Iranian Journal of Educational Society

Explaining the Contribution of Personality Dimensions in Academic Health Promoting Behaviors

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Research Paper

Abstract

Purpose: Considering the importance of behaviors related to academic health in students, the present research was conducted with the aim of explaining the contribution of personality dimensions in academic health promoting behaviors.

Methodology: This study was a descriptive-analytical from type of correlation. The research population was female students of second high school period of Karaj city in the academic years of 2020-21. The research sample was estimated 150 people who were selected by cluster random sampling method. To collect data were used from the personality traits inventory (Costa and McCrae, 1992) and promoting educational health academic lifestyle behaviors questionnaire (Salehzadeh, Shokri and Fathabadi, 2018). Also, for data analysis was used from the methods of multiple regressions with stepwise model in SPSS software.

Findings: The findings showed that the dimensions of extroversion, neuroticism and conscientiousness could explain 14% of the changes of academic resilience, among the personality dimensions, only the extroversion dimension could explain 14% of the changes of academic optimism, among the personality dimensions, only the extroversion dimension could explain 8% of the changes of academic engagement among the personality dimensions, only the extroversion dimension could explain 3% of the changes of academic buoyancy and the dimensions of extroversion, openness to experience and agreeableness could explain 22% of the changes of mastery goal orientation (P<0.01).

Conclusion: According to the obtained results, planning seems necessary to improve academic health promoting behaviors based on personality dimensions, especially through increasing extroversion with using educational workshops.

Detailed abstract

Purpose: The academic life of today's learners has become much more complicated and challenging than in the past, and learners are expected to be involved in academic activities, to learn educational and lesson materials well, to achieve the set standards, to establish a proper relationship with teachers and classmates, from the rules inform the educational environment and many other cases that increase the complexity of the educational environment and education. Today, many weaknesses and shortcomings in the education system have created new intellectual movements, including positive education, and have created a revolution in the field of shaping educational and research orientations. In positive education, relying on the application of the principles of positive psychology in education and emphasizing the promotion and development of the individual's growth in progress situations, the learning of traditional skills is achieved with an increase in well-being, mental health, and happiness in parallel. Considering the importance of behaviors related to academic health in students, the present research was conducted with the aim of explaining the contribution of personality dimensions in the behaviors that promote academic health.

Methodology: This was a descriptive-analytical correlational study. The research population was female students of the second secondary school in Karaj city in the academic year of 2020-21. The research sample was 150 people who were selected by cluster random sampling method. In the present study, two tools were used to collect data. The first instrument was the inventory of personality traits, which was designed by Costa and McCrae in 1992 with 60 items and five dimensions of neuroticism, extraversion, and openness to experience, agreeableness, and conscientiousness (12 items each). A five-point Likert scale from completely disagree (score 1) to completely agree (score 5) was used to answer each item. The score of each of the five dimensions in the list of personality traits is calculated with the total score of the items of that dimension, so the minimum score in each dimension is 12 and the maximum score in it is 60, and a higher score indicates having more of that personality trait. The construct validity of the instrument was investigated by factor analysis and the results indicated the existence of five dimensions of neuroticism, extroversion, openness to experience, agreeableness, and conscientiousness, and their reliability was 0.90, 0.78, 0.86, and 0.76 respectively with Cronbach's alpha method, and it was reported as 0.90. The second tool was the questionnaire of academic lifestyle behaviors that promote academic health, which was developed by Salehzadeh et al. in 2018 with 48 items and five dimensions of academic resilience, academic optimism, academic engagement, academic vitality and mastery-oriented goal orientation. Academic engagement (8 items) and other four dimensions (10 items each) were designed. A five-point Likert scale from completely disagree (score 1) to completely agree (score 5) was used to answer each item. The score of each of the five dimensions in the questionnaire of academic lifestyle behaviors that promote academic health is calculated with the total score of the items in that dimension, so the minimum score in the dimension of academic engagement is 8 and the maximum score in it is 40, and the minimum score in the other four dimensions is 10 and the maximum score in them. Is 50 and a higher score indicates more of that behavior that promotes academic health. The construct validity of the instrument was investigated by factor analysis method and the factor loading of all items of each dimension was higher than 0.40 and the results indicated the existence of five dimensions of academic resilience, academic optimism, academic engagement, academic vitality and mastery-oriented goal orientation, and their reliability was determined by the alpha method. Cronbach was reported as 0.93, 0.89, 0.85, 0.93 and 0.93 respectively. In the present study, the reliability of the dimensions of academic resilience, academic optimism, academic engagement, academic vitality and mastery-oriented goal orientation in the questionnaire of academic lifestyle behaviors promoting academic health with Cronbach's alpha method were 0.89, 0.91, 0.84, 0.90 and 95 respectively. 0/ was calculated. Also, for data analysis, multiple regression method with step-by-step model was used in SPSS software.

Findings: The findings showed that the dimensions of extroversion, neuroticism, and conscientiousness were able to account for 14% of the changes in academic resilience, among the personality dimensions, only extraversion was able to account for 14% of the changes in academic optimism, and among the personality dimensions, only extraversion was able to account for 8% of the changes in academic engagement. Among the personality dimensions, only extroversion was able to explain 3% of the changes in academic vitality and extroversion, openness to experience and agreeableness were able to explain 22% of the changes in mastery-oriented goal orientation (P<0.01). According to the obtained results, it seems necessary to plan to improve academic health-promoting behaviors based on personality dimensions, especially through increasing extroversion using educational workshops.

Conclusion: The findings related to the first question of the current research showed that the dimensions of extroversion, irritability and conscientiousness could explain 14% of the changes in students' academic resilience. In explaining these findings, it can be concluded that students who have the characteristics of high extroversion and conscientiousness and low irritability, characteristics such as assertiveness, positive excitement, tendency to be happy and laugh, not having anxiety and stress or having little of them, low vulnerability to problems, high adaptability with the environment and have good communication with people and society. The findings related to the second question showed that among the personality dimensions, only the extroversion dimension could explain 14% of the changes in students' academic optimism. In explaining these findings, it can be said that extroverted students have characteristics such as having intimate and warm relationships with others and wanting to be with them, the desire to have many activities in various fields, they want more pleasant emotions, higher self-esteem, and the tendency to be happy and love. The characteristics make them more hopeful and optimistic in the academic field. The findings related to the third question of the research showed that among the dimensions of personality, only the extroversion dimension could explain 8% of the changes in students' academic engagement. In explaining these findings, it can be concluded that extroverted students have the following characteristics, such as warmth and intimacy,

having many social activities, seeking social and positive excitement, being energetic, tending to the outside world and gaining experience, and since students have appropriate emotional reactions in their academic engagement. They show their homework, teachers, classmates, class and school and show effective behavioral reactions to overcome academic challenges, so extroversion can increase students' engagement and academic engagement and play an effective role in explaining their academic engagement. The findings related to the fourth question showed that among the dimensions of personality, only the extroversion dimension could explain 3% of the changes in students' academic vitality. In explaining these findings, it can be said that extroverted students tend to be positive, bold, energetic, and friendly, make friends, and have a high motivation to communicate with others, including classmates and teachers. The findings related to the fifth question showed that the dimensions of extroversion, openness to experience, and agreeableness could explain 22% of the changes in students' mastery-oriented goal orientation. In explaining these findings, it can be concluded that students who have the characteristics of extroversion, openness to experience, and agreeableness show more effort, diligence, seriousness, and perseverance, have a higher desire to experience new situations, have a spirit of curiosity, hard work, imagination, and high concentration. They focus on the learning process and show more effort to learn and acquire new skills in order to achieve progress and a higher position than themselves. Since mastery-oriented goal orientation means that students consider success in the field of learning to be equivalent to progress, and consider effort as the main cause of their success, and consider hard work as the cause of their satisfaction, and try to always learn new things. increase their competences and skills, so it can be expected that students with the characteristics of extroversion, openness to experience and agreeableness in the field of study will follow mastery-oriented goal orientation and on this basis it seems logical that the mentioned variables (extroversion, openness to experience and agreeing) can play an effective role in explaining students' mastery-oriented goal orientation.

Keywords: Personality Dimensions, Academic health Promoting Behaviors, Students