

Impact of Personality on Attitudes toward Academic Group Work: An Empirical Study of Management Students in Selected Sri Lankan State Universities

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ABSTRACT : Potentially the most conspicuous trends in higher education institution is the application of group works as a teaching technique. Usually more than two students with different personality traits will be involved in the academic group work. Personality characteristics of group members, need to be carefully considered so that the transition of learning from individuals to group results attitude improvements. The present study aim to analyses the effect of personality on attitudes towards academic group work. The researcher used Theory of Big Five Personality Trait as a theoretical framework. The quantitative study conducted based on primary data which was collected among 312 Management undergraduate students in selected Sri Lankan state Universities by using self-administrated and electronic questionnaire. The results of this study revealed that, there is a significant relationship found between the students' personality traits and their attitudes of academic group work. Regression analysis discovered that extroversion personality trait is the best predictor because rather than agreeableness and conscientiousness it has the highest impact on student's attitudes toward academic group work. Consequently, these research findings have provided some notable insights to University administration and lecturer to use and improve the academic group works based on the student's personality traits and also, this study specially helps to the students to get a clear idea about their personality traits and how does it affect their attitude on group work.

Keywords - Attitudes, Academic Group work, Personality Traits, State Universities, Undergraduate Students

1. INTRODUCTION

Group work or group learning also called to as peer, collaborative or co-operative learning, it is widely accepted within the higher education bodies as being an effective teaching and learning technique. Student's academic work group perform as a significant role in the advancement of abilities and mentalities toward collaboration or group work that develop the learning climate and influence the University student's professional practices (McCorkle, 1999 [1]; Huff et al., 2002 [2]). Since educational team work has such remarkable impacts on the improvement of work-important abilities and perspectives, substantial research consideration has been coordinated toward understanding team work mentalities and the way in which abilities and perspectives are influenced by team work process and results (Gardner et al., 1998 [3]). Some researchers mentioned that business educational institutions do not provide the sufficient skill and attitudes regarding to the teamwork (Kaenzig et al., 2007 [4]). The desirable attitudes toward learner's team work

consists convictions that collaborative group work support learning, helps in the gainful utilization of time, and helps learning preservation. They reflect happiness at taking part in team work and feel that group work is simpler and more intriguing than working alone (Forrester et al., 2010 [5]). Apart from the above mentioned attitudes, Cantwell et al (2002) [6] stated that, some more desirable attitude which includes feelings of stress less while at the same time working for social scenes and trust in one's capacity to make an individual commitment to bunch results (Cantwell et al., 2002 [6]). Personality assumes a significant part in understanding the human conduct. Scholars put considerable effort to analyze the importance of group work attitude and how these attitudes and abilities impact the outcome and implementation of the group work (Gardner et al., 1998 [3]).

In higher education student collaboration is one of the important educational tool and it has a variety of methods, among them group work takes crucial place. Especially in this collaborative students' academic works, the person who plays the leader role feel like he is facing higher workload than other and other members feel left out. Many intertwined elements involve in the successful team work of the students. Gardner et al (1998) [3] stated that, highly talented students will never work as a team, so the team will not achieve the expected result. Personality traits play notable role in group work and it is influence the group performance and participation of the students. Because of the increasing interest or demand for graduate employee who can effectively work in groups, and considering research that proposes effective learning advantages coming from because collaborative academic group works, a large portion of the instructive bodies are moving from conventional lecturing techniques which have frequently depended on individual work, to methods which incorporate collaborative academic group work (Napier et al., 2007 [7]).

It is essential to comprehend learners mentalities towards team work; maybe the most convincing justification, such an examination is the research that shows that such perspectives are factors of educational achievement for both the members inside the team and the team at all (Freeman et al., 2007 [8]). Many researches focused on the connection between attitude towards collaborative work and personality traits. Group work direction is influenced by the inclination toward independence versus cooperation and team individuals' solace and satisfaction in working collaboratively instead of individually (Thompson et al., 2008 [9]). Cantwell et al., (2002) [6] showed that more significant levels of amiability were related with lower levels of social uneasiness, more elevated levels of inclination for team work, and more significant levels of team task execution. Different researches have revealed that personality perform as a mediator role in the connection between accomplishment direction and commitment in competitive versus cooperative practices (Ross et al., 2003 [10]).

Previous researchers produced significant proof of impacts of personality traits, currently considerable researchers turned their focus on this personality concept but still lack of the researches connect the personality concept with group work Kickul et al (2000) [11]. This article endeavors to address this deficiency by investigating the impact of explicit personality measurements on indicators of proper team work for use with Management student's team work (Gardner et al., 1998 [3], Cantwell et al., 2002 [6]).

This study has explained how situational, motivational, and experiential factors influence the attitude of students in group work. For this purpose, theory of five factor model adopted to conceptualize the personality factors. The five factor model is grounded in the business related researches and has been approved against a wide range of standards including work related performance, work fulfillment, and job achievement. Particularly this concept well suited and importance for academic field and its performance (Lounsbury, et. al. 2009 [12]). There is lack of studies in the literature which examines the effect of personality on attitudes towards academic group work and there is only few studies in the Sri Lankan context. Therefore this study focused on effect of undergraduate's personality traits on attitudes towards University academic group work. This study consist two objectives, there are: To explore the relationship between personality traits and attitudes towards academic group work of undergraduates and to examine the effect of personality traits on attitude towards academic group work of undergraduates in selected Sri Lankan state Universities.

2. LITERATURE REVIEW

The theory of five factor model that related to the personality trait concept, which is constructed comprehensive model with five components include agreeableness, conscientiousness, neuroticism, extraversion, and openness to experience (Forrester et al., 2010 [5]). These five elements have demonstrated to be steady across different populaces in an assortment of study settings. They have likewise exhibited solid predictive validity. Study has created extensive proof that singular contrasts in the five components represent contrasts in the manners individuals think, feel, and connect with others.

The model connects these five measurements with explicit personality attributes and permits expectation of character contrasts among people (Costa et al., 1992 [13]). As indicated by the model, people high in extroversion are probably going to be gregarious, decisive, and agreeable interestingly with self-observers who are probably going to be reserved, bashful and calm. Agreeableness can be considered as something contrary to resentment. Agreeable individuals are probably going to be agreeable, warm, understanding, and thoughtful and probably not going to be discourteous, brutal, tricky, and unsympathetic. In the same way, those high in conscientiousness are probably going to be dedicated, efficient, trustworthy and firm while those less conscientious are probably going to be languid, scattered, inconsistent, and ambivalent. Openness to encounter includes brilliance, inventiveness, and solace with theory conversely with closeness which reflects traditionalism of conclusions, common sense, and struggle to change. Neuroticism depicts pressure, weakness, and crabbiness conversely with passionate strength which portrays people who are quiet, self-assured, and patient.

Examination in organizational behavior has related contrasts in every one of these personality elements with contrasts in team work mentalities and practices. Extroversion, for instance, has been connected to more significant levels of commitment in team leadership behavior (Kickul et al., 2000 [11]). Conscientiousness has been related with uplifted degrees of adherence to rules in regards to participation, promptness, and regard for group activities. Researches have shown that conscientious team individuals were more errand orientated and less inclined to participate in friendly loafing (Konovsky et al., 1996 [14]). Agreeableness has been connected to sportsmanship and tendency to retain minor burdens and inconveniences building from the work (Konovsky et al., 1996 [14]). Researches show that individuals high in agreeableness add to the social working of their group (Antonioni 1998 [15]).

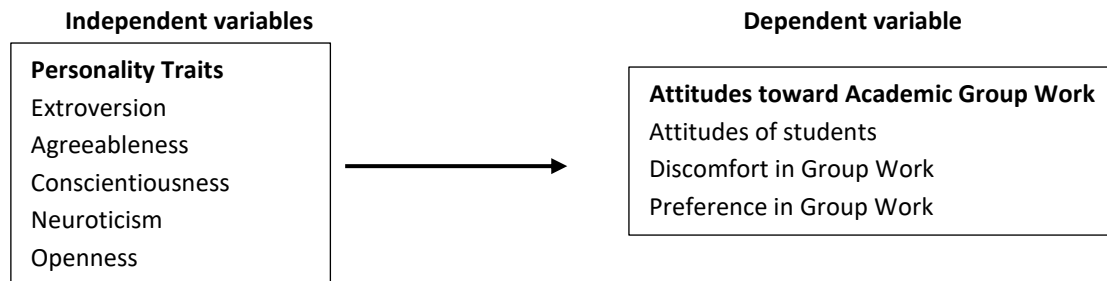
Likewise, emotional stability gives off an impression of being an imperative for organizing the practices of group members and the capacity to withstand unstable and rash practices of others. Conversely, neuroticism has been combined with dread of negative assessments, social aversion, and inclination for individual work (Cantwell et al., 2002 [6]). At last, openness has been adversely identified with hypercompetitive perspectives. An examination by Ross et al (2003) [10] showed that transparency was decidedly identified with agreeable practices – although none of the distinguished outcomes were statistically significant.

The business students recorded higher than non-business students on conscientiousness, enthusiastic steadiness, extraversion, emphaticness, and resilience, but recorded lower on agreeableness and openness (Lonnsbury et al., 2009 [12]). Different findings demonstrate that personality attributes vary systematically among students relying on business functional areas. An investigation by Noel et al., (2003) [16] found that bookkeeping, selling and distribution related activities, and the management information majors varied on extraversion, passionate strength, and openness.

Further investigations, recommend that personality is connected to perspectives toward working in teams. This is important on the grounds that group learning assumes a focal part in business schooling and on the grounds that learning results are unequivocally affected by the nature of communication, and contribution among group members (Napier et al., 2007 [7]). Cantwell et al (2002) [6] tracked down that more elevated levels of amiability and lower levels of social nervousness were related with inclination for group work and more grounded dominance and execution objectives. Paradoxically, upgraded levels of social uneasiness

joined with lower levels of friendliness were related with inconvenience in social scenes (Cantwell et al., 2002 [6]). This finding was substantiated in an investigation by Brown et al (2005) [17] who found that neuroticism was related with lower levels of capacity to team up in teams. These connections were investigated all the more completely in this examination by analyzing the simultaneousness of Neo-FFI character indicators with markers of mentalities toward group works in academic field.

Figure 1: Conceptual Framework



(Source: Forrester et al., 2010 [5])

2. 1 Hypotheses of the Study

- H1: There is a positive relationship between Personality traits and attitude of students towards academic group work.
- H2: There is a negative relationship between Personality traits and discomfort in group learning.
- H3: There is a positive relationship between Personality traits and preference in group learning

3. METHOD

3.1. Sampling and Data Collection

The empirical data for the current study were collected from selected state university in Sri Lanka. The total population of this study was all management undergraduate in selected state university in Sri Lanka. Out of these, 312 Management undergraduates were selected as sample to conduct this research by using convenient sampling method. 100 face to face and 250 electronic questionnaires were distributed, among 100 face to face questionnaire 62 were efficient. However only 312 respondents taken as a sample size of this study. Each single management undergraduate students are considered as a respondent of this study.

3.2. Measures

All constructs were measured with multiple items developed and tested in previous studies. Independent, and dependent variable's primary data were collected through electronic and face to face structured questionnaire. Each item was measured on a five-point Likert-type scale anchored by "strongly disagree" and "strongly agree" response options. The researchers used an instrument adapted from past review works of (Goldberg et al., 2006 [18]), (Cantwell et al., 2002 [6]) and (Gardner et al., 1988 [3]). This instrument can be used to measure personality traits and Attitudes toward Academic Group Work in university that consists of forty question items in five Point Likert-scales. This all instrument had a Cronbach's alpha values are higher than 0.70. Hence, this instrument had a good reliability.

3.3. Data Analysis Techniques

Correlation is a term that refers to the strength of a relationship between two variables (Taylor, 1990 [19]). According to Senthilnathan et al., (2019) [20], the correlation coefficient value (r) range from 0.10 to 0.29 is considered as weak, from 0.30 to 0.49 is considered as medium and from 0.50 to 1.0 is considered as strong. Simple Linear Regression was used to measure the impact of the independent variable on a dependent variable. The regression coefficient (represent by R²) can take on any value between 0 and 1. It measures how much the dependent variable varies with an independent variable when all other independent variables are

held constant. Therefore, simple linear regression was used to measure the impact of personality traits on attitude towards academic group work.

4. DATA PRESENTATION AND ANALYSIS

4.1. Reliability Analysis

Cronbach's alpha is used to determine the reliability of the variables which are used in this study. The result of Cronbach's alpha test is given in below which suggests that the internal reliability of the instrument was satisfactory.

Table 1: Reliability Analysis for Personality Traits and Attitudes toward Academic Group Work

Dimension	Indicators	Cronbach's Alpha Coefficient	Source
Extroversion	Talking a lot. Feel comfortable around people. Starting conversations. Talking to a lot of different people. Draw attention to themselves.	0.943	Goldberg, 1992
Agreeableness	Feeling concern for others. Sympathize with others' feelings. Take time out for others. Feeling others' emotions. Make people feel at ease.	0.864	Goldberg, 1992
Conscientiousness	Being prepared. Attention to details. Like orders. Following a schedule. Exacting in the work.	0.824	Goldberg, 1992
Neuroticism	Getting stress easily. Worrying about things. Easily disturbed. Getting upset easily. Changing the mood a lot.	0.840	Goldberg, 1992
Openness	Rich in vocabulary. Vivid imagination. Quick to understand things. Spend time reflecting on things. Having full of ideas.	0.892	Goldberg, 1992
Attitude of students	Group work helps learn better. Enjoyment in participating in group work. Group work is a productive use of class time. Engagement of interest. Easiness to learn in group. Learning in group is better than lecture.	0.937	Cantwell & Andrews, 2002; Gardner & Korth, 1988
Discomfort in Group learning	Feeling nervous when communicate within group. Difficult to understand what the group task is. Afraid to ask for help within group. Relaxation within a group.	0.851	Cantwell & Andrews, 2002; Gardner & Korth, 1988
Preference in Group learning	Understanding of information. Understanding other group members' ideas. Satisfaction in group achievement. Personal contribution to group work. Making up own group.	0.837	Cantwell & Andrews, 2002; Gardner & Korth, 1988

(Source: Survey Data)

Table 1 represents the Cronbach's alpha value for Extroversion is 0.943 with 5 statements, Agreeableness is 0.864 with 5 statements, Conscientiousness is 0.824 with 5 statements, Neuroticism is 0.840, Openness is 0.892 with 5 statements, Attitude of students is 0.937 with 6 statements, Discomfort in Group learning is 0.851 with 4 statements, Preference in Group learning is 0.837 with 5 statements. It is indicated that the measurement which are used in this study is to be reliable, which suggests that the internal reliability of the instrument was satisfactory.

The first research objective of the study is: **To explore the relationship between personality traits and attitudes towards academic group work of Management students in selected state Universities.** Table 2 presents the findings of correlation analysis.

Table 2: Correlation analysis

	Pearson Correlation		
	Attitudes of students	Discomfort in Group learning	Preference in Group learning
Extroversion	0.763**	-0.753**	0.572**
Agreeableness	0.288**	-0.335**	0.473**
Conscientiousness	0.423**	-0.362**	0.472**
Neuroticism	-0.621**	0.640**	-0.541**
Openness	-0.040	0.067	0.021

Notes: N=312, **Correlation is significant at the 0.01 level (2-tailed), *Correlation is significant at the 0.05 level (2 tailed).

(Source: Survey Data)

Extroversion

Based on the correlation analysis results, Pearson correlation (r) is 0.763 and Sig. value is 0.000 at 0.01 significant level. Based on the correlation scale, correlation between Extroversion and Attitudes of students is strong positive. Pearson correlation (r) -0.753 and sig. value 0.000 at 0.01 significant level indicates, there is a strong negative relationship between Extroversion and discomfort in group learning. Pearson correlation (r) 0.572 and sig. value 0.000 at 0.01 significant level indicates, there is a strong positive relationship between Extroversion and preference in group learning.

Agreeableness

As per to the above correlation analysis table, Pearson correlation (r) 0.288 and sig. value 0.000 at 0.01 significant level indicates, there is a weak positive relationship between Agreeableness and Attitude of students. Pearson correlation (r) -0.335 and sig. value 0.000 at 0.01 significant level indicates, there is a medium negative relationship between Agreeableness and discomfort in group learning. Pearson correlation (r) 0.473 and sig. value 0.000 at 0.01 significant level indicates, there is a medium positive relationship between Agreeableness and preference in group learning.

Conscientiousness

As per to the above correlation analysis table, Pearson correlation (r) 0.423 and sig. value 0.000 at 0.01 significant level indicates, there is a medium positive relationship between Conscientiousness and Attitude of students. Pearson correlation (r) -0.362 and sig. value 0.000 at 0.01 significant level indicates, there is a medium negative relationship between Conscientiousness and discomfort in group learning. Pearson correlation (r) 0.472 and sig. value 0.000 at 0.01 significant level indicates, there is a medium positive relationship between Conscientiousness and preference in group learning.

Neuroticism

Based on the above correlation analysis table, Pearson correlation (r) -0.621 and sig. value 0.000 at 0.01 significant level indicates, there is a strong negative relationship between Neuroticism and Attitude of

students. Pearson correlation (r) 0.640 and sig. value 0.000 at 0.01 significant level indicates, there is a strong positive relationship between Neuroticism and discomfort in group learning. Pearson correlation (r) -0.541 and sig. value 0.000 at 0.01 significant level indicates, there is a strong negative relationship between Neuroticism and preference in group learning.

Openness

Based on the above correlation analysis table, there is no any significant relationship between Openness and Attitudes toward academic group work.

The first research objective of the study is: **To examine the effect of personality traits on attitude towards academic group work of Management students in selected state Universities.** Table 3 presents the findings of regression analysis. The simple regression analysis was used to measure the effect of personality traits on attitude towards academic group work.

Table 3: Simple linear regression between personality traits and attitude of students

Variables	Attitudes of students		
	R2	B	P- Value
Extroversion	0.580	0.755	0.000
Agreeableness	0.079	0.321	0.000
Conscientiousness	0.176	0.487	0.000
Neuroticism	0.383	-0.666	0.000
Openness		-0.047	0.531

(Source: Survey Data)

Simple linear regression was calculated to predict student's attitude based on their personality traits. Based on the result in Table 3, extroversion ($p < 0.05$; $\beta = 0.58$) had statistically significant and positively impact on attitudes of students and the R square is 0.58, researcher can conclude that 58% of the variation in student's attitude can be explained by extroversion personality trait. Agreeableness ($p < 0.05$; $\beta = 0.079$) had statistically significant and positively impact on attitudes of students. Conscientiousness ($p < 0.05$; $\beta = 0.176$) had statistically significant and positively impact on attitudes of students but neuroticism ($p < 0.05$; $\beta = -0.666$) had statistically significant and negative impact on attitudes of students and openness ($p > 0.531$; $\beta = -0.047$) had not statistically significant impact on student's attitude.

Table 4: Simple linear regression between personality traits and Discomfort in Group learning

Variables	Discomfort in Group learning		
	R2	B	P- Value
Extroversion	0.566	-0.696	0.000
Agreeableness	0.109	-0.349	0.000
Conscientiousness	0.128	-0.389	0.000
Neuroticism	0.407	0.64	0.000
Openness		0.074	0.289

(Source: Survey Data)

Based on the result in Table 4, extroversion ($p < 0.05$; $\beta = -0.696$) had statistically significant and negative impact on discomfort in group learning and the R square is 0.566, which means that 56.6% of the variation in discomfort in group learning can be explained by extroversion personality trait. Agreeableness ($p < 0.05$; $\beta = -0.349$) had statistically significant and negative impact on discomfort in group learning. Conscientiousness ($p < 0.05$; $\beta = -0.389$) had statistically significant and negative impact on discomfort in group learning but neuroticism ($p < 0.05$; $\beta = 0.64$) had statistically significant and positive impact on discomfort in group learning and openness ($p > 0.289$; $\beta = 0.074$) had not statistically significant impact on discomfort in group learning.

Table 5: Simple linear regression between personality traits and Preference in Group learning

Variables	Preference in Group learning		
	R2	B	P- Value
Extroversion	0.324	0.518	0.000
Agreeableness	0.221	0.482	0.000
Conscientiousness	0.219	0.496	0.000
Neuroticism	0.29	-0.531	0.000
Openness		0.023	0.737

(Source: Survey Data)

Based on the result in Table 4, extroversion ($p < 0.05$; $\beta = 0.518$) had statistically significant and positively impact on attitudes of students and the R square is 0.518, which means that 51.8% of the variation in preference in group learning can be explained by extroversion personality trait. Agreeableness ($p < 0.05$; $\beta = 0.482$) had statistically significant and positively impact on preference in group learning. Conscientiousness ($p < 0.05$; $\beta = 0.496$) had statistically significant and positively impact on preference in group learning but neuroticism ($p < 0.05$; $\beta = -0.531$) had statistically significant and negative impact on preference in group learning and openness ($p > 0.737$; $\beta = -0.047$) had not statistically significant impact on preference in group learning.

4.2. Testing of Hypothesis

Table 6: Relationship between Personality and dependent variables

Variables	Personality (P)	
	Pearson	Sig. Value
Attitudes of students (AS)	0.410	0.000**
Discomfort in group learning (DGL)	-0.379	0.000**
Preference in group learning (PGL)	0.485	0.000**

Notes: N=312, **Correlation is significant at the 0.01 level (2-tailed), *Correlation is significant at the 0.05 level (2 tailed).

(Source: Survey Data)

According to Table 5.39, p value (sig. value) is 0.000 and the Pearson correlation value is positive value as 0.410. It explains the positive relationship between personality and attitudes of students at the significant level. Therefore there is enough evidence to reject the null hypothesis (H0) and alternative hypothesis (H1) is accepted. According to Table 5.40, p value (sig. value) is 0.000 and the Pearson Correlation value is negative value as -0.379. It explains the negative relationship between personality and discomfort in group learning at the significant level. Therefore there is enough evidence to reject the null hypothesis (H0) and alternative hypothesis (H2) is accepted.

According to Table 5.41, p value (sig. value) is 0.000 and the Pearson Correlation value is positive value as 0.485. It explains the negative relationship between personality and preference in group learning at the significant level. Therefore there is enough evidence to reject the null hypothesis (H0) and alternative hypothesis (H3) is accepted.

Table 7: Summary of Hypothesis test

Hypothesis	Path	P-Value	Pearson correlation	Result
H1	P → AS	0.000	0.410	Supported
H2	P → DGL	0.000	-0.379	Supported
H3	P → PGL	0.000	0.485	Supported

(Source: Survey Data)

5. DISCUSSION

The aim of this research was to explore the correlation between Management student's personality traits and attitudes towards academic group work and to examine the impact of personality traits on attitude towards academic group work. The discoveries affirmed the reason that personality influences work group perspectives and that the direction and magnitude of impact differs among personality dimensions. Additional analysis was undertaken to explore these influences more fully. This involved correlating the five personality traits with student's attitude from each of the dependent variables (Table 2).

The findings of the study revealed that extroversion personality trait has strong positive relationship with student's attitude and preferences of group learning but it has negative relationship with discomfort in group learning. The pattern of significant correlations indicated that individuals high on extroversion enjoyed participating in groups and believed that group work was a productive use of class time. They were engaged and tended to learn more in group work setting than from lectures alone. Their ability to explain information to other group members helped them understand the concepts better. They had a strong sense of satisfaction when involved in group achievement. They were also relaxed in group settings, could express and communicate their ideas and were not afraid to ask for help. In summary, individuals who enjoy talking to other people; are energetic, high spirited and cheerful are likely to do well in groups and contribute to group work.

Based on the result neuroticism has strong negative relationship with student's attitude and preferences in group learning but it has strong positive relationship with discomfort in group learning. Because of the reason neuroticism personality factor that impacted students' comfort in group learning. Neurotic individuals reported feeling nervous in communicating their ideas within group, had difficulty understanding what the group task was; were not relaxed and were afraid to ask for help within their group. These are individuals who are worriers and often feel inferior to others. Furthermore, they have a limited capacity in dealing with stressful situations and get angry at the ways other treat them. As such, their participation and contribution to group work will be limited.

Agreeableness and conscientiousness has moderate positive relationship between student's attitude and preferences in group but it has moderate negative relationship with discomfort in group learning. Agreeableness and conscientiousness also impacted group work attitudes, in particular, preference in group learning. Agreeableness was positively correlated with level of personal contribution to group work and students' satisfaction when they became involved in group achievement. Conscientious individuals liked group work more when they selected their own groups. They understood other group members' ideas and were willing to offer help to group members. These individuals tend to be courteous and willing to cooperate rather than compete with others. They also perform all tasks allotted to them conscientiously and work hard to accomplish their goals. In group work setting one can always count on them to follow through with their commitments.

6. CONCLUSION

The current investigation adds to the arising assortment of literature that tests the personality's role on group work perspectives. Commonly, outcomes are reliable with past investigations and reaffirm the reason that personality influences the preparedness of learners to move into and effectively take an interest in learning joint efforts. The bearing and relative greatness of connections for extroversion and neuroticism are steady with past researches. Past examinations have shown significant relationship between eagerness to accept leadership roles inside the learning groups, however have been unreliable in connecting openness with the reliant measures utilized here.

7. LIMITATION AND FUTURE DIRECTION

In this study researcher only focus on selected Sri Lankan state universities' Management student. Further researches can expand their sample to include University students who are in other field like Science, Agriculture, Arts and Culture, Technology etc. Based on the current study further researches can use this research frame work for working environment. The current study only applies a quantitative research design. Therefore future studies may consider qualitative research approach such as interviews and observation, it will be effective in exploring the impact of personality traits on student's attitude. The use of both qualitative and quantitative methods would provide an opportunity for more depth and richer explanations. The analysis in the present study was conducted using only the quantitative data that were collected by structured questionnaires. The scale used to measure the research questions were five point Likert scale. Instead, if a seven point scale were used, measurement that is more accurate would have been taken for each variable. Due to analysis complexity, this was avoided in this study.

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