



Types of personality and learning styles of undergraduates

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Abstract

It's important to remember that everyone learns uniquely. Students' learning styles must be determined based on their personalities to ensure the fluidity of language acquisition. ESL students' personality types and learning styles are examined in a research project. The responses of 148 Malaysian students from the University Selangor were analyzed. Participants' ages and genders and their race/ethnicity/nationality were gathered as part of the study. The MBTI personality test by Myers-Briggs was used to determine the students' personality types in this study. It was also selected by utilizing the CITES tool to identify students learning styles. With the help of a Likert-like scale, twenty-five questions were developed. This study looked at how different personality types and learning styles relate to using descriptive data and Chi-square analysis. The results indicated that introverts were the most common personality type among the respondents. Introverts prefer private study, whereas extroverts prefer classes with many people. According to the findings, personality types and learning styles are strongly linked.

Keywords: Learning Style, Personality, Introvert, Extrovert.

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INTRODUCTION

The way a person learns and remembers information is determined by their way of receiving and processing information (Fajriati, 2020). Numerous variables can affect how well someone can understand, such as their age, upbringing, and innate personality type. One or

two learning styles may be all that some people use in their education methods. Visual, auditory, and kinesthetic learning styles are some of the more well-known varieties. Reading or viewing books, charts, photographs, and infographics is preferred by visual learners.



To better retain and understand the material, they create mental images.

On the other hand, auditory learners absorb knowledge through listening and hearing it. Verbal instruction is more likely to be understood than written instruction. They will often recite what they've just read to remember better what they've just learned. Another learning style relies heavily on hands-on experience, or "kinesthetics." They like more hands-on activities, such as making things, drawing, or building. Kinesthetic learners are more likely to move around when they study.

Learners' work conditions can be explained by the use of different forms of social-individual or solitary learning and social-group learning (Eberle & Hobrecht, 2021). Solitary learners should be allowed to work independently rather than in a group, as doing so may irritate and distract them from the learning process. The student can concentrate on their language acquisition if given enough space. To avoid stifling pupils' potential, educators must be aware of this. The instructor should present the students with a suitable activity and help them out.

On the other hand, social learners require constant interaction with their peers to remain engaged and energized. This learner is open to the views of others and enjoys participating in discussions with others. Educators must allow this type of learner to participate in activities with other students to keep them motivated throughout the learning process.

Learning a new language may be a rewarding experience for people of different personalities and learning styles (Fadaee et al., 2021). For this reason, students need to establish their personality type and learning style to ensure that their language learning process goes as planned. Researchers link personality types and learning techniques, which should be acknowledged (Komalawardhana and Panjaburee, 2018). However, a few disparities do exist amongst the research that has been referred to so far. Some researchers (El-Bishouty et al., 2019) used a hybrid model that combines Felder and Silverman's learning style

theory with the Big Five personality theory to understand better how students learn. Their research was also supplemented by the MBTI and Felder Solomon Index of Learning Styles.

There has been a lack of research into the relationship between learning style and personality type for ESL learners. A focus on the unique qualities of each learner is essential to creating successful learning environments (Geng et al., 2019). When organizing an educational activity for a student, it is necessary to consider their unique features, such as their personality type and learning style. The problem is that teachers want to teach the way they were taught despite this (Gardner, Liu & Bukko, 2022): (Liu & Bukko, 2022). Based on the findings of Cabral, the learning style and teaching approach are strongly linked together (Cabual, 2021). Because no one can be expected to learn the same way, teachers must be aware of this when working with their students. When this is accepted and appreciated, students and teachers can work together to create an ideal learning environment.

According to a few studies, people's personalities have little impact on their capacity to learn new languages (Karbakhsh & Ahmadi Safa, 2020). Recognizing individual differences in nature can help ensure that all students have equitable access to education. Educators could fall prey to misperceptions and biases in the absence of an understanding of students' learning styles and language acquisition. Extroverts' ability to communicate with a variety of people is thought to positively affect their ability to learn a second language (AHLAM & WALID, 2021). Extroverts are viewed as superior language learners, resulting in a lack of respect for introverted people (Mohamed Naguib, 2021).

It has long been forgotten that personality and learning styles can be linked to language acquisition in the context of English as a Second Language (ESL). For these purposes, three categories were created:



To determine the most common personality characteristics among undergraduate ESL students at UNISEL.

To determine the most common learning methods for undergraduate ESL students at UNISEL.

To discover the relationship between the learning styles of ESL students and their personality types.

METHODOLOGY

This research was carried out with the use of Google Forms. A total of 182 college students from throughout the country took part in the study. Students from UNISEL in Bestari Jaya, Selangor, ranging from 18 to 32, participated in the research. Only 31 of the 117 participants were men, resulting in a male-to-female ratio of 20.95:1. We estimated this student's level of English proficiency to be somewhere between advanced beginner and intermediate.

Quantitative methods were applied in this investigation. " Age, gender, race/ethnicity, and respondents' first language were all entered on a demographic data form. This data was then analyzed. We created a 25-question survey using the CITE Learning Styles Instrument as a foundation (Fajeri et al., 2018). Participants also had to take the Myer-Briggs Type Indicator (MBTI) to determine their personality types.

Based on Carl Gustav Jung's psychoanalytical concepts, the Myers-Briggs Type Indicator, a widely used personality evaluation, was developed. Extraversion (E) and introversion (I), sensing and intuition, thinking and feeling, and judgment and perception are all dichotomous preferences that may be analyzed using Carl Jung's psychological styles theory (PST) (P). Individuals are then assigned one of 16 personality types, which incorporate traits from each of the four dichotomies.

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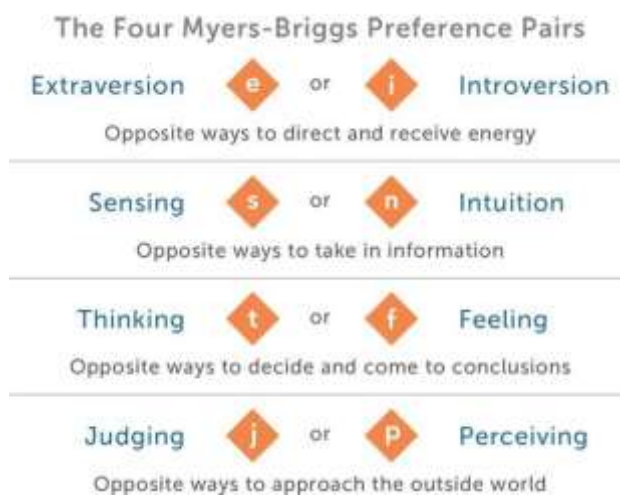


Figure1:Myers-Briggs TypeIndicator

RESULTANDDISCUSSION
Demographic

Table 1 shows that 80.63 percent of those polled are women, whereas 21.55 percent are men. The majority of undergraduates who participated in the poll (57.16 percent) are between 19 and 24. 43.55 percent of the

respondents are between the ages of 25 and 29, while four pupils are between 30 and 34.

Malay is the primary language spoken by most respondents (95.96 percent). There are four students from India, one from China, two from Borneo, one from Pakistan, one from Bangladesh, and one from the Middle East.

Table1:Personal Data of Respondents



Indicators of Population	Frequency(n)	Percentage(%)
Gender		
Male	35	21.55
Female	125	80.63
Age		
19-24yearsold	87	57.16
25-29yearsold	67	43.55
30-34yearsold	8	3.6
Ethnicity		
Malay	145	95.96
Indian	3	2.03
Chinese	1	0.68
BumiputeraSabah&Sarawak	5	3.64
Others	3	2.03
NativeLanguage		
Malay(BahasaMelayu)	153	97.64
Others	9	6.74

There are many Malay participants in this study. Therefore, their first language was chosen to be Malay (97.64 percent). Tamil (3.64.35 percent), Mandarin (0.68 percent), Telugu (0.68 percent), Bengali (0.68 percent), Arabic (0.68 percent), and Japanese make up the remaining 6.74 percent (0.68 percent).

Types of Personality

There are 110 introverts and 56 extroverts among the 148 students surveyed in Table 2. (34.65 percent). Data shows that most female respondents (52.70 percent) and the majority of male respondents (16.89 percent) are introverts. This may be because the



respondents, mainly Malay, are more passive in their social and cultural contexts.

Table2:Gender differences in the distribution of personality types among college students

Variables	Frequency(n)	Percentage(%)
Introvert	110	72.58%
Male	30	17.28%
Female	96	65.73%
Extrovert	56	34.65%
Male	10	6.05
Female	43	28.42%

Learning Methods

The data was acquired based on the number of persons with a particular style. As a result, a person may have several primary learning styles. There were 110 introverts and 56 extroverts in the study. Thus the percentage is estimated.

Extroverts and introverts are shown in the following Table 3 for their respective learning styles, as well. There is 31.6 percent of introverts who prefer to learn alone. On the other hand, Extroverts prefer a social learning approach with 40.13 percent of respondents. Only 7.3 percent of introverts and 12.5 percent of extroverts select auditory learning as their preferred approach.

Table3:Personality and learning style correlation

Volatile	Frequency(n)	Percentage(%)
Introvert		
Kinesthetic	45	32.7
Visual	34	25.6
Auditory	15	7.3
Solitary	48	31.6
Social	23	13.8



Extrovert		
Kinesthetic	11	18.9
Visual	9	12.5
Auditory	13	21.6
Solitary	12	17.9
Social	25	40.13

Table4:Results of a Chi-Square link between personality and learning style

	Kinesthetic	Visual	Auditory	Solitary	Social	Total
Introvert	41	29	11	48	23	152
Extrovert	9	7	8	9	19	52
Total	50	36	19	57	41	204

$p = .000587$ for $\chi^2 (1, N = 175) = 19.645$ and $\chi^2 (1, N = 175)$ At a significance level of $p .05$.

The Chi-square method was used to calculate the likelihood scores of a personality-learning style link. On the other hand, Table 4 demonstrates a stronger association between personality types and learning styles than the Chi-squared value.

CONCLUSION

The conclusions of this study suggest that education should include a variety of learning styles. Teachers and students should not limit themselves to one learning technique because what works and improves each individual is limitless. As a result, it argues that, given the vital link between personality types and learning styles, extroverts benefit from a pleasant learning environment. In contrast, introverts benefit from a solitary learning environment. Extroverts and introverts are both active and reflective learners. Thus the content utilized in the learning process needs to be tailored to their preferences.

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