CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some theories and issues related with personality traits dimension, students' engagement, students' self – directed learning, their engagement and personality traits in and English Language Learning. This chapter also describes the relations among those four variables with English Language Learning which discussed such as in the following

A. **Theoretical Framework**

1. **Personality Traits**

    a. **The Definition of Personality Traits**

    Personality can be defined as something that come from internal and external factors, and usually in the form of the collection of habits, awareness and the emotional pattern.[42] Diener define personality traits through learning and habits. Nevertheless, most of theories state personality as relatively stable.[43] Personality traits reflect person's characteristic patterns of thoughts, feelings, and behaviors. Personality traits refer to consistency and stability. Someone who achieve a high score in particular traits such as extraversion is expected to be sociable in altered situations and over time.[44]

    According to Larsen & Buss personality is a something that affect the interaction and adaption of individuals in particular environment (physical and social) as a result of collection of psychological traits and mechanisms within an organized.[45] Moreover, according to Chamorro-Premuzic and Furnham personality traits of an individual competence involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience as a form of general mental capacity. It reflects a broader

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[42] Philip J. Corr & Gerald Mathew. *The Cambridge Handbook of Personality Psychology* (Cambridge: Cambridge University Press, 2009), (https://en.m.wikipedia.org/wiki/Personality accessed on October 18, 2020)

[43] Ibid

[44] Edward Diener & Richard E. Lucas, *Personality Traits* (University of Utah, University of Virginia), (https://nobaproject.com/modules/personality-traits accessed on October 18, 2020)

[45] R. J. Larsen, Buss, David M., *Personality Psychology: Domain Of Knowledge About Human Nature* (New York: McGraw Hill, 2002).

and deeper capability for comprehending our surroundings "understanding" "making sense" of things, or "finding" what to do.[46]

The Big Five model provides valuable visions into the personality domain and is one of the mostly used models for personality categorization[47] (Costa & McCrae, 1992). It originates from a psycholexical approach. The five factors are: extraversion, agreeableness, conscientiousness, neuroticism and openness. Extraversion is represented by facets such as activity, aggressiveness, and self-confidence. Agreeableness refers to apprehension and sensitiveness toward others and their desires. Conscientiousness refers to self-regulation in both practical and inhibitory mode. Neuroticism refers to the incompetence to cope sufficiently with one's own concern and emotionality and to control frustration and anger. Openness refers to tendency to uniqueness, tolerance of diverse values, curiosity toward different habits and lifestyles.

b. IPIP Scale : Big Five of Personality Traits

Eysenck's represented traits by two dimensions: Introversion/Extroversion (E); Neuroticism/Stability (N). Eysenck called these second-order personality traits.[48] Dörnyei then switches psychoticism with three additional

1) Extravert – Introvert

Evaluate the quantity and intensity of interpersonal interactions, the level of activity, the need to be supported, and the ability to be happy. Extraverts are sociable and craving for excitement and alteration, and thus can become bored easily. They tend to be lighthearted, positive and imprudent. They are more likely to take risks and be adventure seekers. Eysenck argues that this is because they become heir to an under aroused nervous system and so search for stimulation to reestablish the level of maximum stimulation. those who get high score in this trait are imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional; in other hand, for those who get low scorers are defined as conservative, conventional, down-to-earth, inartistic, and practical persons. On the other hand, lie at the other end of this scale, being quiet and reserved. They are already over-

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[46] Chamorro-Premuzic T., & Furnham A., *Personality and Intellectual Competence* (New Jersey: Lawrence Erlbaum Associates. 2005), 40.

[47] Costa, P. T. & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO PI-R) and NEO Five-Factor Inventory (NEO-FFI).Odessa: *Psychological Assessment Resources*.

[48] Saul McLeod, *Theories of Personality*. (https://www.simplypsychology.org/personality-theories.html accessed on October 19, 2020)

aroused and shun sensation and stimulation. Introverts are reserved, plan their actions and control their emotions. They tend to be serious, reliable and pessimistic.

2) Neuroticism

This trait assesses the stability and emotional instability. Identifying the tendency of an individual to be easily stressed, have unrealistic ideas, to have a maladaptive coping response. This dimension accommodates a person's ability to withstand stress. People with positive emotional stability tend to be calm, passionate and safe. While those with high negative scores tend to be depressed, anxious and insecure.

Someone who scores high in neuroticism then will be substantially more precarious and inclined to give too much weight to something and might rush to stress, outrage or dread. They are excessively enthusiastic and think that it is hard to stay relax once being annoyed.

3) Agreeableness

This trait evaluates the quality of individual's orientation with a continuum going from delicate to adversarial in reasoning, feeling and behavior. Suitability will in general be cordial, pleasant, affable, kind, pardoning, trusting, helpful, humble, and liberal; low scorers are cool, pessimistic, discourteous, undesirable, basic, hostile, dubious, vindictive, crabby, and uncooperative

4) Openness to Experience

Openness to experience proactively assesses someone's determination and appreciation of the experience for his - own sake. Assessing how he discovers something new and unusual. Someone with high scorers of Openness to experience are inventive, curious, supple, resourceful, moved by art, seeking for freshness, authentic, and untraditional while low scorers are conservative, conventional, down-to-earth, inartistic, and practical.

5) Conscientiousness

This assesses the ability of individuals in the organization, both regarding perseverance and motivation in achieving goals as a direct behavior. As opposed in assessing whether the individual is dependent, lazy and untidy. High scorers are systematic, meticulous, efficient, organized, reliable, responsible, hard-working, persevering, and self-disciplined; low scorers are

unreliable, aimless, careless, disorganized, late, lazy, negligent, and weak-willed.

This study applies the questionnaire adapted from IPIP Scale questionnaire. It consist four questions which are: Extroversion, neuroticism, agreeableness, openness, and conscientiousness. In every dimensions of the personality will be measured on a five point likert's scale. To identify in which dimension that mostly dominant in students' personality trait can be seen from the total score of each dimension in the questionnaire items[49]

2. Students' Engagement

a. The Definitions of Students' Engagement

Coming from Trowler's perspective, students; engagement is assured with the interaction among the passé, achievement and more linked origin by both learners and their schools that intend to make best for the learners' incident, extend the knowledge output and learners' development and the accomplishment, and prestige of the schools. Then Krause and Coates indicate that engagement is the quality of students' effort dedicated to educationally purposeful activities that subsidize directly to intended outcomes.[50] So, students' engagement can be defined as the quality of their effort toward the class that automatically results in the learning outcome.

Fredricks, Blumenfeld, Paris, Skinner, Furrer, Marchand, Kindermand & Wellborn (cited in Jang, Reeve, and Deci) state that engagement has to consider their behavior and emotional quality.[51] Besides that, Trowler argues three aspects of students" engagement.[52] They are as the subsequent below:

1) Behavioral Engagement

Learners who are behaviorally engaged should characteristically achieve with behavioral standards, such as attendance and involvement, and should establish the nonappearance of aggravation or effect-less behavior.

2) Emotional Engagement

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[49] Ana-Maria Cazan & Bianca-Andreea Schiopca, "Self-Directed Learning, Personality Traits and Academic Achievement," *Procedia - Social and Behavioral Sciences* (2014): 643.

[50] Kerrie Lee Krause and Hamish Coates, *Students' Engagement in First Year University* (Australia: Griffith University Australia, 2008).

[51] Hyungshin Jang, Johnmarshall Reeve, and Edward L Deci, "Engaging Students in Learning Activities: It Is Not Autonomy Support or Stucture but Autonomy Support and Stucture," *American Psychological Association* 102 (2010): 588–600.

[52] Trowler, *Students' Engagement Literature Review*.

Learners who engage emotionally should feel impression effects such as responsiveness, enthusiasm, or comprehensive feeling

3) Cognitive Engagement

Cognitively engaged learners should be infused in their awareness, should search to start forth the necessities and should take pleasure in insubordination.

Moreover, Jones's perspective the students' engagement level can be derived from of students' engagement feature. They are unequivocal body language, constant concentration, attentiveness and happiness, personal apprehension, revelation of studying, the significance of the action, precise thought, and directive implementation.[53]

1) Unequivocal Body Language

Learners disclose body manners which symbolize they listen and pay attention to the teacher or other learners. It includes their eye detonation, head position, learning the position of their hand.

2) Constant Concentration

Learners are differentiated in the learning activities at school with the smallest interruption integrating the deliberation that defines they interest with the activities.

3) Verbal Participation

Learners express their thinking and respond which indicate they are passionate learners. For instance, they find out thing that suitable for tuition, allow their way of thinking toward the course, and anticipate a concern that they obtain at the school.

4) Students' Confidence

Learners display weight in performing their assignments with the regulated instructor or permission pursuing and aggressive in the group based action contribution.

5) Attentiveness and Happiness

Learners display consideration, spirit and put on convincing amusement. Students display attention, passion and apply positive humor.

6) Personal Apprehension

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[53] Richard D. Jones, *Strengthening Students' Engagement* (International Center for Leadership in Education, 2008).

Learners have confidence in confining request assistance or inquiry. Students feel comfortable in looking for help and asking questions.

7) Revelation of Studying

Learners are able to exactly explain the object course or unit objective rather than representing the hustle based on the material that given at that day. Students are able to define the aim of the lesson or unit. This is different with being able to convey the activity that is done during the teaching and learning in the class.

8) Significance of Action

Learners comprehend that the activities are interesting, elongating, and consistent to education. Students find the work interesting, stimulating, and associated to learning.

9) Precise Thought

Learners can work on complicated matters, finding the way in solving their problem by themselves, and portray on the quality of their performance. Students work on complex problems, providing authentic solutions, and reveal on their work's quality.

10) Directive Implementation

Learners understand the good side of "doing with effort" and how it will be assessed. They can evaluate the quality of their work/performance. Students understand what quality work is and how it will be assessed. They also can describe the criteria on how their work will be assessed.

Reflecting those theories, the researcher infers that in calculating students' engagement levels, the researcher has to consider the specification on students' engagement, it contains learners' attitude, affective and cognitive in the classroom.

b. The Level of Students' Engagement

People who are engaged feel the joy in doing the task, and sometimes they find it entertaining. To be engaged, in other words, is to invest energy beyond that needed simply to get by. Engagement is active, it requires the students to be attentive enough and has complete the attendance: it requires the student to be devoted on task and figure out some essential value in what he or she is being asked to do. To assess engagement it is important to determine both the level of

students' effort are expanded, the meaning that will be obtained and significance of the task that the student assigned.

Schlechty classifies student engagement level in 5 levels, they are authentic engagement, ritual compliance, passive compliance, retreats, and rebellion.[54]

Table 2.2 Levels of Students' Engagement based on P. Schlety

Level	Classification	Criterion
Level 5	Authentic Engagement	High Attention + High Commitment
Level 4	Strategic Compliance	High Attention + Low Commitment
Level 3	Ritual Compliance	Low Attention + Low Commitment
Level 2	Retreats	No Attention + No Commitment
Level 1	Rebellion	Diverted Attention + No Commitment

Table 2.2 summarizes the levels of Student Engagement developed by Phillip C. Schlechty. The levels will be explained below.

1) Authentic Engagement

Authentic engagement is the highest level of student engagement. In this level, the students are absorbed in work that has a clear meaning and provide value to them, for instance, he/she like reading a book on a topic of personal interest. The characteristics of the students in this stage are persistence, sustained inquiry, self-direction, playfulness with contents, and unprompted transfer of understanding.

2) Strategic Compliance

The work has little or no important meaning to students, but there are extrinsic outcomes of value that keep them engaged, for example, they earn grades necessaries for college acceptance. This level is characterized by a clear effort, some creativity, focus on directions and task completion in order to meet extrinsic standards for motivation.

3) Ritual Compliance

In this stage, students see little or no meaning in the work given, but pay out effort merely to avoid negative consequence. she or he have no obligation to

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[54] Phillip C. Schlechty, *Engaging Students: The Next Level of Working on the Work* (San Francisco: Jossey-Bass, 2011), 15.

stay in during break to complete work. The passive compliance characters are made a minimal effort only to reduce „consequences" or other punishment: no creativity, genius, curiosity, or transference

4) Retreats

In this level, students are disengaged from work given and make no effort to comply but they don't disturb the learning activity. Commonly, the students have characters such as little to no effort, productivity, or progress: no demonstrated inquiry, affection, or interest in the content, collaborations, or task.

5) Rebellion

On the contrary to authentic engagement, rebellion is the lowest level of engagement. In this stage, students refuse to do the task, act disruptive, and attempt to substitute alternative activities. Rebellion is characterized by zero demonstration; outright disruption and defiance.

This study applies the questionnaire of Students' Engagement questionnaire called SEM which was expanded by Phyllis Blumenfield and Jennifer Fredricks This research instrument is used to investigate the level of students' engagement in English language learning. In classifying the level type of student engagement, the result data from the questionnaire will be processed using SPSS to find out the maximum score, minimum score, mean and standard deviation. Furthermore the calculation of the data will be counted using Schlelty's theory to figure out student engagement level classification.

3. Self – Directed Learning

a. Definition of Self – Directed Learning

The definition of SDL as stated by Knowles is a process where people stepping up to new learning cycle with or without the assistance of other to investigate their learning aims, learning aims formulation, human and material identification, suitable material selection and application, great methodologies of learning execution and learning result assessment.[55] Gibbons mentioned that self-directed learning is any progression in knowledge, competency, accomplishment, or someone development that the learners choose and decide their own effort in

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[55] Malcolm S. Knowles, *Self-directed learning: A guide or Learners and Teachers* (New York: Association Press, 1975): 18

using various ways in any conditions at every time.[56] Based on his perspective, self-directed learning involves personally challenging activities initiation and personal knowledge and skills development to pursue the successful challenges. According to Gelderen (as cited in Ariani) the definition of self-directed learning is related in how self-motivation can be done through introduction and combination process. In other hand, self-directed learning (SDL) takes self-motivation as its beginning step.[57]

From the definition mentioned above, it can be concluded that self-directed learning is learning process both physical and psychological readiness to take the initiative in learning, control and manage students to take the responsibility with academic life as well as finding the appropriate competence in learning. The process built on the notion that the learner assumes the primary responsibility for planning, implementing, and evaluating learning experiences.

b. **The Level of Self – Directed Learning**

Grow classifies self-directed learning in four stages such as in the following[58]

Table 2.1 Levels of Self – Directed Learning by G Grow

Level	Student	Teacher	Examples
Level 1	Dependent	Authority Coach	Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance
Level 2	Interested	Motivator, Guide	Inspiring lecture plus guided discussion. Goal-setting and learning strategies.
Level 3	Involved	Facilitator	Discussion facilitated by a teacher who participates as equal. Seminar. Group projects.
Level 4	Self – Directed	Consultant, Delegator	Internship, dissertation, individual work or self-directed study – group.

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[56] Maurice Gibbons, *The Self-Directed Learning Handbook* (San Francisco: Jossey-Bass, 2002): 2.

[57] Erlina Wahyu Ariani, Undergraduate Thesis: "*Students' Self-Directed Learning Levels in Thesis Seminar Proposal Course at English Teacher Education Department State Islamic University of Sunan Ampel Surabaya,*" (Surabaya: Sunan Ampel State Islamic University, 2018), 7.

[58] Gerald O. Grow, "Teaching Learners To Be Self-Directed," *Adult Education Quarterly* 41, no. 3 (September 1991): 125–149.

Table 2.1 summarizes the levels or the stages of Self- Directed Learning developed by Gerald O. Grow. There are four levels of Self-Directed Learning. Here, the explanation of them.

1) **Dependent**

   Dependent learners need an authority figure to give them explicit directions on what to do, how to do it, and when. For these students, learning is teacher-centered. Dependent learners in self-directed learning (SDL) are the poorest level, because they need the guidance from the instructor.

2) **Interested**

   The learners are interested or interest-able. They respond to motivational techniques. They are willing to do assignments they can see the purpose of. They are confident but may be largely ignorant of the subject instruction. These are what most school teachers known as "good students." Interested learners in self-directed learning (SDL) are the intermediate or moderate level, because they can see the purpose of learning but sometimes they ignorant the teachers" instructions.

3) **Involved**

   In this stage, learners have skill and knowledge, and they see themselves as participants in their own education. They are ready to explore a subject with a good guide. They will even explore some of it on their own. But they may need to develop a deeper self-concept, more confidence, more sense of direction, and a greater ability to work with and learn from others. Thus, involved learners can be classified as the high level of self-directed learning.

4) **Self-Directed**

   Self-directed learners set their own goals and standards with or without help from experts. They use experts, institutions and other resources to pursue the goals. Learners at this stage were both able and willing to take responsibility for their learning, direction, and productivity. Furthermore, the self-directed learners here, can be characterized as the highest level of Self- Directed Learning (SDL) based on Grow.

   Self-direction is the basis of all learning; be it formal or informal. The effectiveness of learning is relative to an individual's motivation. All individuals are capable of self-directed learning but the degree of development varies due to their individual differences. It is important that both educators or

teacher and learners have a clear understanding of the concept and nature of self-directed learning skills for its further development. Educators, in this context, have added the responsibility of developing learners" full potential effective self-directed learning through building and maintaining a harmonious team relationship.

Williamson developed the Self-Rating Scale of Self- Directed Learning (SRSSDL) and categorized it subordinate to five extensive fields of self-directed learning.[59] They are the following:

1) Awareness

It is revealing to learners" comprehending of the aspects assisting to forming self-directed learners. Self-awareness is an alternative to maximize learning for students because awareness is an important principle for students in acquiring knowledge and education. Awareness begins with basic knowledge or some kind of rudimentary ability to know or realize what is happening.

2) Learning Strategies

It is analyzing the varied approaches self-directed learners ought to adopt with an eye to become self-directed in their learning action. The learning strategies in self-directed learning are the students involve in group discussion, they has study buddy, and they can decide learning strategies.

3) Learning Activities

It is certaining the required learning activities, learners ought to be aggressive engaged with an eye to become self-directed in their learning processes. The learning activities in self-directed learning are the students able to use mind mapping as their learning method, they able to use technology to improve their learning, and they can connect their English knowledge with the reality of their life.

4) Evaluation

It is relating students" characteristic associated in order to assist observed their learning activities. The evaluation in self-directed learning are the

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[59] Swapna Naskar Williamson, "Development of a Self-Rating Scale of Self-Directed Learning," *Nurse Researcher* 14, no. 2 (January 2007): 66–83.

students able to correct their works, they can identify the material that had been mastered, and they able to observe the development of their learning

5) Interpersonal Skills

It was relating to learners" skills in interpersonal relationships, which are pre-requisite to their becoming self-directed learners. Interpersonal skills in self-directed learning are the students intend to learn more the knowledge or English knowledge, they can share information with other people, and they can express their views freely.

This study applies Self-Rating Scale of Self-Directed Learning (SRSSDL) questionnaire developed by Williamson to investigate the level of students' self - directed learning. The categorization of the Self-Rating Scale of Self- Directed Learning (SRSSDL) items up to five broad areas allows for specific areas where students lack abilities in their self-directedness to be identified and support offered.[60] In classifying the level type of students' self - directed learning, the result data from the questionnaire will be processed using SPSS to find out the maximum score, minimum score, mean and standard deviation. Furthermore the calculation of the data will be counted using Azwar's theory to figure out students' self – directed learning level classification.

4. **English Achievement**

Self – directed learning has been associated with students' academic performance. It was also considered as a predictor of academic success in traditional learning setting or non – web based distance learning[61] Assessment of English language learners is a more complex undertaking than assessment of proficient English-speaking students because it involves the documentation of both language proficiency and academic achievement. Language proficiency is an expression of students' linguistic knowledge and language use in four language domains; listening, speaking, reading, and writing. In the traditional sense, language proficiency entails contexts and interactions in and outside of school; thus language competence or ability represents the acquisition of language regardless of how, where, or under what

[60] Swapna Naskar Williamson, "Development of a self-rating scale for self-directed learning," *Nurse Researcher*, Vol. 2 (2007): 68.
[61] Long. II.B College students' self – directed learning readiness and educational achievement/ in II B. Long & Associats (Eds) self – directed learning: Consensus and Conflict (Oklahoma: OK, 1991) p 107

conditions.[62] In contrast, academic achievement reflects students' subject matter knowledge, skills, and concepts across the core content areas (language arts, mathematics, science, and social studies). It is a mark of conceptual learning directly tied to school-based curriculum and, in recent times, state academic content standards.[63]

Achievement is generally measured by the test results of the student. The measurement can be a simple grade-point-average or focus on results in a specific domain. Language and mathematics are two common domains in the academic literature and measures of academic achievement often do not separate between them[64].The test in this study is in the form of researcher – made test. The advantage of a **researcher-made test** is that it can be tailored to be content specific, that is, it will match more closely the content that was covered in the classroom or in the research study[65]. The English test is designed based on the base competence in the existed curriculum. In categorizing students' grade based on the test result can be counted using Existed Assessment system used by MTs[66]

B. Previous Studies

Some studies related to this research such as study has been done by Asude Balaban Dagal and Dilan Bayindir which the aims of their study were to investigate the relationship between the level of self-directed learning readiness, the locus of control and the personality traits of preschool teacher candidates."[67]. The survey method was used for this study. The research result of this study indicated that there were the significants relationship between the level of self-directed learning readiness, "extraversion" and "conscientiousness" traits of personality and "personal control" subscale of the locus of control.

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[62][62] Bachman, L. Fundamental considerations in language testing. Oxford, UK: Oxford University Press . (1990).

[63] Gottlieb, M. The language proficiency handbook: A practitioner's guide to instructional assessment. Springfield: Illinois State Board of Education. (1999a).

[64] Jens Abbing, The Effect Of Students' Engagement On Academic Achievement In Different Stages Of Their Academic Career From A Dropout Perspective, University Of Twente, (2013)

[65] Donald Ary et al., …………………………….. p. 203

[66] Petunjuk Teknis Penilaian Hasil Belajar pada Madrasah Tsanawiyah p 15

[67] Asude Balaban Dagal and Dilan Bayindir, "The Investigation of the Level of Self- Direcred Learning Readiness According to the Locus of Control and Personality Traits of Preschool Teacher Candidates," *International Electronic Journal of Elementary Education* 8(3) (2016): 391–402.

A research conducted by Hakimi et al which focused on investigating the relationships between personality traits and academic achievement among students[68]. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the most important predictor variable. Another research conducted by Hardianti et al, focused on analyzing students' level of self-directed learning readiness in learning English[69]. The result showed that English department students of UNP has low self-directed learning readiness level, and self-concept as an effective and independent learner, creativity and initiative in learning are its cause factors.

Another research conducted by Ghazy et al, which focused on investigating Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan showed that "conscientiousness" and "agreeableness" personality traits were found high while "extroversion", "neuroticism" and "openness to experience" personality traits were found low in secondary school students. Overall there was no significant relationship found between the students' personality traits and their academic achievement[70]

Ana-Maria Cazan also conducted a study on 121 undergraduate students from a Romanian university that is looking for the correlation between personality traits, self-directed learning, and academic achievement.[71] The result had different result that revealed that self-directed learning predicts academic achievement, the predictive value being more efficient when the study year is added as predictor. The personality traits seem not to be significant predictors. The study year is an efficient predictor; self-directed learners from the third year have higher academic performances than first year student. A study conducted by Ghazy, focused on analyzing the relationship between students' personality traits and their academic achievement. The result revealed that Results of the study revealed that "conscientiousness" and "agreeableness" personality

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[68] Hakimi et al. "The Relationships Between Personality Traits and Students' Academic Achievement. *Procedia - Social and Behavioral Sciences* 29 (2011) 836 – 845

[69] Hardianti et al. The Level Of Self-Directed Learning Readiness Of 2013 Academic Year's Student At English Department Of The State University Of Padang. *Journal of English Language Teaching Volume 5 No. 1 Serie E* (2014)

[70] Ghazy et al. Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan. *Journal of Educational and Social Research Vol. 3 (2) May 2013*

[71] Cazan et. Al Self-directed learning, personality traits and academic achievement. Procedia - Social and Behavioral Sciences 127 (2014) 640 – 644

traits were found high while "extroversion", "neuroticism" and "openness to experience" personality traits were found low in secondary school students[72]

A research conducted by Jensen focused on analyzing Personality Traits, Learning and Academic Achievements showed that (1) intrinsic motivation, a deep approach to learning and learning goals are associated with general knowledge and good test results, all linked together by the openness trait; (2) extrinsic (in combination with intrinsic) motivation, an achieving (in combination with deep) approach to learning and performance goals (in combination with learning goals) are associated with high grades in general linked together by the conscientiousness trait. Openness is associated with learning and general knowledge while conscientiousness is associated with academic achievement[73].

A research which also conducted by Wara et al focused on identifying Relationship between Cognitive Engagement and Academic Achievement among Kenyan Secondary School Students showed that cognitive engagement was a significant predictor of academic achievement among secondary school students. This was concluded from the statistical results obtained from the Pearson Product Moment Correlation Coefficient and the ANOVA computation revealed that cognitive engagement was a significant predictor of academic achievement.[74]

While lei et al conducted a research which focused on identifying Relationships Between Student Engagement and Academic Achievement showed that The results revealed that there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement.[75] another research conducted by Jonas which focused on The Relationship between Student Engagement and Academic Achievement showed that student engagement is positively associated with academic achievement, but they did not support evidence for causal effects. Those findings remained regardless of whether or not selected potential confounders such as teacher

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[72] Ghazi et. Al. *Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan*. *Journal of Educational and Social Research Vol. 3 (2) May 2013 437 - 444*

[73] Jensen, Mikael. Personality Traits, Learning and Academic Achievements. Journal of Education and Learning; Vol. 4, No. 4; 2015

[74] Wara et al. Relationship between Cognitive Engagement and Academic Achievement among Kenyan Secondary School Students. *Mediterranean Journal of Social Sciences Vol 9 No 2 March 2018*

[75] Lei et al. Relationships Between Student Engagement And Academic Achievement: A Meta-Analysis. SOCIAL BEHAVIOR AND PERSONALITY, 2018, *46*(3), 517–528

support, peer support, school environment, and background variables of the student were considered. In addition, although school environment and gender had a small impact on the relationship between engagement and achievement, they are unlikely to be considered confounders of the association. The findings of the current study, which are contradictory to the literature, are discussed and several content and methodological explanations are offered.[76]

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[76] Jonas. The Relationship between Student Engagement and Academic Achievement. (Auckland: Auckland University Press, 2016)