

The Big Five Personality among Lecturers at One Private Higher Institution Systematic Literature Review extended cases (2010-2013)

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Abstract

Systematic Literature Review (SLR) table examining the causes and correlates of personality development study through extended cases choose from year 2010-2013 indicates that change in the Big Five is influenced by both biological and environmental factors. Individual differences in personality change are somewhat heritable (suggesting a biological influence), but have also been linked with a variety of life experiences (suggesting an environmental influence). Personality of the lecturer in the end of cognition should be characterized primarily by natural curiosity about the world and other people. The lecturer must be versed in many issues, ranging from the family situation (S. A. Harun et al., 2018), interests, problems and joys of their pupils, and ending on politics and the economy. It is necessary to follow the novelties of literature, domestic and foreign literature in the field of pedagogy and the use of multimedia technology in their work. If you want an authority lecturer who is able to enchant not only the subject, but also a way of lecture, must update their knowledge and continually seek new and better solutions in lecture (S. A. Harun & Alias, 2015).

Keywords: *Psychology, Personality, Openness, Education*

Introduction

Lecturers are individuals who plays a crucial educational role in making learning easier and more effective for students (Vocabulary, 2019). They help educate the members of society so that they can be the assets for their countries in the future. As a person, everyone has personality traits that helps differentiate among each other (Ackerman, 2019). The big five

personalities serve as guidelines to help identify an individual's personalities. In relation to the lecturers, the big five personality factors are essential to understand why the lecturers behaviour within the scope of the work.

The Big Five Personality is the most used trait theories of personalities. The five personality traits are neuroticism, agreeableness, openness, extraversion, and conscientiousness (Guo et al., 2018; S. A. Harun et al., 2018). The Big Five Personality suggests that there are five basic dimensions of personality to assist in distinguishing individuals' behaviour. Moreover, the big five personality traits are very useful for an individual in order to help them attain an increase in their job performances (Tamban & Banasihan, 2017). Neuroticism is characterised by sadness, moodiness, and emotional instability. Individuals who are elevated in this trait tend to experience a lot of stress, easily upsets, and constantly anxious (Cherry, 2019). The following term is agreeableness where it attributes kindness, affection, helpful etc. Those who are high in agreeableness cares about others, assists others who are in need of help, feels empathy and concern for other people. (Cherry, 2019). Thirdly, openness which refers to those possess characteristics such as imaginative, adventurous and creative. People who are high in this trait tend to be open to trying new things, focused on tackling new challenges and happy to think about abstract concepts (Cherry, 2019; Harun et. Al., 2018). Extraversion defines as the extent to which a person is excitable, sociable, assertive and emotionally very expressive. People who are increase in this trait enjoy being the centre of attention (Harun et. Al., 2020)(S. A. B. Harun et al., 2020) finds it easy to make new friends, like to start conversations (Cherry, 2019). Lastly, conscientiousness is described as thoughtful, have good impulse control, and goal-oriented behaviours. Highly conscientious individuals are very organised, pay attention to details, always finishes important tasks right away, and always plan ahead.

Literature Review

Philosophers, psychologist, psychiatrists, writers and neurologists have been working out different models for the psychological constitution of human nature what dimensions it has, how we can measure and compare where people are along these dimensions, how these different sets of traits interact with each other and how they shape an individual's perception of the world, others, and self-knowledge. (Lazarov, 2017)

The SLR extended case study within year 2010-2013 is based on model of personality traits that have been study is “BIG 5” model. This model consists of five fundamental dimensions which is openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. all four personality traits including extraversion, agreeableness, conscientiousness, and openness to experience encourages innovativeness among individuals whereas neuroticism discourages innovativeness among individuals. (Ali, 2017). The theory of personality traits postulates that people naturally deal with different situations and interact with their environment (Loeve et. al., 2014) in different ways. What is fascinating about this model is that it was formed as consequence of a huge set of questions about habits, interests, inclinations, biases and other factors that are meaningful when determining personality. The set of all these traits and their extreme poles can be seen as a toolbox to navigate the complexities of life and each single one has a part to play, so developing lecturer across the spectrum can make them not only much more versatile, but also confident, honest and reliable to theirself and others.

Result of Systematic Literature Review (SLR) extended cases (2010-2013)

Table 1.1 (SLR) table of extended cases (2010-2013)

2013	Emotional intelligence and personality tests among university lecturer	Data collection	Male & female	Emotional intelligence
2013	The influence of big 5 personality factors on lecturer	Data collection	Lecturer and student relationship	Personality factors, neuroticism, extraversion
2013	Investigation of university lecturer	Survey design	Investigation of university lecturer	Big 5 personality
2013	Big 5 personality traits and their relation with public and private sector	observation	Public and private sector	Personality big 5 model, public and private sector job
2011	The 'Big Five' Personality Variables--Construct Confusion: Description Versus Prediction	Observation	-	Description Versus Prediction
2011	Five-Factor Model of personality and Performance in Jobs Involving Interpersonal Interactions	Survey design	Private sector employee	personality and Performance in Jobs Involving Interpersonal Interactions

2011	Big Five Personality Dimensions and Job Performance in Army and Civil Occupations: A European Perspective	observation	European Perspective	Performance in Army and Civil Occupations
2010	The Relationship Between the Big Five Personality Factors and Burnout: A Study Among Volunteer Counselors	Survey design	counselor	Big Five, burnout, personality, stress and coping, volunteer counsellors

Conclusion and Discussion

A considerable body of SLR study extended cases has examined how and why the Big Five develop across the life span. Youth versions of the Big Five can be observed and reliably measured by middle childhood. However, some traits manifest through different behaviors during different developmental periods (Baumgartl et al., 2020; S. A. Harun & Alias, 2015). SLR table has shown that each of the Big Five is influenced by both genetic and environmental factors, and that each trait is genetically heritable to an approximately equal degree. However, research attempting to identify the specific genetic and neurological substrates of the Big Five has had only limited success to date, suggesting that each trait has a complex biological basis. Other research has examined stability and change in the Big Five over time. In terms of rank-order stability the extent to which the ordering of individuals from highest to lowest remains consistent over time personality traits are moderately stable by middle childhood. Rank-order stability then increases with age (a pattern known as the cumulative continuity principle), reaching a plateau during late middle age. However, the rank-order stability of the Big Five is not perfect at any age, indicating that some individuals continue to change throughout the life span.

SLR table examining the causes and correlates of personality development indicates that change in the Big Five is influenced by both biological and environmental factors. Individual differences in personality change are somewhat heritable (suggesting a biological influence), but have also been linked with a variety of life experiences (suggesting an environmental influence). For example, changes in Conscientiousness tend to be preceded or accompanied by important social role experiences such as marriage and work, whereas changes in Neuroticism tend to co-occur with negative life events. Cultural research has found that patterns of mean-level change in the Big Five are generally similar across a variety of cultures (suggesting a possible evolutionary basis), but that cultural differences in these patterns may be linked with the culture-specific timing of social role experiences (suggesting a cultural influence). Better understanding the causes and correlates of stability and change in the Big Five remains an active area of research (Loewe et. Al., 2014).

Based on the SLR table, concise literature finding can be considered that the Big Five Personality of the lecturers has a big impact on students' way of learning. The difference in preferences of lecturers' personalities while teaching among two ethnic groups (South East Asian/Chinese and Canadian/British). Conscientiousness was the most desired trait in lecturers by Canadian and British students, followed by agreeableness, extraversion, and openness, neuroticism being the least desired trait. While, Asians had higher preferences for extraversion, openness and agreeable lecturers (Tan et al, 2016). This shows that the lecturer's personality traits in the Big Five are significant as it could influence the way lecturers teaches and at the same time determine the effectiveness of the teaching.

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