

The Relationship between Personality Traits, Optimism of Pediatric Nursing Student and their Theoretical and Practical Achievement

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Abstract:

Background: Personality traits of pediatric nursing student and their optimistic are both significant roles in influencing student achievement. **The aim** of this study was to investigate the relationship between personality traits of pediatric nursing student and their practical and theoretical achievement. To examine the relationships between the pediatric nursing students optimism and their practical and theoretical achievement. **Research design:** A descriptive correlational research design was utilized in this study. **Setting:** The study was conducted at the Faculty of Nursing, in pediatric nursing department at Benha University. **Sample:** One hundred pediatric nursing students from previously mentioned setting by using simple random sample technique were used in this study. **The tools:** Two tools were used in data collection. **Tool I:** Part ١: Socio-demographic characteristics of the pediatric nursing student. Part ٢: The ٥٠ Big Five Factor Markers scale (Goldberg, ٢٠٠٤) was used to assess five major domains of personality: extroversion, neuroticism, agreeableness, openness to new experiences, and conscientiousness. **Tool II:** Scale of optimism (Life Orientation Test) (Scheier, et al., ١٩٩٤). **Result:** There was a positive correlation between personality traits, the optimism of pediatric nursing student and their achievement. Also, ٧٦% of male student and ٩٢% of the female student were living in rural. In addition ٥٨.٠ % of male and ٦٢.٠% of female students had extreme optimism. ٣٨.٠% of male and ٣٦.٠% of female student was having conscientiousness personality. ٥٢.٠% of male students and ٥٨.٠% of female students had the high practical achievement. **Conclusion:** The study concluded that there was positive correlation between personality traits of pediatric nursing student, optimism and their theoretical and practical achievement. **Recommendations:** The continuity of awareness for pediatric nursing student about personality traits and must to be more optimistic which affect on their practical and theoretical achievement.

Keyword: Pediatric nursing student, optimistic, personality traits.

Introduction:

Personality traits and student optimistic are both significant roles in influencing academic achievement. The quality of the pediatric nursing student thoughts and skills is critical to learning and could potentially determine their academic achievement (**Komaraju, et al., 2011**).

Personality means that individual variation in patterns characteristic of thinking, emotions and attitude. (**Kumari, 2014**). The personalities are the big five; Neuroticism means that emotional stability, impulse control, and ability to cope with stress. Extraversion means that sociability, assertiveness, and talkativeness. Openness includes intellectual curiosity and preferring variety. Agreeableness includes being sympathetic, helpful, trusting, and cooperative. Conscientiousness means that more organized, purposeful, and self-controlled (**Clerk and Christopher, 2010**).

Optimism is defined as a generalized expectancy that good, as opposed to bad outcomes, will generally occur when confronted with problems across important life domains. Pediatric nursing student academic optimism is one of the significant personal characteristics that have recently attracted educational researchers' attention to improving nursing student achievement (**Beard et al., 2010; Cassity, 2012; Mishoe, 2012**).

Academic achievement is the outcome of education the extent to which a student, the staff has achieved their educational goals. Performance of pediatric nursing student can be assessed by examinations or continuous assessment but there is no general agreement on how it is best assessed or which aspects is most

important procedural knowledge such as skills or declarative knowledge such as facts. Researchers have been constantly doing research to find out the parsimonious set of variables to establish the relationship between personality and academic performance. Personality has been recognized as a determining factor on how student learn. College of students tends to prefer learning environments consistent with their own personality type preference (**Nelson, ۲۰۱۲**). Recent researches in different educational area have also illustrated that student achievement is positively associated with optimism (**Ekeh, & Oladayo., ۲۰۱۵**).

Significant of study:

Personality traits and optimism are both likely to be the significant role in influencing academic achievement. However, student success also depends on their emotions towards the college and study which play a vital role in student's development (**Bani, ۲۰۱۳**). The most of researcher have been always searching for the parsimonious set of variables that predicts patterns of students' personality and relationship to their academic achievement. Many researchers have accepted five-factor model of personality as a replicable and unifying taxonomy of personality and have found personality traits to be significantly related to the successful job, college performance and both knowledge and skills (**Nelson, ۲۰۱۲**).

Education is the wealth of the country's development, it is a combination of the theories and facts which need to find the engines to start the education revolution. Universities have a great effect on student's educational journey where it supports the discovery the lifelong dream, let the students think maturely about life and enhance the skills and knowledge. Moreover, the faculty is a unique

position to make the special contribution to students to reach the level of understanding. Enhance best outcomes in term of the quality of the graduates not quantity (**Bani., ٢٠١٣**).

The current research study will reveal facts, how specific personality traits have the great impact on the learner's achievement in various aspects. It will help the staff to bring variety in their educational methods and staff will also understand how to make teaching-learning process more effective and facilitate to improve achievement level of students of specific personality traits.

The aim of the study:

- To investigate the relationship between personality traits of pediatric nursing student and their practical and theoretical achievement.
- To examine the relationships between the pediatric nursing student optimism and their practical and theoretical achievement.

Research Questions:

- Is there the significant difference between high and low achieving of pediatric nursing student and their personality traits?
- Is there the significant difference between high and low achieving of pediatric nursing student and their optimism?

Material and Methods

Research design:

A descriptive correlational research design was utilized in this study.

Setting:

The study was conducted at the Faculty of Nursing, in pediatric nursing department at Benha University.

Sample selection:

The simple random sample was used to collect data pertinent to the study. Data were collected within one semester (from September 2018 to February 2019). The total number of the sample was 100 pediatric nursing students (50 male and 50 female).

Two tools were used in this study:

The tool I: A structured interviewing sheet was developed by the investigator to collect data about:

- **Part 1:**-Socio-demographic characteristic of the pediatric nursing students:
Residence, marital status and private work.

- **Part 2:** The 50 Big Five Factor Markers scale (**Goldberg, 2004**) was used to assess the five major domains of personality: extroversion, neuroticism, agreeableness, openness, and conscientiousness. This measure samples 50 items from a broad domain of items in Goldberg's International Personality Item Pool (IPIP, Goldberg). Since each factor is measured by only ten items. The scoring systems: the numbers in parentheses after each item indicated by each statement whether it is 1. Very inaccurate, 2. moderately inaccurate, neither accurate Nor inaccurate, 3. Moderately accurate, or 4. Very accurate as the description by pediatric nursing student personality.

Tool II: Scale of optimism (Life Orientation Test) (**Scheier, et al., 1994**): contain 7 items, Likert scale from strongly agree (A) to strongly disagree (E). For questions

1, 2 and 3: A gets 4 points, B gets 2, C gets 1, D 1, E 1. • For questions 4, 5 and 6: A gets 1 points, B gets 1, C gets 2, D 2, E 4. The total score of scale from 1 to 24, 1 consider extreme pessimism, 24 score consider extreme optimism, on average score 10 consider slightly optimistic.

Ethical and legal consideration:

- The specific objectives, anticipated benefits and the method of the study were carefully explained to each participant, also ethical consideration of the research were maintained. The researcher emphasized that all member participate in the study is entirely voluntary with oral consent, and their rights were secured; anonymity and confidentiality were assured through coding the data.

Tools validity and reliability:

Tools were submitted to a panel of two experts in the field of pediatric nursing and one expert of psychiatric nursing to test the content validity. Modifications were carried out according to the panel judgment on the clarity of sentences and appropriateness of content. Reliability test of the tools was done statistically by Cronbach alpha test 0.94.

Pilot study:

A pilot study was carried out on 10% of the total sample to check the clarity of items and determine the feasibility of the study and excluded from the sample.

Procedure:

The researcher explained the purpose of the study to each pediatric nursing student to gain their cooperation to share in the study. Interviewing the student took place in the classroom in the faculty of nursing. Written self-reported responses

were gathered from students, divide students to ten groups each group contain ten student using questionnaires that were intended to fulfill personality scale, optimism scale and demographic information. The interviewing sheet took around ۲۰-۳۰ minutes to be filled. The student achievement assesses at the end of the first semester at the academic year of ۲۰۱۴/۲۰۱۵ from student portfolio which contain their theoretical and practical achievement.

Statistical analysis:

Collected data were coded and tabulated using the personal computer. Statistical Package for Social Science (SPSS) version ۲۰ was used. Descriptive as well as inferential statistics were used to answer the research question. Statistical significance was considered at p-value < ۰.۰۵.

Results:

Table (۱) Socio-demographic data of pediatric nursing students (n=۱۰۰)

Item	Male (n=۵۰)		Female (n=۵۰)		X ^۲	P
	N	%	N	%		
Residence						
• Rural	۳۸	۷۶.۰	۴۶	۹۲.۰	۸۱.۰۰	<۰.۰۰۱**
• Urban	۱۲	۲۴.۰	۴	۸.۰		
Marital status						
• Single	۴۷	۹۴.۰	۴۸	۹۶.۰	۴۶.۲۴	<۰.۰۰۱**
• Married	۳	۶.۰	۲	۴.۰		
Private work						
• Yes	۳۵	۷۰.۰	۲۲	۴۴.۰	۱.۹۶	>۰.۰۵
• No	۱۵	۳۰.۰	۲۸	۵۶.۰		

*Statistical significant difference p<۰.۰۵

** Highly statistical significant difference p<۰.۰۰۱

Table (1): was clear that 92.0% of females and 76.0% of males were living in rural area. As regarding marital status, 96.0% of female and 94.0% of the male students were single. Concerning their private working, 70.0% of male and 56.0% of female students were work private.

Figure ١: Distribution of pediatric nursing students according to their personality traits of (n = ١٠٠)

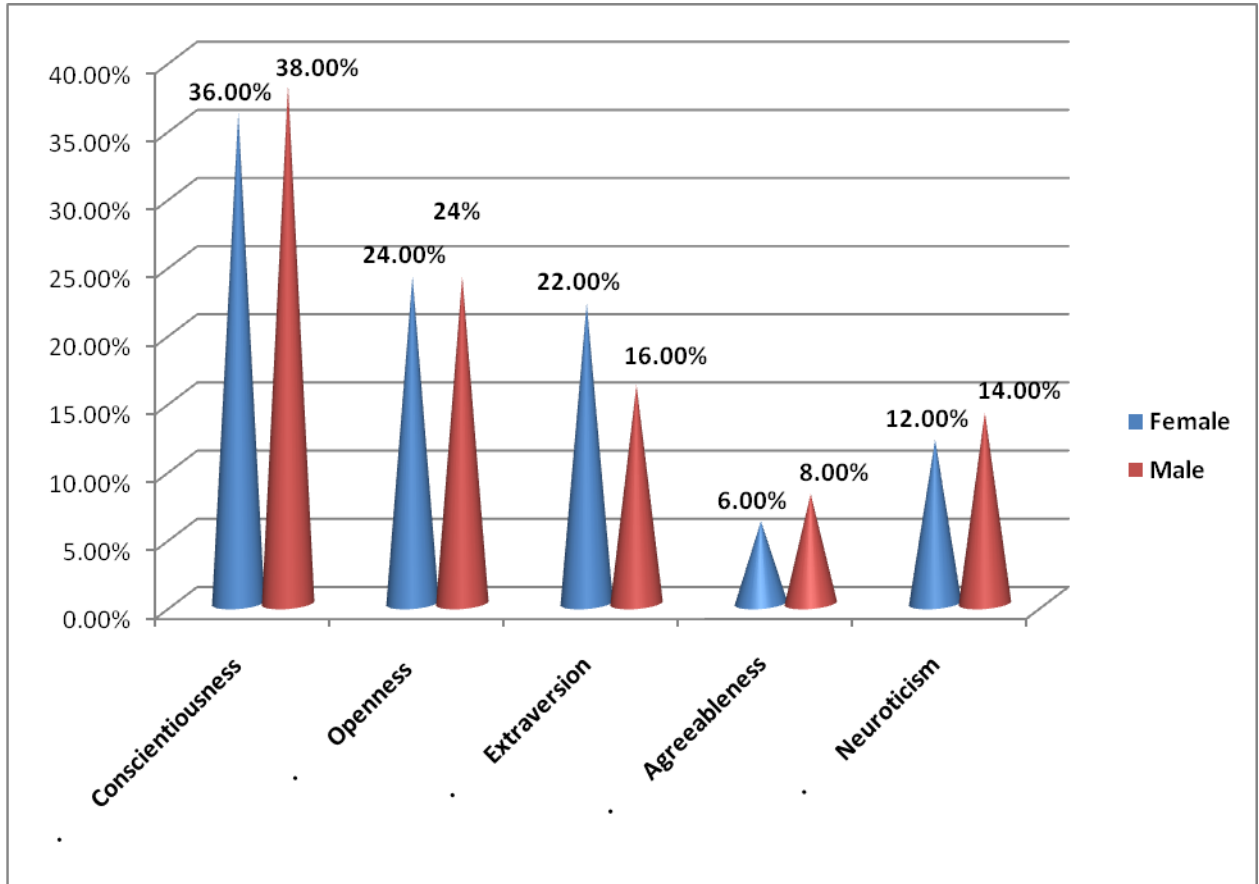


Figure (١): displayed that, the highest percentage of pediatric nursing student's personality was ٣٨.٠% of males and ٣٦.٠% of females student were conscientiousness personality. While the lowest percentage were ٦.٠% of females and ٨.٠% of males were have agreeableness personality.

Table (٢) Percentage distribution of pediatric nursing students according to their optimism (n=١٠٠)

Item of optimism	Males (n=٥٠)					Females (n=٥٠)					X ^٢	P
	Strongly agree	agree	Neutral	Disagree	Strongly disagree	Strongly agree	agree	Neutral	Disagree	Strongly disagree		
	%	%	%	%	%	%	%	%	%	%		
In uncertain times I usually expect the best	٤٨.٠	١٤.٠	٣٠.٠	٨.٠	٠.٠	٧٤.٠	١٠.٠	١٠.٠	٤.٠	٢.٠	٤٤.٢	<٠.٠٠١**
If something can go wrong for me, it will	٢٤.٠	٦.٠	١٦.٠	١٢.٠	٤٢.٠	٦٤.٠	٢٢.٠	١٢.٠	٢.٠	٠.٠	٢٢.٨	<٠.٠٠١**
Always optimistic about my future	٥٦.٠	٢٠.٠	٢٢.٠	٢.٠	٠.٠	٦٢.٠	٢٢.٠	١٢.٠	٢.٠	٠.٠	٧٣.١	<٠.٠٠١**
Hardly ever expect things to go my way	٢٦.٠	١٨.٠	٢٢.٠	٠.٠	٣٤.٠	٦٢.٠	١٤.٠	١٠.٠	١٠.٠	٠.٠	١٣.٨	<٠.٠٠٨**
Rarely count on good things happening to me	١٠.٠	١٨.٠	١٢.٠	٨.٠	٥٢.٠	٦٦.٠	٢٦.٠	٨.٠	٠.٠	٠.٠	١٦.٢	<٠.٠٠٣**
Expect more good things to happen to me than bad	٧٠.٠	١٢.٠	٤.٠	١٤.٠	٠.٠	٨٢.٠	١٠.٠	٤.٠	٤.٠	٠.٠	١٣٩.٧	<٠.٠٠١**

*Statistical significant difference p<٠.٠٥

** Highly statistical significant difference p<٠.٠٠١

Table (٧): illustrated that there was the highly statistically significant difference between pediatric nursing students according to optimism $p < .001$. Also, the highest percentage was ٧٠.٠% of male and ٨٧.٠% of the female students was expecting more good things to happen to me than bad.

Table (۳) Distribution of pediatric nursing students according to theoretical and practical achievement (n=۱۰۰)

Item	Male (n=۵۰)						Female (n=۵۰)						X ^۲	P
	Low		Moderate		High		Low		Moderate		High			
	N	%	N	%	N	%	N	%	N	%	N	%		
Practical	۴	۸.۰	۲۰	۴۰.۰	۲۶	۵۲.۰	۵	۱۰.۰	۱۶	۳۲.۰	۲۹	۵۸.۰	۶.۰۲	>۰.۰۵
Theoretical	۹	۱۸.۰	۱۹	۳۸.۰	۲۲	۴۴.۰	۱۳	۲۶.۰	۲۲	۴۴.۰	۱۵	۳۰.۰	۳۲.۰۶	<۰.۰۰۱**

*Statistical significant difference $p < ۰.۰۵$

** Highly statistical significant difference $p < ۰.۰۰۱$

Table (۳): Portrays that, there was the highly statistically significant difference between male and female pediatric nursing students according to their theoretical achievement ($p < ۰.۰۰۱$). Also, the highest percentage was ۴۴.۰% of the male had the high theoretical achievement and ۴۴.۰% of female had the moderate theoretical achievement. According to practical achievement, ۵۲.۰% of male students and ۵۸.۰% of female students had the high practical achievement.

Figure (٢) Distribution of total pediatric nursing students according to their optimism (n=١٠٠)

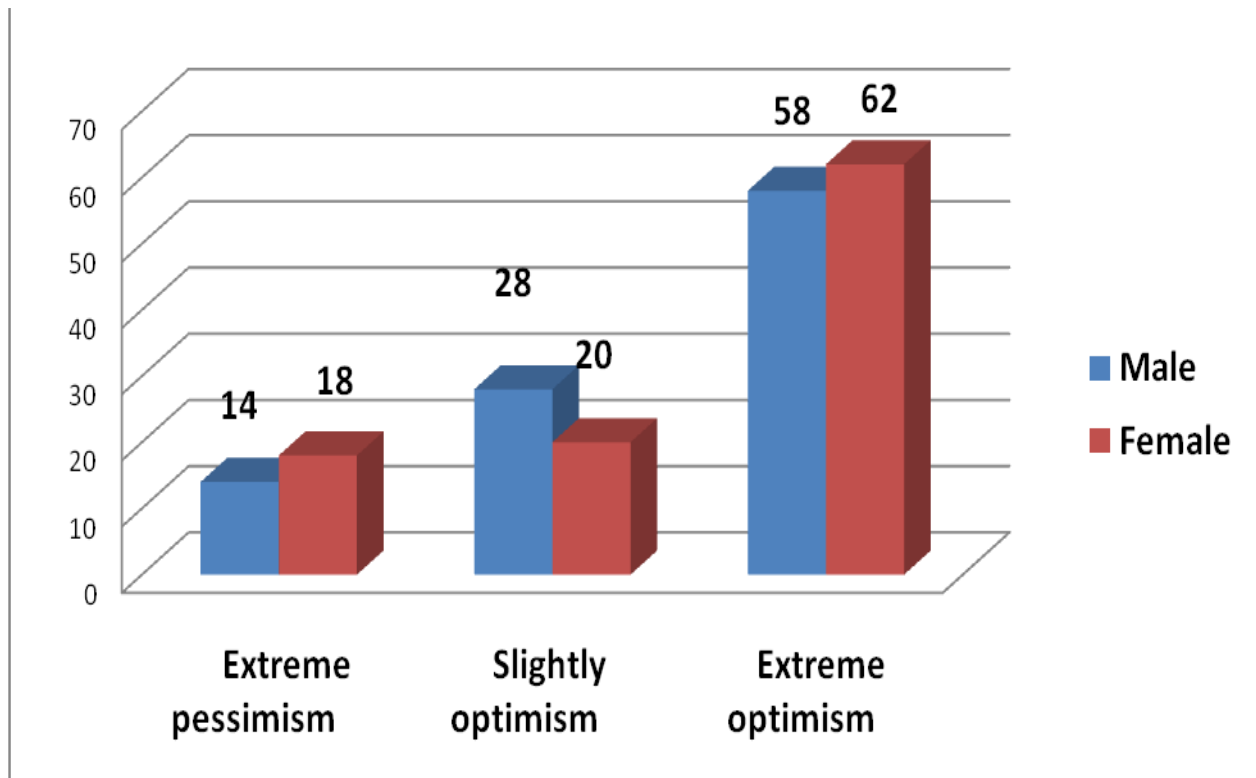


Figure (٢): revealed that ٥٨.٠ % of male and ٦٢.٠% of female students had extreme optimism. Meanwhile only ١٤.٠% of females and ١٨.٠% of the males student had extreme pessimism.

Table (٤): Relationship between the pediatric nursing students personality traits and theoretical achievement (n=١٠٠)

Personality traits	Theoretical achievement						X ^٢	P
	Low (n=٢٢)		Moderate (n=٤١)		High (n=٣٧)			
	N	%	N	%	N	%		
• Conscientiousness	٨	٣٦.٥	١٧	٤١.٥	١٢	٣٢.٥	٨.٤٤	<٠.٠٥*
• Openness to experience	٧	٣١.٨	١١	٢٦.٨	٦	١٦.٢		
• Extraversion	٥	٢٢.٧	٧	١٧.١	٧	١٨.٩		
• Agreeableness	١	٤.٥	٣	٧.٣	٣	٩.١		
• Neuroticism	١	٤.٥	٣	٧.٣	٩	٢٤.٣		

*Statistical significant difference $p < ٠.٠٥$

** Highly statistical significant difference $p < ٠.٠٠١$

Table (٤): illustrated that, ٣٢.٥% of pediatric nursing students have conscientiousness personality with high theoretical achievement.

Table (٥): Relationship between the pediatric nursing students personality traits and practical achievement (n=١٠٠)

Personality traits	Practical achievement						X ^٢	P
	Low (n=٩)		Moderate (n=٣٦)		High (n=٥٥)			
	N	%	N	%	N	%		
• Conscientiousness	٣	٣٣.٣	١٣	٣٦.٢	٢١	٣٨.٢	٠.٦٠	>٠.٠٥
• Openness to experience	١	١١.١	١٠	٢٧.٨	١٣	٢٣.٦		
• Extraversion	٤	٤٤.٥	٧	١٩.٤	٨	١٤.٥		
• Agreeableness	٠	٠.٠	٣	٨.٣	٤	٧.٣		
• Neuroticism	١	١١.١	٣	٨.٣	٩	١٦.٤		

*Statistical significant difference $p < ٠.٠٥$

** Highly statistical significant difference $p < ٠.٠٠١$

Table (٥): illustrated that ٣٨.٢% of pediatric nursing students have conscientiousness personality with high practical achievement

Table (٦): Relationship between the pediatric nursing students optimism and their theoretical and practical achievement (n=١٠٠)

Pediatric Nursing Student Achievement	Pediatric Nursing Student Optimism						X ^٢	P
	Extreme pessimism (n= ١٦)		Slightly optimism (n=٢٤)		Extreme optimism (n=٦٠)			
	N	%	N	%	N	%		
Theoretical achievement								
• Low (٢٢)	٣	١٨.٧	٨	٣٣.٣	١١	١٨.٣	٦.٣٤	>٠.٠٥
• Moderate (٤١)	٧	٤٣.٨	١٢	٥٠.٠	٢٢	٣٦.٧		
• High (٣٧)	٩	٣٧.٥	٤	١٦.٧	٢٧	٤٥.٠		
Practical achievement								
• Low(٩)	١	٦.٢	٠	٠.٠	٨	١٣.٣	٦.٢٤	>٠.٠٥
• Moderate (٣٦)	٥	٣١.٣	٧	٢٩.٢	٢٤	٤٠.٠		
• High (٥٥)	١٠	٦٢.٥	١٧	٧٠.٨	٢٨	٤٦.٧		

*Statistical significant difference $p < ٠.٠٥$

** Highly statistical significant difference $p < ٠.٠٠١$

Table (٦): illustrated that less than half of pediatric nursing students had high theoretical and practical achievement linked with extreme optimism.

Table (V): Correlation between pediatric nursing students personality traits, achievement and their optimism (n=100)

Item	Optimism		Practical achievement		Theoretical achievement	
	r	p	r	p	r	p
Personality traits	0.390	<0.05*	0.210	>0.05	0.200	<0.05*

*Statistical significant difference $p < 0.05$

** highly statistical significant difference $p < 0.001$

Table (V): represents that, there was positive correlation coefficient between pediatric nursing students personality traits and optimism and between personality traits and theoretical achievement $r = 0.390$, $p < 0.05$, $r = 0.200$, $p < 0.05$ respectively.

Table (A): Correlation coefficient between pediatric nursing students personality traits, achievement, optimism and their Socio-demographic data (n=100)

Item	Personality traits		Theoretical achievement		Practical achievement		Optimism	
	r	p	r	p	r	p	r	p
• Residence	0.00	>0.00	0.203	<0.00*	0.00	>0.00	0.17	>0.00
• Marital status	0.20	>0.00	0.198	<0.00*	0.02	>0.00	0.18	>0.00
• Private work	0.00	>0.00	0.146	>0.00	0.03	>0.00	0.00	>0.00

*Statistical significant difference $p < 0.05$

** highly statistical significant difference $p < 0.001$

Table (A): represented that, there was positive correlation coefficient between pediatric nursing students residence and marital status with theoretical achievement $r = 0.203, p < 0.05$ and $r = 0.198, p < 0.05$ respectively.

Discussion:

Education plays a vital role in building a society. As educators and researchers, we should continuously search for the formula for student success and remain focused on the core of education which is teaching and learning for high quality of nursing graduate (**Anderson, 2012**). The current study is a correlational study between personality traits and optimism among the pediatric nursing students which affect on their practical and theoretical achievement.

The current study revealed that 92.0% of females and 96.0% of males were living in rural area. As regarding marital status, 96.0% of female and 94.0% of male students were single. This finding was agreement with (**Singh and Jha, 2013**) who found that gender ratio was male (N = 171, 53.47%) versus female (N = 161, 46.53%) living in rural area. Also in a study carried out by (**Bani, 2013**) who found the majority of the respondents are single with 87.3% (131 respondents), and married respondents 12% (18 respondents).

Regarding types of pediatric nursing student personality traits, the highest percentage was 38.0% of male and 36.0% of the female students was conscientiousness personality. While the lowest percentage were 6.0% of female and 8.0% of the male students were had agreeableness personality. Also, 32.0%, 38.2% of pediatric nursing students have conscientiousness personality with high theoretical and practical achievement respectively. This was agreement with (**Singh, 2014**) who reported that high achiever group was found to be reserved, detached, more intelligent, emotionally more mature linked with conscientiousness. Whereas low achiever group was sober, prudent, having doubtful personality and experienced linked with agreeableness type of personality. These finding in the

same line with **(Komarraju, et al., 2011)** who found that in our personality results were conscientiousness significantly associated with all four learning styles, and also appears to manipulated different and effective learning strategies and consider useful trait for achieving high levels of academic performance. Students who are careless and do not study systematically are more likely to see their performance suffer and linked with the personality of agreeableness. In addition **(Ambreen., and Jan, (2015)** reported that personality traits consider as best predictors for academic achievement and a positive relationship for types of personality trait and academic achievement was found.

As regard pediatric nursing student optimism scale there was the highly statistically significant difference at $p < 0.001$. Also, the highest percentage was 70.0% of male and 82.0% of female was expecting more good things to happen to me than bad. In addition, less than half of pediatric nursing students had high theoretical and practical achievement linked with extreme optimism. This is the contrast with the study of **(Ekeh, and Njoku, 2014)** who reported that there was the statistical significant difference between high in academic optimism and high levels of academic achievement and emotional competence was found among the students and the majority of student reported high optimism.

According to the distribution of pediatric nursing student optimism, 60.0 % of males and 62.0% of females students had extreme optimism. Meanwhile only 18.0% of female and 20.0% of the male had extreme pessimism. This finding is not in accordance with a study carried out by **(Barlow, 2002)** who found that the majority of students have slightly optimism and linked with academic success. Also, **(Nes, et al., 2009)** and **(Donovan, 2014)** indicated that our participants

were, on average, moderately optimistic (dispositional optimism, $M = 3.63$ of 5; academic optimism, $M = 3.98$ of 5).

Concerning correlation coefficient between pediatric nursing students personality traits, achievement, optimism with their Socio-demographic data there was positive correlation coefficient between pediatric nursing students personality traits, optimism and theoretical achievement at $p < .05$. These result consistent with a study carried out by **(Bevel, 2010)** who reported that there was positive correlations between academic optimism and student achievement. Also, **(Madlin and Faulk., 2011)** found that student performance is positively correlated with optimism (Performance ($r = .04$, $p < .01$)). In addition the study of **(Singh and Jha., 2013)** who stated that optimism was a significant predictor of academic achievement, accounting for 2% of the variance optimism scores ($t = .02$), and academic achievement ($t = 1.898$) of male and female students shows that there were no significant gender differences in these variables. Beside the study done by **(Tan and Tan., 2014)** who showed that there is no gender difference in optimism. Also **(Marshall, et al., 2015)** there were significant differences emerged between high and low-achieving students and their student personality with learning process. The findings suggest that importance of using higher-order learning strategies to facilitate academic success.

Conclusion: The study concluded that there was positive correlation between personality traits of pediatric nursing student, optimism and their theoretical and practical achievement.

Recommendation:

- The continuity of awareness for pediatric nursing student about personality traits different type and must to be more optimistic which affect on their practical and theoretical achievement.
- The pediatric nursing staff must do awareness program about the importance of different personality traits and student optimistic which consider as predictors of academic achievement could design course assignments and testing methods that foster conscientiousness as requiring some copy of assignments to be submitted in small parts, agreeableness as supporting and rewarding cooperative behaviors and openness as capturing students' imaginations by linking concepts to current events.

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