
**THE INFLUENCE AND DIFFERENCE OF GENDER AND
PERSONALITY TRAITS ON UNIVERSITY STUDENTS'
ENGLISH LEARNING ACHIEVEMENT
IN HYBRID LEARNING**

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ABSTRACT

This study was intended to investigate: (1) the difference of English learning achievement between male and female students, (2) the difference of personality traits level between male and female students, and (3) the influence of gender and personality traits on students' English learning achievement in hybrid learning. This study employed ex-post facto research design. There were 240 participants from three universities in Pekanbaru, Riau, Indonesia that chosen through purposive sampling technique enrolled in this study. The data were collected through questionnaire and English score. Pearson Product Moment was applied in analyzing the data namely t-test for independent samples, correlation, and multiple regression. The findings of this study showed that (1) there was no significant difference between the male and the female students' English achievement, (2) there were significant difference between the male and the female students' in extraversion and conscientiousness while there were no significant differences between the male and the female students' personality traits namely in neuroticism, agreeableness, and openness (3) gender and personality traits namely extraversion, agreeableness, conscientiousness and openness significantly influenced the students' English learning achievement in hybrid learning. The present study could provide new insights in accordance with students' personality and gender on students' English achievement in hybrid learning context.

Keywords : Gender, Hybrid learning, Influence, Personality, Learning achievement

INTRODUCTION

In the fourth revolution industry and fifth society era, English language has been the lingua franca which used as the primary language for communication and interaction whether verbally or online all over the world. In Indonesia, English is a mandatory course learned from primary school to university level as foreign language. English is a crucial skill that should have by university students not only for the success of their academic, but also for

their prospective careers. It is also in line with the Indonesian qualification framework curriculum's goal in enhancing the quality and quantity of human resources in Indonesia by providing English course at the university level to contend in the global job markets after graduation. In fact, many Indonesian university students do not have good English skill and their English achievements are not as expected or do not meet the standard score, especially during the pandemic (Aftinia, 2022; Nurohmat, 2021; Warman, 2022). There are many challenges and drawbacks of online learning system during COVID-19 pandemic that worsen the quality of education including students' learning achievement.

There are another factors that affecting students' English learning achievement namely gender, personality, age, and aptitude (Abdallah, 2016; Ellis, 2015). This present study focused on two major factors that affecting students' English achievement in hybrid learning during COVID-19 pandemic namely personality and gender. Gender and personality are controversial in education context since there are numerous perspectives and findings found by the experts (Griffith, 2008). Personality have crucial role in the learning process since some of the students prefer learning face-to-face in the classroom, while other prefer online learning or hybrid learning (Bolliger & Erichsen, 2013). Based on the researchers' preliminary observation to 60 students from three universities on September 2021, 62% of the students preferred face-to-face learning in the classroom, 15% students' preferred online learning, and the others preferred hybrid or blended learning. The majority of passive students prefer online or hybrid learning while the active students prefer face-to-face meeting in the classroom. The researchers assumed that the different responses are in line with their personality and gender during their participation or engagement in the teaching and learning process.

Several researchers have defined personality of individual in their studies. Personality is the set of habits, consciousness, emotional that arise from external and internal factors (Philip & Matthews, 2009). It is the characteristic and crucial basis of individual's differences in daily attitude that may change in response to certain conditions that affect her or his educational, health, material, status, relationship satisfaction and preferences (Ahmetoglu and Chamorro, 2013; Schultz and Schultz, 2016). Individual's personality becomes the stabile cohort of styles and traits that owned by individual and it differ from society (Bergner, 2020). The mental element of personality is defined of trait which the way people behave, think, or feel consistently (Cattell, 2009; Chamorro, 2013). In conclusion, the individual's personality is consistent as the foundation of the trait theory.

There are several model developed by the experts in determining personality traits of person, one of them is Big Five or called Five-Factor Model (FFM) namely Openness, Conscientiousness, Extroversion, Agreeableness and Neuroticism (OCEAN). This model was founded in 1960s and advanced until 2000s by Smith, Goldberg, and McCrae & Costa (McCrae & Costa, 2005; Khurshid, 2011). Yu (2021), Ibrahimoglul et al. (2013) and Gerber et al. (2011) define the element of FFM as following: (1) Extraversion indicates a person who sociable, hopeful, aggressive, confident, easy-going, energetic, and playful. Extroverted person is active, assertive, gregarious, and talkative. Extroverts take an energetic approach to others and are more likely to engage in social interactions and the material world. Introverted person tends is more reserved, serious, shy, quiet, and stays in a narrow circle. (2) Agreeableness indicates a person who is typically dependable, straightforward, dedicated, humble, polite, kind, helpful, flexible, trustworthy, and tolerant. (3) Neuroticism or emotional stability refers to individuals who exhibit negative influences and emotions namely regret, fear, anger, sadness, stress, hatred, mistrust, nervousness, bewilderment, depression, anxiety, irritability, guilt, laziness and insecurity. (4) Openness or intelligence/imagination is characterized by immensity of thought and gladden in new information and ideas. It measures an individual's propensity to present themselves as scientific and artistic creativity, diverse thinking, complexity, imagination, curiosity, adventurousness, and open-mindedness. Low openness indicates person who is practical, traditional, conservative, and respectable. (5) A conscientious person is reliable, meticulous, disciplined, responsible, organized, hardworking, results-oriented, persistent, and careful. In conclusion, Big Five model categorize the students' traits in line with their habit, behaviour, and attitude that can influence their learning achievement.

There have been a number of studies investigated the influence of personality to the students' learning achievements. First, a study conducted by Zahibi (2011) revealed that there is significant relationship between students' personality and their English learning outcomes. Next, Ciorbea & Pasarica (2013) reported that there is significant influence among students' high and low academic performance to their personality, especially on students' extraversion dimension. In addition, the personality traits can partially influence the students' academic achievements (Chamorro & Furnham, 2003). However, several experts concluded that there is no relationship between the personality traits on students' academic achievements (Aeckerman & Heggstad, 1997; Heaven et al., 2007). It means that, there are several different results found by the previous researches related to the relationship between students' personality on their learning achievement.

Furthermore, gender is defined as sex namely male and female that indicated biologically and dichotomously that is formed by society, environment and culture (Griffith, 2008). Gender is associated with the factor of students' success at school or college (Weis et al, 2013). There are various findings found by the previous researchers in accordance with gender and their learning achievement. A study conducted by Alghmadi et al. (2020) found that female students have significantly positive learning achievement since they have self-regulation that stronger than male students. In contrast, the result of Mwihia's study (2020) presented that male students have better learning outcome than female students. In addition, Harvey et al. (2017) in their research concluded that there are no significant differences of gender in the learning outcomes in online learning. Dania (2014) on his study found that gender have no significant influence on the students' learning outcomes. It means that, there are varies findings of the studies related to personality and gender on students' learning outcomes.

The incongruent findings describe above encouraged the researchers to find more insight related to the personality traits and gender on students' learning achievement, especially in English. In spite of there are several previous studies explored the effect of personality and gender on academic achievement, only few of research discussed about the influence and difference of gender and personality traits on students' English learning achievement in hybrid learning context during the transition of COVID-19 pandemic at university level in Indonesia. In this study, the researchers were encouraged to fill this gap to investigate the influence and difference of gender and personality traits on students' English learning achievement in hybrid learning.

METHOD

This study used ex-post facto research design. The subjects of the study were 240 students from three universities in Pekanbaru, Riau, Indonesia majoring in Nursing science, Informatics, Information System, Information Technology, Management, and Accounting. The subjects were selected by using purposive sampling technique. They were the first semester students that enrolled English 1 course subject in 2021/2022 academic year. This study was conducted from November 2021 until February 2022 or one semester. The teaching and learning activities were done through hybrid learning in accordance with the instruction of Directorate General of Higher Education, Research and Technology and the joint ministerial decree in 2021 for teaching and learning system at the universities in new normal period during the pandemic. This policy performed eight meetings of teaching and learning

activities conducted in the classroom and the other meetings were conducted through online system by using several learning applications which comprised 90 minutes in each session. These meetings were done alternately congruent with the universities' policy during the transition of the pandemic.

In the conventional meeting or face-to-face classroom, the researcher conducted teaching and learning activities by implementing several techniques and methods namely direct method, communicative language teaching, task or project based language teaching, cooperative language learning and reciprocal teaching. Next, the students' did the assignments, projects, and presentation in the classroom. Whereas in online learning, the researcher used several educational applications in teaching the students synchronously and asynchronously namely Google Classroom, Zoom, Youtube, Padlets, Quizizz, Canva and websites. The students did the assignments and presentations via online through the applications described above in online learning. Moreover, the mid and final examinations were conducted in face-to-face meeting in the classroom (the ninth and tenth meeting).

The instruments used in this study were questionnaire and English score. The questionnaire used in collecting the data to identify the students' personality traits. In this study, the researcher adapted Goldberg's International Personality Item Pool (IPIP) Big five questionnaire consisted of 50 items to measure the students' personality traits namely extraversion, neuroticism (emotional stability), agreeableness, conscientiousness and openness (intellectual/imagination). This questionnaire employed a 5-point Likert-scale namely strongly disagree, disagree, neutral, agree and strongly agree. The test was administered to the students at the end of the semester or in meeting 16 in the classroom. The students did the test about 10-15 minutes through IPIP Big five websites. The questionnaire described positive and negative statements for every dimension.

Table 1. The distribution of items of the personality questionnaire

| Personality | Positive statement items | Negative statement items |
|---------------------|---------------------------|-------------------------------|
| Extraversion | 1, 11, 21, 31, 46 | 6, 16, 26, 36, 46 |
| Agreeableness | 7, 17, 27, 37, 42, 47 | 2, 12, 22, 32 |
| Conscientiousness | 3, 13, 23, 33, 43, 48 | 8, 18, 28, 38 |
| Emotional stability | 9, 19 | 4, 14, 24, 29, 34, 39, 44, 49 |
| Openness | 5, 15, 25, 35, 40, 45, 50 | 10, 20, 30 |

Before distributing the questionnaire to the students, the researchers verified the reliability of the questionnaire by using Cronbach's alpha. It was found that all the values of coefficient alpha in the questionnaire were reliable employed in this research.

Table 2. The reliability of the questionnaire of personality items

| Personality | Coefficient alpha |
|---------------------|-------------------|
| Extraversion | 0.76 |
| Agreeableness | 0.80 |
| Conscientiousness | 0.84 |
| Emotional stability | 0.82 |
| Openness | 0.78 |
| Mean | 0.80 |

Furthermore, the researchers analysed the students' learning achievement from their English score in one semester taken from assignments, presentations, discussion, projects, and examinations score. At the end of the semester, the researchers calculated and analysed the students' English score and their personality traits results. The mean score of English course was utilized to investigate the students' personality traits and gender on their English learning achievement.

Then, the data were analysed by using Pearson Product Moment Correlation of SPSS 25th version program namely t-test for independent samples, correlation, and multiple regression. The research hypotheses of this study were stated as following.

Table 3. The Hypotheses of the research

| No | Hypothesis |
|----|--|
| 1 | There is no significant difference between female and male students' English achievement. |
| 2 | There is significant difference between female and male in extraversion level. |
| 3 | There is significant difference between female and male in neuroticism level. |
| 4 | There is significant difference between female and male in agreeableness level. |
| 5 | There is significant difference between female and male in conscientiousness level. |
| 6 | There is significant difference between female and male in openness level. |
| 7 | Gender significantly influences the students' English learning achievement. |
| 8 | Extraversion level significantly influences the students' English learning achievement. |
| 9 | Neuroticism level significantly influences the students' English learning achievement. |
| 10 | Agreeableness level significantly influences the students' English learning achievement. |
| 11 | Conscientiousness level significantly influences the students' English learning achievement. |
| 12 | Openness level significantly influences the students' English learning achievement. |

The research procedures of this study could be described as following.

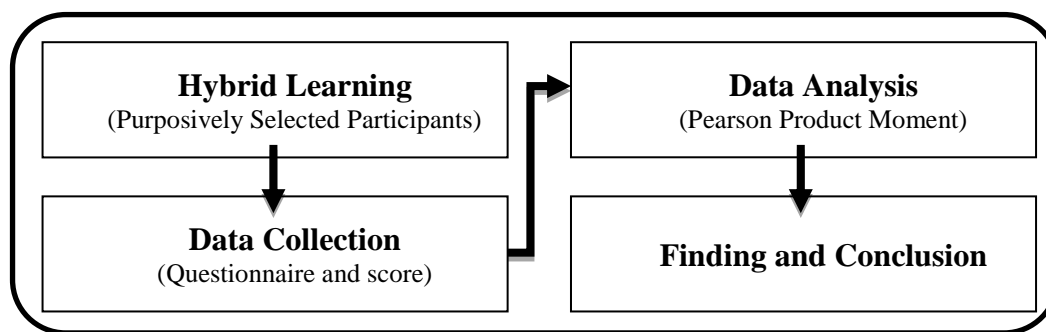


Figure 1. The Research Framework

FINDINGS AND DISCUSSION

Findings

The researchers employed questionnaire and English score to obtain the research findings and answer the hypotheses. Next, the data were analyzed by using t-test for independent samples, correlation, and multiple regression to identify: (1) the difference of English learning achievement between the male and the female students, (2) the difference of personality traits level between the male and the female students, and (3) the influence of gender and personality traits on students' English learning achievement in hybrid learning. The research findings can be described as following.

The difference of English learning achievement between male and female students

The result of students' English achievement or final score in hybrid learning was presented in figure 2.

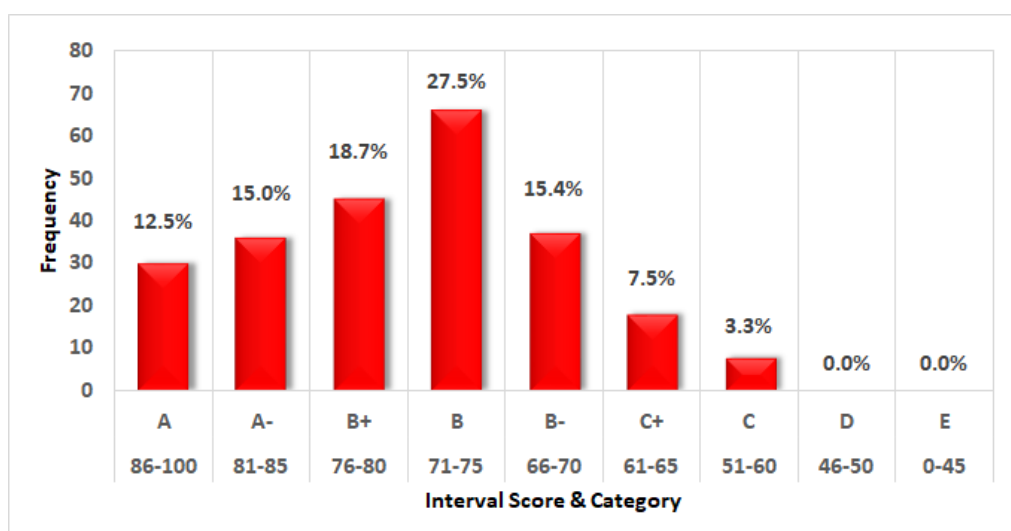


Figure 2. Distribution of Students' English Achievement

Figure 2 describes there are 12.5% students get the highest score or A. The majority of the students or 27.5% get B. Next, the lowest score achieved by 3.3% of the students get C. The mean score of the learning achievement was 77.33 or at good level.

Next, table 4 interprets that the result of learning achievement between the male and the female students presents that there is no significant difference between the male and the female students' English achievement. The male students' English achievement was 77.86 and the female students was 76.85 with $p\text{-value}=0.933$ ($p\text{-value}>0.05$). Therefore, the first hypothesis was accepted.

Table 4. The result of male and female English learning achievement difference

| | N | \bar{x} | SD | DF | T | Sig. |
|--------------------|-----|-----------|------|-----|------|------|
| Male Achievement | 110 | 77.86 | 8.66 | 238 | .933 | .352 |
| Female Achievement | 130 | 76.85 | 8.22 | | | |

The difference of personality traits level between male and female students

The researchers applied t-test for independent samples to obtain the difference of extraversion, neuroticism, agreeableness, conscientiousness, and openness between the male and the female students. The results of the analysis could be presented as following.

Table 5. The result of male and female personality difference

| | N | \bar{x} | SD | DF | T | Sig. |
|------------------------------|-----|-----------|-------|-----|--------|------|
| Male Extroversion | 110 | 51.85 | 26.57 | 238 | 2.822 | .005 |
| Female Extroversion | 130 | 43.29 | 20.32 | | | |
| Male Emotional Stability | 110 | 46.88 | 17.03 | 238 | 0.293 | .293 |
| Female Emotional Stability | 130 | 46.15 | 21.15 | | | |
| Male Agreeableness | 110 | 42.01 | 21.69 | 238 | 0.779 | .437 |
| Female Agreeableness | 130 | 39.84 | 21.34 | | | |
| Male Conscientiousness | 110 | 56.06 | 28.71 | 238 | -2.261 | .025 |
| Female Conscientiousness | 130 | 63.52 | 22.32 | | | |
| Male Intellect/Imagination | 110 | 33.61 | 15.35 | 238 | 0.589 | .557 |
| Female Intellect/Imagination | 130 | 31.98 | 25.26 | | | |

Table 5 describes that there are significant differences between the male and the female students' in extraversion trait ($p=0.005$) and conscientiousness ($p=0.025$). The result of both traits reveal that the significant value is $p<0.05$. This finding indicates that the male students have higher level of extraversion ($x=51.85$) than the female students ($x=43.29$). Whereas the female conscientiousness level is better than the male students ($x=63.52$ and 56.06). However,

the result of this study also found that there are no significant differences between the male and the female students' traits namely in neuroticism ($p=0.293$), agreeableness ($p=0.437$), and openness ($p=0.557$). The significant value of these traits was $p>0.05$. Finally, in light with the hypotheses of this study, the researchers accepted the second and the fifth hypotheses while the third, fourth and sixth hypotheses were rejected. The result of the research hypotheses can be shown in table 6.

Table 6. The result of research hypotheses

| N0 | Hypothesis | Result |
|----|---|----------|
| 2 | There is significant difference between female and male in extraversion level. | Accepted |
| 3 | There is significant difference between female and male in neuroticism level. | Rejected |
| 4 | There is significant difference between female and male in agreeableness level. | Rejected |
| 5 | There is significant difference between female and male in conscientiousness level. | Accepted |
| 6 | There is significant difference between female and male in openness level. | Rejected |

The influence of personality traits and gender on students' English learning achievement in hybrid learning

After analysing the data, the researcher found the relationship between students' personality traits namely extraversion, neuroticism, agreeableness, conscientiousness, and openness on their English learning achievement by implementing correlation analysis. The result of the calculation is presented in the following table.

Table 7. The result of personality traits and achievement testing

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------|--------------|--------|-------|--------|-------|---|
| 1 Achievement | 1 | | | | | |
| 2 Extraversion | 0,525 | 1 | | | | |
| 3 Neuroticism | 0,136 | 0,165 | 1 | | | |
| 4 Agreeableness | -0,165 | -0,156 | 0,055 | 1 | | |
| 5 Conscientiousness | 0,683 | 0,428 | 0,049 | -0,117 | 1 | |
| 6 Openness | 0,404 | 0,313 | 0,262 | 0,235 | 0,324 | 1 |

Table 7 indicates that there is influence or relationship among personality traits namely are extraversion, conscientiousness, and openness with values (0.525, 0.683, and 0.404) to the students' English learning achievement shown by each personality coefficient accordance with the correlation coefficient scale $-1 \leq r \leq +1$ (Gogtay and Thatte, 2017).

In addition, to figure out whether gender and the personality traits (extraversion, neuroticism, agreeableness, conscientiousness, and openness) significantly influence the

students' English achievement or not, the researchers applied multiple regression analysis. The result of the testing could be described in the following table.

Table 8. The results of multiple regression among the variables

| Model | β | t | Sig. |
|-------------------|----------|--------|---------------------|
| Constant | 66,36 | 32,070 | .000 |
| Gender | -4,114 | -2,705 | .007 |
| Extraversion | .09344 | 5,096 | .000 |
| Neuroticism | .01005 | .5277 | .598 |
| Agreeableness | -.05089 | -2,887 | .004 |
| Conscientiousness | .1668 | 10,150 | .000 |
| Openness | .05573 | 2,697 | .008 |
| | F | 48,97 | Sig. |
| | R Square | .5964 | Adj. R ² |
| | | | .5842 |

a. Dependent Variable is Achievement

b. Independent Variables are Gender, Extraversion, Neuroticism, Agreeableness, Conscientiousness, Openness

Table 9. The result of research hypotheses

| N0 | Hypothesis | Result |
|----|--|----------|
| 7 | Gender significantly influences the students' English learning achievement. | Accepted |
| 8 | Extraversion level significantly influences the students' English learning achievement. | Accepted |
| 9 | Neuroticism level significantly influences the students' English learning achievement. | Rejected |
| 10 | Agreeableness level significantly influences the students' English learning achievement. | Accepted |
| 11 | Conscientiousness level significantly influences the students' English learning achievement. | Accepted |
| 12 | Openness level significantly influences the students' English learning achievement. | Accepted |

The results in table 8 clarifies that gender ($t=-2705$ and $p=0.007<0.05$) and four of personality of traits namely extraversion ($t=5.096$ and $p=0.000<0.05$), agreeableness ($t=-2.887$ and $p=0.04<0.05$), conscientiousness ($t=10.15$ and $p=0.000<0.05$), openness ($t=2.697$ and $p=0.008$) have significant contribution to the students' English achievement. Nevertheless, neuroticism do not significantly influence the students' English achievement ($t=0.5277$ and $p=0.589>0.05$). Thus, gender and personality traits interpreted 58.52% variance for English achievement ($R^2=0.5852$). Therefore, the researcher rejected the ninth hypothesis and accepted the other hypotheses (H7, H8, H10, H11 and H12). The result of the research hypotheses described in table 9.

Discussion

The present study was conducted by the researchers since only few of study explored about the influence and difference of gender and personality traits on students' English learning achievement in hybrid learning context during the transition of COVID-19 pandemic at university level in Indonesia. In order to investigate and answer the hypotheses towards the influence and difference of gender and personality traits on students' English learning achievement in hybrid learning, the researchers obtained the data through questionnaire adapted from Goldberg's International Personality Item Pool (IPIP) Big five questionnaire consisted of 50 items to measure the students' personality traits. The researchers also used students' English score to measure their English achievement after learning English in hybrid learning for one semester. Furthermore, the data were analysed by using Pearson Product Moment Correlation of SPSS 25th version program namely t-test for independent samples, correlation, and multiple regression. There are three research findings found in this study.

First, based on the calculation of the students' English score between the male and the female students, it was found there is no significant difference between the male and the female students' English achievement. The difference of the achievement score between the male and the female students is only 1.01 point. This finding is in line with several previous research findings. The study conducted by Mercy et al. (2021) reported that gender had no significant effect on the students' learning achievement. The finding of Rahmawati and Ummah (2020) study also found that there was no difference between male and female students' reading learning outcomes. Next, there was no statistically difference in gender and students' English learning outcomes at college level (Oda and Kadhim, 2017; Fan et al., 2016). In addition, Regis (2021) also pointed out that there is no difference on students' writing achievement between male and female university students.

Furthermore, based on the result of t-test for independent samples to investigate the difference of extraversion, neuroticism, agreeableness, conscientiousness, and openness between the male and the female students, the finding indicates that the male students have higher level of extraversion than the female students. In short, the male students are more extroverted than the female students. Whereas the female students' conscientiousness level is better than the male students, it means that the female students are more disciplined, organized, careful and persistent than the male students. However, the result of this study also found that there are no significant differences between the male and the female students' traits namely in neuroticism, agreeableness, and openness. The majority of these findings were congruent with the results of the study conducted by Olowookere et al. (2020) who found

there are significant differences in female and male students personality characteristics namely extraversion and conscientiousness while there is no significant difference in female and male students in neuroticism, agreeableness and openness.

In addition, based on the result of multiple regression analysis, the researchers interpreted that gender and four personality traits namely extraversion, agreeableness, conscientiousness, and openness influenced the students' English achievement. It can be concluded that, the students who have higher level in extraversion, conscientiousness, agreeableness, and openness were more successful in English. This finding is supported by the study conducted by Bakar and Chew (2018) who found that personality traits namely agreeableness, conscientiousness, extraversion and neuroticism contributed to the students' achievement.

CONCLUSION AND SUGGESTION

The findings of this study concluded that (1) there was no significant difference between the male and the female students' English achievement, (2) there were significant difference between the male and the female students' in extraversion and conscientiousness while there were no significant differences between the male and the female students' personality traits namely in neuroticism, agreeableness, and openness, (3) gender and four of personality traits namely extraversion, agreeableness, conscientiousness, and openness have significant contribution to the students' English achievement. The present findings could provide new insights of study towards the influence and differences of students' personality and gender on students' English achievement in hybrid learning context. The researchers realized this study requires further exploration, therefore the researchers suggested for the future researchers to examine the effect of gender and personality traits on students' English skills ability namely speaking, listening, reading and writing in the transition of pandemic era.

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