness so more often has a high level of self-discipline. These people follow their plans, as opposed act immediately. Their methods of planning and diligence to more often make them successful in the life of occupation.

Openness

The Openness is also one of the big five personality traits of the hypothesis. A person who scores high in openness on a personality test a man with a high state of openness to

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involvement in a personality test appreciates attempting new things. They are innovative, inquisitive, and open-minded.

Extraversion

The extraversion is also one of the big five personality traits. It demonstrates the person level of friendly and social with the environment. A man scores high on the items of the extraversion on the big five inventory which is the life of the gathering, they also appreciate being with individuals, participating in parties, and are full of energy.

Agreeableness

Agreeableness is a personality trait of the Big five personalities. A man who scores high in agreeableness on a personality test, it shows itself in individual behavioral attributes that are seen as kind, sympathetic, cooperative, warm, and considerate.

Neuroticism

Neuroticism is one of the Big Five higher-arrange personality traits in the investigation of psychology. People who score high on neuroticism are more probable than normal to be moody and to experience such sentiments as anxiety, worry, fear, anger, frustration, envy, jealousy, guilt, depressed mood, and loneliness.

Academic Achievements:

The Academic achievements are a target of the teachers, students, or institutions which has achieved their educational goals. The academic achievement execution which achieved a child from a lesson which has taught, it has may gained from the experience, knowledge, skills and as well as the like. It has been explained that children not born with good or bad correctors, but it depends on their parents, home environments, and as well as social contacts,

it also depends on their teachers, school environments also play an important role to develop children personality. Those children who were not improved in the school time it may have many reasons of their parenting problems. The past studies explained that any child who has discouraged at home which too much intellectual examine that we might perhaps lacking behind in western development standards. Enochs & Roland (2006) has confirmed that those children who have forced in their home and preschool experience which might stimulate children towards on academic excellence.

Social Adjustment:

Adjustment is a process by a person or living thing that they maintain the balance among their circumstance which that effect the satisfaction of these needs. Social adjustment which has referred an organism becomes more favorable which related to the environment or the whole condition, the adjustment which is an environment and internal forces (Warren, 1963). The concept of the adjustment refers to creative effort to live efficiently.

Instruments

Demographic Sheet

In the Demographic information about the basic information about the participant's, get information about the participant's bio-psychosocial factors (Name, age, birth order, number of siblings, class, semester, CGPA, department, Institution, and basic education from).

Big Five Inventory

The big five inventory has 44 item that measures an individual on the Big Five Factors dimensions of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. The Big Five Factors are (chart recreated from John & Srivastava, 1999):

(E)-Extroversion, (A)-Agreeableness, (C)-Conscientiousness, (N)-Neuroticism, (O)-Openness to Experience.

Where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the left of it. Alpha reliability is $\alpha = .84$

Social adjustment inventory.

The social adjustment inventory is a standardized scale, which has determined as of the adjustment of the university students. It has 20 items instrument focused on the problems of the students, focused on the issue they could not able to talk at the front of public, have problems to meet with people, not able to give proper answer of the questions, they have problems to relating their peers as well, attending new events and so on.

This scale is five points scale ranging from strongly agreed (SA), Agreed (A), Not Sure (NS), Disagreed (D), Strongly Disagreed (SD) which represent students' feelings. Alpha reliability, $\alpha = .89$

The social adjustment inventory was adapted from Bell H.M (1994), for the purpose of the research. The social adjustment inventory was founded reliable and as well as valid for the current study.

Procedure

For the purpose of data collection, we visit different universities of Islamabad and collect data from International Islamic University, Islamabad, Quaid-i-Azam University Islamabad, National University of Modern Languages, Islamabad and Iqra University Islamabad. Eighty undergraduate students from International Islamic university Islamabad were participated in our study, fifty undergraduate students from Quaid-i-Azam University Islamabad, and forty were participated from National University of Modern Languages, Islamabad, thirty

undergraduate students were participated from Iqra University Islamabad for the sake of the current study. The informed consent in written form was taken from the participants and head of the institutions. We informed them about our research purpose and they were also assured that their all information would keep confidential. Before administrating the questionnaires, the participants were delivered all necessary information and instruction about how to fill the questionnaire.

Chapter - III**RESULTS****Table 1***Psychometric Properties of the Major Study Variables (N=200)*

| Variables | N | <i>M</i> | <i>SD</i> | α | Range | | | Skew | Kurtosis |
|-----------|----|----------|-----------|----------|-----------|---------|-----|------|----------|
| | | | | | Potential | Actual | 1-5 | | |
| SAI | 20 | 66.71 | 12.87 | .89 | 1-5 | 39.00- | | -.40 | -1.09 |
| | | | | | | 87.00 | | | |
| BFI | 44 | 148.18 | 19.11 | .84 | 1-5 | 102.00- | | -.47 | -.96 |
| | | | | | | 178.00 | | | |
| Extra | 8 | 27.85 | 6.059 | .79 | 1-5 | 12.00- | | -.45 | -.70 |
| | | | | | | 38.00 | | | |
| Agree | 9 | 28.84 | 6.04 | .821 | 1-5 | 15.00- | | -.47 | -.70 |
| | | | | | | 39.00 | | | |
| Cons | 9 | 30.29 | 6.74 | .81 | 1-5 | 15.00- | | -.01 | -.98 |
| | | | | | | 43.00 | | | |
| Neuro | 8 | 22.30 | 8.42 | .89 | 1-5 | 8.00- | | .03 | -1.09 |
| | | | | | | 39.00 | | | |
| Open | 10 | 35.76 | 7.68 | .88 | 1-5 | 17.00- | | -.60 | -.72 |
| | | | | | | 48.00 | | | |

Table 1: ASI= Social Adjustment Inventory, BFI= Big Five Inventory, Extra= Extraversion Agree= Agreeableness, Cons= Conscientiousness, Neuro= Neuroticism, Open= Openness.

Table 1: This table indicates the alpha reliability values of the instruments which were used in the research. The calculated alpha value of Multi-Dimensional Perceived Social Adjustment Inventory is $\alpha = 0.89$ and the alpha value of Big Five Inventory is $\alpha = 0.84$ which indicates that these instruments are reliable to measure. Respectively the alpha values of subscales are mentioned in the table 1.

Table 2

Correlations between the Major Studied Variables (N=200)

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------|---|--------|--------|--------|--------|---------|---------|
| 1. SA | 1 | 0.32** | 0.81** | 0.72** | 0.75** | -0.77** | 0.78** |
| 2. AA | - | 1 | 0.41** | 0.38** | 0.32** | -0.37** | 0.39** |
| 3. EXT | - | - | 1 | 0.84** | 0.85** | -0.81** | 0.86** |
| 4. AGR | - | - | - | 1 | 0.82** | 0.76** | 0.82** |
| 5. CON | - | - | - | - | 1 | -0.82** | 0.80** |
| 6. NEU | - | - | - | - | - | 1 | -0.74** |
| 7. OPE | - | - | - | - | - | - | 1 |

Note. SA=Social Adjustment, AA=Academic Achievement, EXT=Extroversion, AGR=Agreeableness, CON=Contentiousness, NEU=Neuroticism * = $P < 0.05$, ** = $P < .01$, *** $P < .001$

This table shows the correlation between the variables of the study. SA has significant positive correlation with AA $r=0.32$ ($p<.01$) for SA has significant positive correlation with EXT $r=0.81$ ($p< .01$) has significant positive correlation with AGR $r=0.72$ ($p< .01$), has significant positive correlation with CON $r=0.75$ ($p< .01$), has negative correlation with NEU $r=-0.77$ ($p< .01$), and it has positive correlation with OPE $r= 0.78$ ($p< .01$). The AA has significant positive correlation with EXT $r=0.41$ ($p< .01$), has significant positive correlation with AGR $r=0.38$ ($p< .01$), has significant positive correlation with CON $r=0.32$ ($p< .01$), has negative correlation with NEU $r=-0.37$ ($p< .01$), it has also significant positive correlation with OPE $r=0.39$ ($p< .01$). The EXT has significant positive correlation with AGR $r=0.84$

($p < .01$), has significant positive correlation with CON $r=0.85$ ($p < .01$), has negative correlation with NEU $r=-0.81$ ($p < .01$), and it has significant positive correlation with OPE $r=0.86$ ($p < .01$). The AGR has significant positive correlation with CON $r=0.82$ ($p < .01$), it has negative correlation with NEU $r=-0.76$ ($p < .01$), and it has significant positive correlation with OPE $r=0.82$ ($p < .01$). The CON has negative correlation with NEU $r=-0.82$ ($p < .01$), and it has significant positive correlation with OPE $r=0.80$ ($p < .01$). The NEU has negative correlation with OPE $r=-0.74$ ($p < .01$).

Chapter-IV**DISCUSSION**

This aim of the current study was to investigate the personality traits, academic achievements and social adjustment among university students of Balochistan. On the basis of this purpose, two psychological scales along with the demographic sheet were used to explore the relationship among the variables such as personality traits, academic achievement and social adjustment among university students of Balochistan. The Big five personality inventory comprised of different items which had to measure openness, extroversion, conscientiousness, agreeableness and neuroticism and the social adjustment factors which aimed at exploring the relationship among these variables. The Big five personality inventory has 44 items. The Big five personality scale has farther divided into sub scales which measures each traits of personality (Openness, Conscientiousness, Agreeableness, Extraversion, and Neuroticism). On the basis of the grades or CGPA of the students which measured the level of academic achievements of the students.

The big five personality traits played an important role in the students' academic achievements and social adjustment in the university environment as well. The Big Five personality traits as a whole prove that better academic inspiration clarifies GPA. This features the relative significance of the Big Five and strengthens earlier discoveries that indicators of academic achievement reach past simple IQ and capacity (Conard, 2006; Duckworth et al., 2007; Duckworth & Seligman, 2005). The current study has showed that students with different personality traits have different levels of academic achievements. It also affects social adjustment of the students. The researches give solid help to the part of personality traits in clarifying academic achievements, which add to the rising group of

research that features singular contrasts in student's conduct (Deci & Ryan, 1985; Dweck & Leggett, 1988; Elliot & Thrash, 2002).

The findings of the current study have showed the significant correlation between extroversion and social adjustment among university students of Balochistan. The students who were scored high on the items of the extraversion, they were well-adjusted in the environment of the university. Those students were participating in the social events, and they were so many friends in the university as well.

The study has showed significant correlation between conscientiousness and academic achievements. The current study was conducted on the university students of Balochistan, students who scored on the conscientiousness of the big five personality scale, were more academic achievement oriented. The past research studies have showed that the conscientiousness is one of the most important predictors for the students' academic achievement (Poropat, 2009; Trapmann et al., 2007; O'Connor et al., 2007). Conscientiousness was observed to be the most imperative correspond and indicator of academic performance. The positive relationship between academic performance and Conscientiousness might be basically credited to the dedicated, who has sorted out and driven nature of conscientiousness principles of the individuals. Further, each of the sub-scale of Conscientiousness (i.e., competence, order, dutifulness, achievement striving, self-discipline, and deliberation) can be hypothetically identified with performance, in academic as well as in word related, (Mount & Barrick, 1995; Salgado, 1997).

The findings of current study have significantly showed that, those students who have openness personality factor are better performers in the academic achievements and as well as they were well-adjusted in the university environment. With respect to achievement, the Big Five model is a significant indicator of GPA. Students who are more conscientiousness,

openness, extroversion, agreeableness, and who want to fulfill the requirements are likely to have higher GPAs. Therefore, our discoveries are reliable with earlier discoveries that particular parts of personality, for example, coarseness, friendliness, and enthusiastic, which has critical effects on academic achievement (Duckworth et al., 2007; Entwistle & Entwistle, 1970; Furnham & Medhurst, 1995).

The study has found negative correlation between neuroticism and social adjustment among university students of Balochistan. The current research has showed that those students who gave more responses on the neuroticism traits items of the Big five personality scale, they were facing problems to adjust themselves in the University environment. It has also showed that, when a student faces problems in social adjustment so he may have faced problems in his academic performance. But on the other hand, the neuroticism traits, which are attached to a moderately abnormal state of anxiety, fear of failure in the academic examination, and the avoidance of failure can likewise be viewed as valuable for academic success under specific conditions. Those traits help students to keep due dates and to consider work hard to pass the examinations. They are certainly valuable in exceptionally formal situations with numerous inflexible principles and directions. We assume that the higher level of selectivity for a given college or University and the more important for the danger of being pushed out for inability to the give better performance, the somehow the neuroticism traits are beneficial for the University students in the academic success. But the excessive level of neuroticism in a student may cause uneasiness to adjust in the environment and may create difficulties to perform in the academic examinations.

In the current study, significant correlation between agreeableness and social adjustment among university students of Balochistan was also found. The students who gave more responses on agreeableness items of the Big five personality scale, they were well-adjusted in the University environment. People with agreeableness are more supportive and helping. In

any case, the most interesting for our examination are such traits as struggle evasion, delicacy, and inclination to concur with other then individuals as opposed to enter the controversy. Social association is a vital piece of the educational procedures. The Students in the university need to interface with various individuals on various levels: with different students, with professors, and with university administration. The parts of Agreeableness recorded above help to convey all the more students of the University adequately. Regardless of the possibility that it was genuine that those traits would not be important for their future expert life, they are very important to the present university environment.

The study showed that there is a significant correlation between academic achievement and social adjustment among university students and those students who have given better academic performance they were well-adjusted in the university environment. They can get social acknowledgment and it, thus, prompts accomplishment in social adjustment. The students who have bring down social, passionate and instructive adjustment, confront different relational issues (Wiener, 2004) and the issues like losing inspiration, disappointment, anxiety and depression, this issue and bring about causing disappointment in academic achievement of the student. These both factors are interlinked with each other; students give better performance academically so they are well-adjusted in the environment of the University. The past researches were identified that, the students were well-adjusted in the environment of the University so they gave better academic performance as well. Thus, social, psychological adjustment was found to upgrade the connection between effective adjustment and academic achievement. Social adjustment positively affects the performance of the students.

The findings have supported the hypotheses of the current study. The study is a significant addition in sense of big five traits in general and especially in academic achievements and social adjustment of the University students of Balochistan. Practically, the

findings make valuable contribution and these findings are useful and helpful to understand the association between variable in individualistic and collectivistic students of the higher education institutions of Islamabad.

Conclusion

The objectives of the study were, for instance a) to investigate the effects of personality traits on academic achievements, b) to investigate the effects of personality traits on social adjustment, and c) to investigate the effects of academic achievements on social adjustments among the university students of Balochistan. This study was mainly focused on the role of Big five traits on the individual's academic achievements and as well as on social adjustment of the students.

In the present study mainly focused on the four Universities of Islamabad. All hypotheses were significantly supported the current study. The study findings show the significant relationship between Extraversion and Social adjustment of the participants. The findings of the study also show that there is positive correlation between academic achievements and Social Adjustment among the students. It also shows the positive correlation between personality traits and academic achievement. This study also shows the positive correlation between Agreeableness and Social adjustment among the participants. There has negative correlation between Neuroticism and Social adjustment among the participants. The study findings also indicate the positive correlation between openness and academic achievements, there has also positive correlation between Conscientiousness and academic achievements among the participants. Thus, findings of the study show that there is a role of personality of the individuals at their academic performance and as well as on social adjustment. The present study also confirms that there has major role of big five personalities (Openness, Conscientiousness, Agreeableness, Extraversion and Neuroticism) on the

students' performance and their adjustment with the new environment. Overall this study was satisfactory and contributes in the literature in the positive manner.

Limitations

The first limitation of the current study was shortage of the research time, was not able to collect the large number of the data, so therefore the findings of the research may not have generalized. In the future research on the same study should select the larger number of the participants. In the study just selected Islamabad city, future researches should compare the students who are studying in Islamabad with those who are studying in Balochistan. In this research just selected Male students, in the next research should be select the Female students as well. In this research have been used English version scales, in the future researches should be use native language version scales for the participants to understand it easily.

Implications

The findings of the current study give an understanding about the role of Big five traits on the students of academic achievements and as well as social adjustment in the university environment. The present study based on the big five personality traits, academic achievements and social adjustment. The valuable evidence of the study of the various personality traits plays an important role in the student's life. It also gives an understanding the role of social adjustment on the students' academic performance. This study also explained that which personality traits effect the academic achievement and which trait negatively affects the student's social adjustment. The findings of the study show that the conscientiousness of personality trait has positive effects on the academic achievements of the students. The findings of the study also indicated that the neuroticism has negative effects

on the social adjustment of the University students. The current study has indicated that the well-adjustment has positively correlated with academic achievements of the students.

This study can be helpful for the educational professionals, parents, teachers, it can be helpful for the educational institutions, law makers, and it is also helpful for the educational development organization, to arrange exposure programs for the students. Because of the students today having problems to give better performance as they can, and also those who are having adjusted mental problems in the new environment.

Recommendations

In the future researches, using of the scales according to the native language. Future researches should increase the number of participants on the same study. In this study has only measured the current academic performance, in future researches should compare the basic education performance with the current academic performance. This research has been conducted only from Islamabad city, in future researcher should include from both area students who are belong to the province of Balochistan to compare their performance with each other's. In the future researchers should elaborate on the bases of gender differences, how the big five personality traits affect the academic performance and social adjustment are different among male and female students.

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APPENDIX

APPENDIX-I

Big Five Inventory

Please indicate by ticking (✓) the item that best describe you were:

SA=Strongly Agree, A=Agree, NS=Not Sure, D= Disagree SD= Strongly Disagree

| SN | | SD | D | NS | A | SA |
|----|----------------------------------------|----|---|----|---|----|
| 1 | Is talkative ? | 1 | 2 | 3 | 4 | 5 |
| 2 | Tends to find fault with others | 1 | 2 | 3 | 4 | 5 |
| 3 | Does a thorough job | 1 | 2 | 3 | 4 | 5 |
| 4 | Is depressed, blue | 1 | 2 | 3 | 4 | 5 |
| 5 | Is original, comes up with new ideas | 1 | 2 | 3 | 4 | 5 |
| 6 | Is reserved | 1 | 2 | 3 | 4 | 5 |
| 7 | Is helpful and unselfish with others | 1 | 2 | 3 | 4 | 5 |
| 8 | Can be somewhat careless | 1 | 2 | 3 | 4 | 5 |
| 9 | Is relaxed, handles stress well | 1 | 2 | 3 | 4 | 5 |
| 10 | Is curious about many different things | 1 | 2 | 3 | 4 | 5 |
| 11 | Is full of energy | 1 | 2 | 3 | 4 | 5 |
| 12 | Starts quarrels with others | 1 | 2 | 3 | 4 | 5 |
| 13 | Is a reliable worker | 1 | 2 | 3 | 4 | 5 |
| 14 | Can be tense | 1 | 2 | 3 | 4 | 5 |
| 15 | Is ingenious, a deep thinker | 1 | 2 | 3 | 4 | 5 |
| 16 | Generates a lot of enthusiasm | 1 | 2 | 3 | 4 | 5 |
| 17 | Has a forgiving nature | 1 | 2 | 3 | 4 | 5 |
| 18 | Tends to be disorganized | 1 | 2 | 3 | 4 | 5 |
| 19 | Worries a lot | 1 | 2 | 3 | 4 | 5 |
| 20 | Has an active imagination | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|-----------------------------------------------|---|---|---|---|---|
| 21 | Tends to be quiet | 1 | 2 | 3 | 4 | 5 |
| 22 | Is generally trusting | 1 | 2 | 3 | 4 | 5 |
| 23 | Tends to be lazy | 1 | 2 | 3 | 4 | 5 |
| 24 | Is emotionally stable, not easily upset | 1 | 2 | 3 | 4 | 5 |
| 25 | Is inventive | 1 | 2 | 3 | 4 | 5 |
| 26 | Has an assertive personality | 1 | 2 | 3 | 4 | 5 |
| 27 | Can be cold and aloof | 1 | 2 | 3 | 4 | 5 |
| 28 | Perseveres until the task is finished | 1 | 2 | 3 | 4 | 5 |
| 29 | Can be moody | 1 | 2 | 3 | 4 | 5 |
| 30 | Values artistic, aesthetic experiences | 1 | 2 | 3 | 4 | 5 |
| 31 | Is sometimes shy, inhibited | 1 | 2 | 3 | 4 | 5 |
| 32 | Is considerate and kind to almost everyone | 1 | 2 | 3 | 4 | 5 |
| 33 | Does things efficiently | 1 | 2 | 3 | 4 | 5 |
| 34 | Remains calm in tense situations | 1 | 2 | 3 | 4 | 5 |
| 35 | Prefers work that is routine | 1 | 2 | 3 | 4 | 5 |
| 36 | Is outgoing, sociable | 1 | 2 | 3 | 4 | 5 |
| 37 | Is sometimes rude to others | 1 | 2 | 3 | 4 | 5 |
| 38 | Makes plans and follows through with them | 1 | 2 | 3 | 4 | 5 |
| 39 | Gets nervous easily | 1 | 2 | 3 | 4 | 5 |
| 40 | Likes to reflect, play with ideas | 1 | 2 | 3 | 4 | 5 |
| 41 | Has few artistic interests | 1 | 2 | 3 | 4 | 5 |
| 42 | Likes to cooperate with others | 1 | 2 | 3 | 4 | 5 |
| 43 | Is easily distracted | 1 | 2 | 3 | 4 | 5 |
| 44 | Is sophisticated in art, music, or literature | 1 | 2 | 3 | 4 | 5 |

APPENDIX-II

SOCIAL ADJUSTMENT INVENTORY (SAI)

Please indicate by ticking (✓) the item that best describe you were:

SA=Strongly Agree, A=Agree, NS=Not Sure, D= Disagree SD= Strongly Disagree

| SN | | SD | D | NS | A | SA |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1 | Do you enjoy social gatherings just to be with people? | 1 | 2 | 3 | 4 | 5 |
| 2 | Do you take responsibility for introducing people at a party ? | 1 | 2 | 3 | 4 | 5 |
| 3 | Do you often have much difficulty in thinking of an appropriate remark to make in group conversation ? | 1 | 2 | 3 | 4 | 5 |
| 4 | Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated' ? | 1 | 2 | 3 | 4 | 5 |
| 5 | Do you often feel lonesome, even when you are with people? | 1 | 2 | 3 | 4 | 5 |
| 6 | In school is it difficult for you to give an oral report before the class? | 1 | 2 | 3 | 4 | 5 |
| 7 | Have your parents frequently objected to the kind of companions that you go around with? | 1 | 2 | 3 | 4 | 5 |
| 8 | Do you have difficulty in starting conversation with a person to Whom you have just been introduced ? | 1 | 2 | 3 | 4 | 5 |
| 9 | Have you frequently-known the answer to a question in class but failed when called upon because you were afraid to speak out before the class? | 1 | 2 | 3 | 4 | 5 |
| 10 | Do you find it easy to make friendly contacts with members of the opposite sex ? | 1 | 2 | 3 | 4 | 5 |
| 11 | Do you find it very difficult to speak in public? | 1 | 2 | 3 | 4 | 5 |
| 12 | Do you make friends readily? | 1 | 2 | 3 | 4 | 5 |
| 13 | Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking? | 1 | 2 | 3 | 4 | 5 |
| 14 | Do you hesitate to volunteer in class recitation? | 1 | 2 | 3 | 4 | 5 |
| 15 | Are you often the centre of favourable attention at a party? | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 16 | Do you find that you tend to have a few very close friends rather than many casual acquaintances? | 1 | 2 | 3 | 4 | 5 |
| 17 | Are you often in a state of excitement? | 1 | 2 | 3 | 4 | 5 |
| 18 | Do you feel self-conscious when you recite in class? | 1 | 2 | 3 | 4 | 5 |
| 19 | Do you keep in the background on social occasion? | 1 | 2 | 3 | 4 | 5 |
| 20 | Do you feel embarrass if you have to ask for permission to leave a group of people? | 1 | 2 | 3 | 4 | 5 |