

Obedient and worrier: a portrait of Russian university student

Ekaterina Orel, National Research University Higher School of Economics, Moscow, Russia eorel@hse.ru
Ekaterina Kochergina National Research University Higher School of Economics, Moscow, Russia ekochergina@hse.ru

Problem. A large amount of studies published in English-language journals shows that there is a strong relation between personality traits and academic achievements among college and university students. Most of them use Five Factors model (Costa, McCrae, 1987) to assess students' personality.

Meta-analytic studies in this field report that Conscientiousness and Openness to experience are strong predictors of academic success (Poropat, 2009 and others). The same traits were found significant for SAT scores, though a number of studies in this area is limited (Noftle and Richards, 2007). But there is a lack of research of psychological predictors of academic achievements in Russian university students. So we conduct a corresponding study to compare results. And we suppose that average Russian student will differ from the one described in the literature. This difference can be due to several reasons. First, Bartram (Bartram 2011) showed the cross-countries differences in Big five scales in countries that belong to different Hofstede's dimensions and have different UNGP and GCI indexes. Second, different educational environment can lead to different traits required by the successful student.

Method

Personality assessment:

- Big Five (ipsative) (Shmelyov, 2010): 50 items personality test to assess Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience

Academic achievement:

- GPA: mean mark in University
- USE on Math, Russian and Social sciences (USE – Unified State Exam conducted at the 11th (the last) school grade which is obligatory for all the school graduates)

Data analysis:

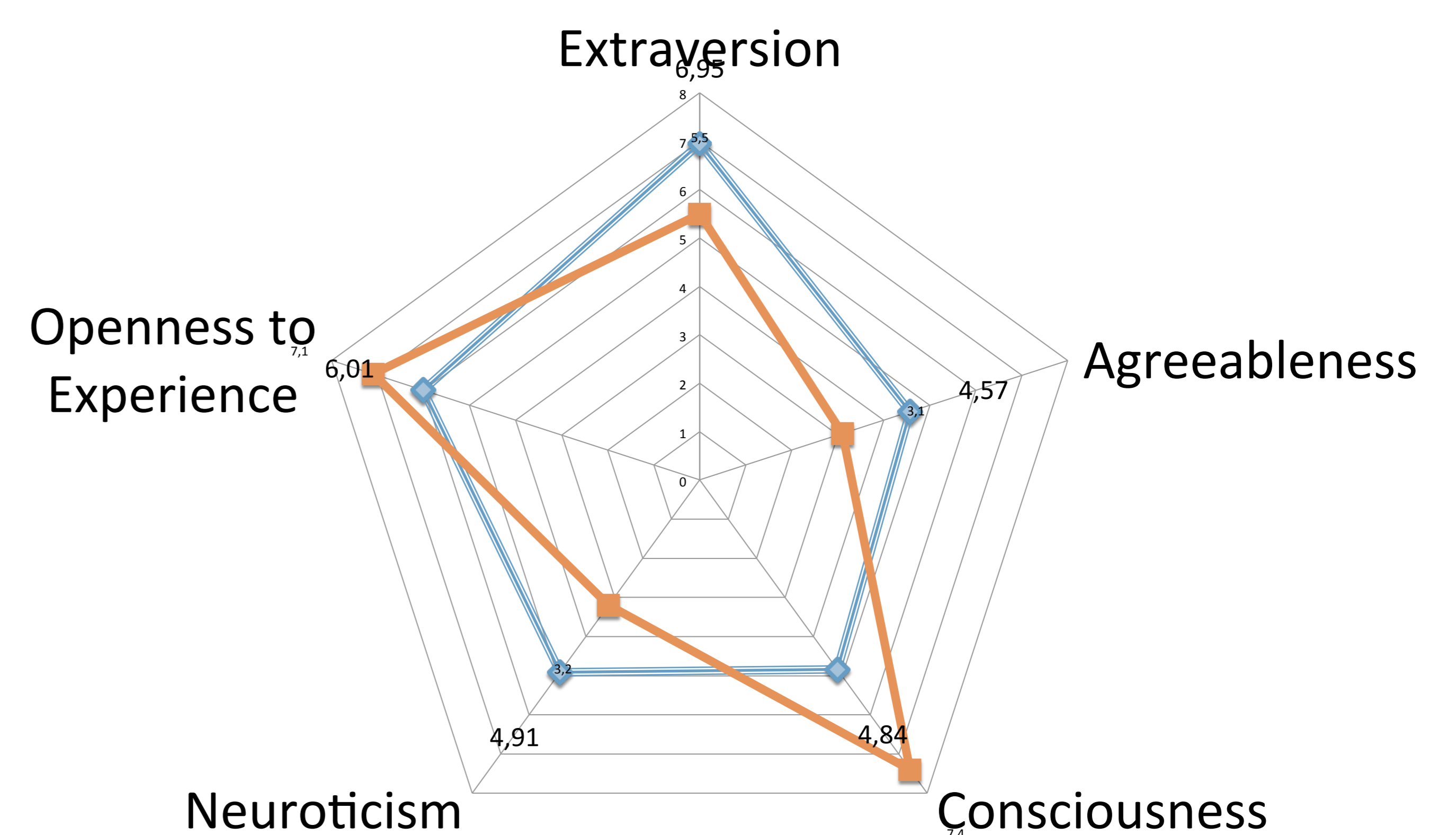
- Correlations
- Regressions

Sample.

176 2nd and 3rd year economy and computer science students from Nizhny Novgorod branch of HSE. These years are taken because USE became obligatory for all school graduates in Russia only three years ago.

	β^2	$t(164)$
Extraversion	-0,220	-2,206
Agreeableness	–	–
Conscientiousness	–	–
Neuroticism	–	–
Openness to Experience	0,174	2,093

◆ Russian students ■ European & American students



References

- Bartram D. (2011). The impact of personality on the competitiveness and economic performance of countries. Report on 11th European Conference on Psychological Assessment. 1 – 3 September 2011, Riga, Latvia.
- Komaraju, M., Karau, S. J., Schmeck, R. R., & Avdic, A. (2011). The Big Five personality traits, learning styles, and academic achievement. *Personality & Individual Differences*, 51(4), 472-477. doi:10.1016/j.paid.2011.04.019
- McCrae, R.R., & Costa, P.T. (1987) Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology*, 52, 81-90.
- Noftle, E. E., & Robins, R. W. (2007). Personality Predictors of Academic Outcomes: Big Five Correlates of GPA and SAT Scores. *Journal Of Personality & Social Psychology*, 93(1), 116-130.
- Poropat, A. E. (2009). A Meta-Analysis of the Five-Factor Model of Personality and Academic Performance. *Psychological Bulletin*, 135(2), 322-338. doi:10.1037/a0014996

	GPA	USE Math	USE Russian	USE Social sciences
Extraversion	-0,117	-0,148	-0,104	-0,107
Agreeableness	0,178**	0,104	0,283**	0,205**
Conscientiousness	0,018	0,137	-0,087	-0,11
Neuroticism	0,157*	0,214**	0,194**	0,237**
Openness to Experience	0,099	0,086	0,148	0,611**