



Academic Atmosphere, Personality, and Academic Performance

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Abstract: Academic performance is important in college. Therefore, performance appraisal is carried out on lecturers and students who contribute to academic activities. This study aims to analyze academic performance in terms of academic atmosphere and personality. The latent variables used were academic performance as an endogenous variable and academic atmosphere and personality as exogenous variables. The type of research used was explanatory research, which aimed to explain the influence between variables through hypothesis testing. The data collection technique used a Likert scale: the academic atmosphere scale contains 24 items, and the personality scale contains 30 items. Academic performance is revealed through student GPA and lecturer IKD. This research was carried out from June to July 2021 with 163 students and 37 lecturers at one university in Indonesia. The data analysis technique used SEM with the AMOS program. The results of the study show that there is a significant and positive effect of the Academic Atmosphere on Academic Performance. Furthermore, personality has a significant effect on academic performance.

Keywords: academic atmosphere, personality, academic performance

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INTRODUCTION

Academic performance in educational institutions is one of the important factors determining the success of quality graduates. Therefore, performance appraisal must be carried out thoroughly for all elements that contribute to the ongoing academic activity. This is no exception for lecturers and students. Lecturer performance is the real behavior displayed by a lecturer as work performance that is produced according to their role as academic functional staff. Student performance is the level of achievement of results or implementation of the duties of a student in carrying out their duties and responsibilities as a student. In the context of this research, academic performance is analyzed based on the Grade Point Average (GPA) for students while the academic performance of lecturers is using the Indeks Kinerja Dosen (IKD).

Then what affects performance? Individual performance success is influenced by many factors, both internal (from within) and external (from outside). Abdullah (2020) suggests that the academic atmosphere is very important in a management process that creates a university learning climate as a concrete manifestation of good university performance. The development of lecturer qualifications, teaching climate, curriculum, student organizations and clubs, and the development of institutions where the vision and mission must be based, are the cornerstones of the academic atmosphere. Academic performance means a student's educational outcome after a short period of learning engagement. It is also regarded as students' success in a short-term learning activity. Duruji et al. (2014) argue that academic performance is the degree of a student's accomplishment of his or her task and studies. They further state that the most well-known indicator of measuring academic performance is grades which reflect the student's "score" for their subjects and overall tenure. Academic performance means the extent to which a student has attained their short or long-term educational goals. Anguo and Long (2014) find that the academic atmosphere plays a regulatory role in the interaction between lecturer competence and work performance. In the development of science and technology, a conducive academic atmosphere is needed to support the Tridarma of Higher Education. University X envisions becoming a leading PT with marine and maritime excellence. In realizing this, a university climate with an academic culture that respects academic values and ethics is needed. A quality academic atmosphere will be able to create a conducive climate for academic activities, and interactions between lecturers and students, fellow students, and fellow lecturers to optimize the learning process. Therefore, the first hypothesis that is built is that the academic atmosphere has a significant effect on academic performance.

In addition, personality is also a factor that affects academic performance. Personality factors that affect academic performance or academic achievement have been stated by previous researchers including Andersen et al. (2020), Olowookere et al. (2020), John et al. (2020), Kuśnierz et al. (2020), Code et al. (2021), You et al. (2022), and Shehzad et al. (2022). Other researchers also analyze other factors, such as Olowookere et al. (2020) and Kuśnierz et al. (2020), who look at gender in addition to personality. They also analyze motivation.

You et al. (2022) examine emotional competence. Therefore, hypothesis 2 that is built is that personality has a significant effect on academic performance. Based on this description, the purpose of this study was to determine the effect of academic atmosphere and personality on the academic performance of lecturers and students.

METHODS

The type of research used was explanatory research, which aimed to explain the influence between variables through hypothesis testing. The hypothesis in the form of a model is based on theoretical studies and empirical research. The relationship between variables is as follows:

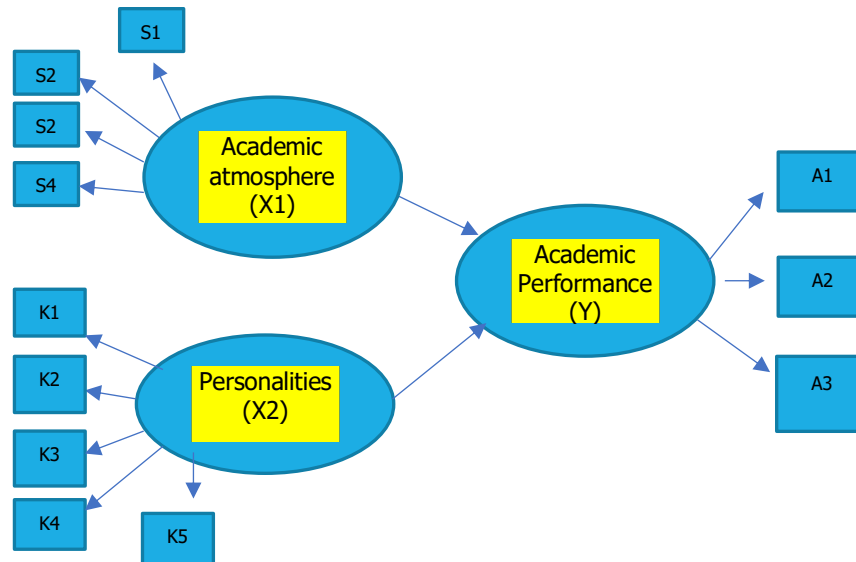


Figure 1. Relationship between Variables

The latent variables used in this study were exogenous variables, namely academic atmosphere (X1) and personality (X2). While the endogenous variable was academic performance (Y). Academic performance variables were measured using GPA for students and IKD for lecturers. If the subject gets a high GPA or IKD score it indicates that the subject has high academic performance and vice versa if the subject gets a low score or score it indicates that the subject has low academic performance.

The academic atmosphere variable was measured using a scale based on indicators: 1) Infrastructure (S1); 2) Interaction of Academic Activities (S2); 3) Involvement of the academic community (S3); 4) Scientific personality (S4). The indicators above were used to determine the perceptions of the academic community toward the academic atmosphere. If the subject gets a high value or score it indicates that the subject tends to have a positive perception of the academic atmosphere and vice versa, if the subject gets a low value or score it, indicates that the subject tends to have a negative perception of the academic atmosphere.

Personality variables were measured using a scale based on indicators of neuroticism (K1), extraversion (K2), openness (K3), agreeableness (K4), and conscientiousness. (K5). The indicators above were used to determine the personality of lecturers and students. The data collection technique used IPK/IKD score information and the Likert scale, namely the academic atmosphere scale contains 24 items which cover 6 items each on 4 indicators, and the personality scale contains 30 items which cover 6 items each on 5 indicators. This item includes Favorable and Unfavourable. From each item, there are five answer choices, from Strongly Agree (score 5) to Strongly Disagree (score 1) for favorable items and vice versa, Strongly Agree (score 1) to Strongly Disagree (score 5) for unfavorable items. This research was carried out in June-July 2022 with 163 students and 37 lecturers at one university in Indonesia. The data analysis technique used Structural Equation Modeling (SEM) because of its ability to present a comprehensive model, confirm dimensions and constructs/factors, and measure theoretical effects and relationships. The software program used was AMOS.

RESULT AND DISCUSSION

Data analysis was carried out by describing the description of the research subject and analyzing the research data. The description of research subject can be described as shown in Table 1.

Table 1. Description of Research Subjects

No	Status	Characteristic	Details	Number	Percentage	Total
1.	Students	Faculty	Vocational Shipping	21	11,5 %	183
			Medical School	15	8,2 %	
			Marine Engineering	22	12 %	
			Social and Political Science	17	9,3 %	
			Law School	21	11,5 %	
			School of Dentistry	33	18 %	
			School of Psychology	54	29,5 %	
		Gender	Male	96	52,5 %	183
			Female	87	47, 5 %	
2.	Lecturers	Faculty	Vocational Shipping	7	18,9 %	37
			Medical School	4	10,8 %	
			Marine Engineering	10	27 %	
			Social and Political Science	7	18,9 %	
			Law School	3	8,1 %	
			School of Dentistry	2	5,4 %	
			School of Psychology	4	10,8 %	
		Gender	Male	19	51,4 %	
			Female	18	48,6 %	
					TOTAL	220

From Table 1 it can be seen that most of the students come from the Faculty of Psychology and FTIK lecturers. When viewed from the gender dominated by men both lecturers and students. Regarding the descriptive academic atmosphere and personality of the research subjects, based on the field data obtained, the results are written in Table 2.

Table 2. Description of Academic Atmosphere and Subject Personality Study

No	Variables	Indicators	Mean	Standard Deviation
1		Infrastructure	3,855	0,938
		Interaction of academic activities	3,908	0,818
		Involvement of the academic community	3,952	0,768
		Scientific personality	4,027	0,764
	Academic atmosphere		3,935	0,822
2		Neuroticism	3,278	1,022
		Extraversion	3,400	0,933
		Openness	3,787	0,845
		Agreeableness	3,122	0,938
		Conscientiousness	3,637	0,801
	Personality		3,445	0,908

Based on Table 2, the academic atmosphere gives an average value of 3,935 and a standard deviation of 0,822, which means that as a whole the respondents tend to agree with the statements about the academic atmosphere. Likewise, Personality gives an average value of 3,445 and a standard deviation of 0,908 which means that overall respondents tend to agree with personality statements. Academic performance in this study has 1 indicator, namely GPA for students and IKD for lecturers.

Table 3. Description of Research Subjects Academic Performance

Indicators and Items	Minimum	Maximum	Mean	Standard Deviation
GPA/ IKD	1.98	4.00	3.4784	.30811

Source: Data processed

Based on Table 3, academic performance gives an average GPA/IKD score of 3,478 and a standard deviation of 0,308 which means that, overall, the academic performance of the research subjects is good and relatively homogeneous. Analysis of research results includes 1) SEM assumption test, 2) Validity and reliability with Confirmatory Factor Analysis (CFA), 3) Structural equation testing, and 4) Hypothesis testing. Prerequisites that must be met in structural modeling are the normal multivariate assumption, the assumption that there is

no multicollinearity or singularity, and outliers. The normality of the data is one of the requirements in Structural Equation Modeling (SEM). Normality testing emphasizes multivariate data by looking at the skewness, kurtosis, and statistically, it can be seen from the Critical Ratio (CR) value. If a significance level of 5 percent is used, the CR values between -1.96 to 1.96 ($-1.96 \leq CR \leq 1.96$) are said to be normally distributed data, both univariately and multivariate. The complete results regarding data normality testing on all research variables yield C.R. values. multivariate is 1,943 and this value lies beyond -1.96 to 1.96, so it can be said that the data is normally distributed multivariate.

Outliers are observations that appear with extreme values in a univariate or multivariate manner, namely those that arise because of a combination of unique characteristics that they have and look very far from other observations. Outlier test results in this study are presented at Mahalanobis distance or Mahalanobis d-squared. The Mahalanobis value that is greater than the Chi-square table or the p1 value <0.001 is said to be an outlier observation. In this study there were 4 (four) data that were outliers, because they were still smaller, it could be said that there were no outliers. In the Singularity Test, the research results provide a Determinant value of the sample covariance matrix of 0.0058. This value is not close to zero so it can be said that there is no singularity problem in the data being analyzed.

Analysis of research data using SEM involving latent variables on indicators and items, testing the validity and reliability of indicators using CFA. Whereas in the second order which is a latent variable, validity and reliability tests are carried out through CFA and Construct Reliability using the AMOS program. The Academic Atmosphere in this study has 4 indicators with several items and each loading value is sought so that the Academic Atmosphere is the second CFA. So to find out whether Academic Atmosphere is a valid latent variable, CFA 2 order is used whose results with the AMOS program can be seen in Figure 2 below.

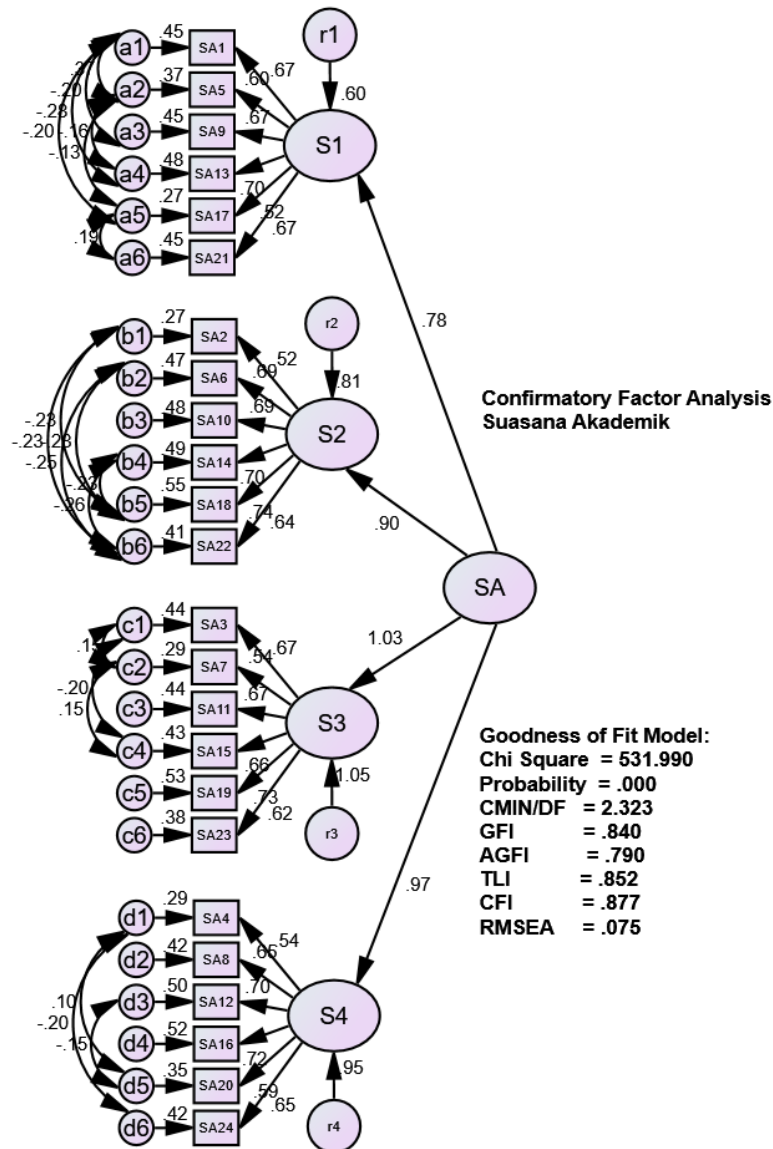


Figure 2. 2CFA Validity Test in Academic Atmosphere (SA)

The test results as presented in Figure 2, show that the Academic Atmosphere Variable (SA) is measured using a scale based on the indicators of Infrastructure (S1), Interaction of Academic Activities (S2), Involvement of the academic community (S3), Scientific personality (S4) along with 6 items on each indicator. The value of the loading factor on the four indicators and six items is presented in Table 4 below.

Table 4. Convergent Validity Test, Discriminant Validity and Reliability of Latent Variables in Academic Atmosphere (X1)

First Order CFA			Second Order CFA			
Indicator Codes and items	Loading	T-Statistic	C-R (AVE) [$\sqrt{AVE}$]	Indicator	Loading	T-Statistic
(X1.1.1)	0.668	9.284	0.805 (0.410) [0.641]	Infrastructure (X1.1)	0.776	Reference
(X1.1.2)	0.605	Ref.				
(X1.1.3)	0.673	7.509				
(X1.1.4)	0.695	7.341				
(X1.1.5)	0.516	5.838				
(X1.1.6)	0.669	7.520				
(X1.2.1)	0.520	7.120	0.826 (0.445) [0.667]	Interaction of academic activities (X1.2)	1.026	6.979
(X1.2.2)	0.686	Ref.				
(X1.2.3)	0.692	9.389				
(X1.2.4)	0.702	9.333				
(X1.2.5)	0.741	8.901				
(X1.2.6)	0.638	7.850				
(X1.3.1)	0.667	8.344	0.812 (0.420) [0.648]	Involvement of the academic community (X1.3)	0.900	6.393
(X1.3.2)	0.541	Ref.				
(X1.3.3)	0.666	7.726				
(X1.3.4)	0.657	8.303				
(X1.3.5)	0.726	8.131				
(X1.3.6)	0.618	7.373				
(X1.4.1)	0.536	7.382	0.809 (0.416) [0.645]	Scientific personality (X1.4)	0.973	7.000
(X1.4.2)	0.650	Ref.				
(X1.4.3)	0.705	9.390				
(X1.4.4)	0.718	9.558				
(X1.4.5)	0.594	8.078				
(X1.4.6)	0.650	8.773				

Source: Data processed

Table 4 shows that the value of the loading factor on all indicators and all items is greater than 0.5 which indicates that the item is valid. Because all loading values are greater than 0.5 and statistically significant, all items can be used to measure Facilities & Infrastructure, Academic Activity Interaction, Academic Community Engagement, and Scientific Personality in academic atmosphere variables. In this study, in calculating reliability using composite (construct) reliability with a cut-off value of at least 0.7.

From Table 4 above, it shows that the latent variables Academic Atmosphere (X1) and Indicators of Facilities & Infrastructure (X1.1), Interaction Indicators of academic activities (X1.2), Indicators of Involvement of the academic community (X1.3), Indicators of scientific personality (X1.4), each of which gives a Composite Reliability (C-R) value of 0.958; 0.805; 0.826; 0.812; and 0.809 above the cut-off value of 0.7 so that it can be said that the latent variable Academic Atmosphere (X1) and all indicators are reliable. Personality in this study has 5 indicators with several items and each loading value is sought, so Personality is the second CFA. To find out whether Personality is a valid latent variable, 2-order CFA is used, the results of which with the AMOS program can be seen in Figure 3 below.

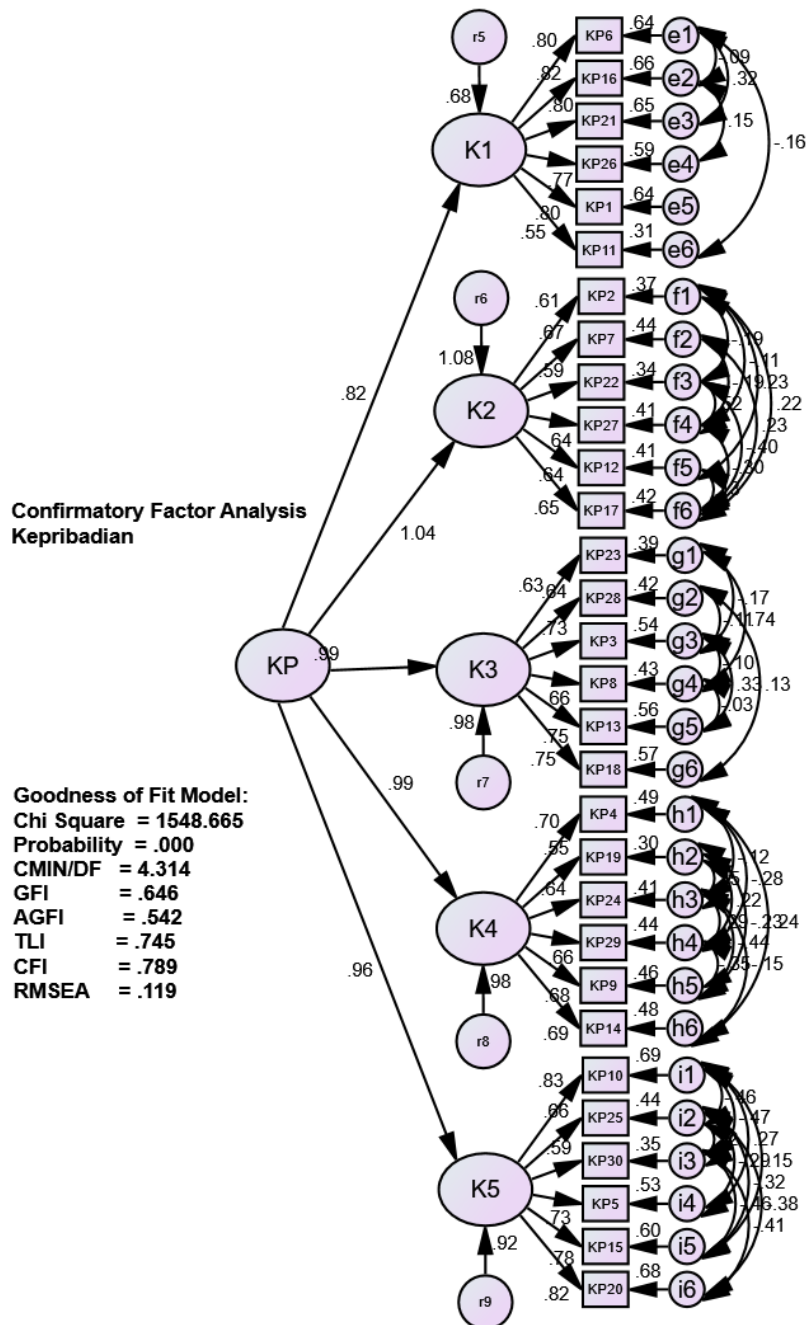


Figure 3. 2CFA Validity Test on Personality

The test results as presented in Figure 3 show that the Personality Variable (KP) is measured using a scale based on the indicators of neuroticism (K1), extraversion (K2), openness (K3), agreeableness (K4), and conscientiousness (K5) along with 6 items on each indicator. The value of the loading factor on the five indicators and six items is presented in Table 5.

Table 5. Convergent Validity Test, Discriminant Validity and Reliability of Personality Latent Variables (X2)

First Order CFA				Second Order CFA			
Indicator Codes and Items	Loading	Item	Loading	Item	Loading	Item	Loading
(X2.1.1)	0.801	13.072	0.891	Neuroticism (X2.1)	0.824	Ref.	0.985 (0.928) [0.963]
(X2.1.2)	0.815	13.498	(0.583)				
(X2.1.3)	0.804	13.396	[0.763]				
(X2.1.4)	0.771	12.675					

First Order CFA			Second Order CFA				
Indicator Codes and Items	Loading	Item	Loading	Item	Loading	Item	Loading
(X2.1.5)	0.801	Ref.					
(X2.1.6)	0.554	8.548					
(X2.2.1)	0.606	9.918					
(X2.2.2)	0.665	9.447					
(X2.2.3)	0.587	8.484	0.800	Extraversion (X2.2)	1.039	6.979	
(X2.2.4)	0.640	9.143	(0.400)				
(X2.2.5)	0.642	Ref.	[0.632]				
(X2.2.6)	0.651	9.940					
(X2.3.1)	0.628	9.749					
(X2.3.2)	0.645	10.021					
(X2.3.3)	0.733	14.105	0.849	Openness (X2.3)	0.990	6.393	
(X2.3.4)	0.655	10.050	(0.484)				
(X2.3.5)	0.749	Ref.	[0.696]				
(X2.3.6)	0.755	11.945					
(X2.4.1)	0.697	9.885					
(X2.4.2)	0.551	7.195					
(X2.4.3)	0.639	7.600	0.817	Agreeableness (X2.4)	0.991	7.000	
(X2.4.4)	0.664	8.159	(0.429)				
(X2.4.5)	0.677	Ref.	[0.655]				
(X2.4.6)	0.690	9.800					
(X2.5.1)	0.882	14.966					
(X2.5.2)	0.662	9.007					
(X2.5.3)	0.588	7.650	0.884	Conscientiousness (X2.5)	0.958		
(X2.5.4)	0.733	11.756	(0.563)				
(X2.5.5)	0.777	Ref.	[0.750]				
(X2.5.6)	0.822	13.523					

Source: Data processed

Table 5 shows that the value of the loading factor on all indicators and all items is greater than 0.5 which indicates that the item is valid. Because all loading values are greater than 0.5 and statistically significant, all items can be used to measure Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness in the Personality variable. In this study, in calculating reliability using composite (construct) reliability with a cut-off value of at least 0.7. From Table 5, it turns out that the personality latent variable (X2) gives an AVE root value of 0.963 above its cut-off value of 0.5, the Neuroticism Indicator (X2.1) gives an AVE root value of 0.763 above its cut-off value of 0.5, the Extraversion indicator (X2.2) gives an AVE root value of 0.632 above its cut-off value of 0.5. After testing the validity and reliability of all latent variables with valid and reliable results, normal multivariate data, no singularities, and no outliers, these latent variables can be continued in the analysis in the form of a path diagram presented as follows:

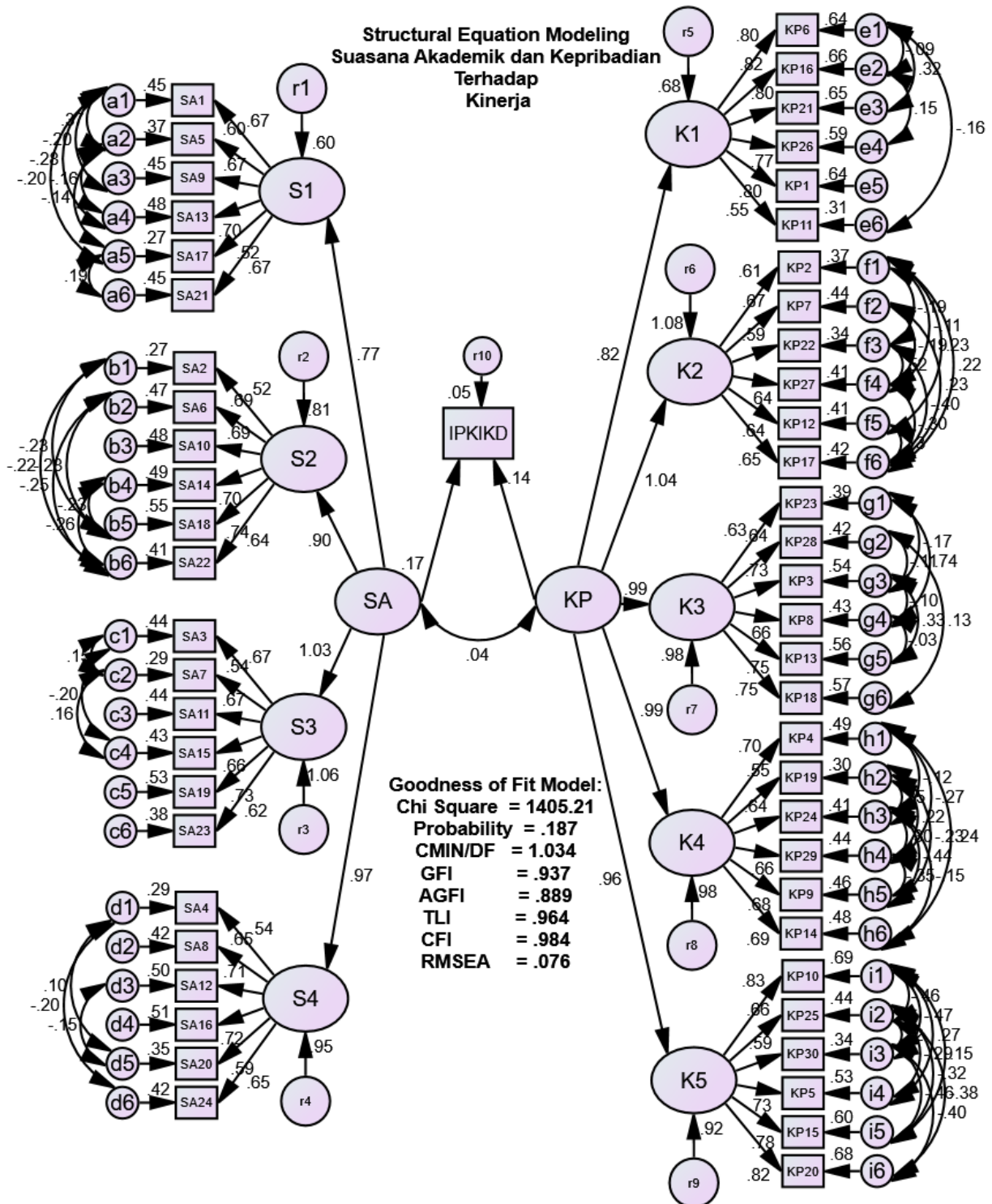


Figure 4. The Effect of Academic Atmosphere (SA), Personality (KP) on Academic Performance (IPK/IKD)

The complete model test results above with the complete AMOS program can be seen in the following table:

Table 6. Testing Results of Academic Atmosphere Model (X1), Personality (X2) on Academic Performance (Y)

Cut-Off	Cut-Off Value	The calculation results	Chi-Square
Chi-Square	Expected small	1405.211	χ^2 with df = 1359 is 1445.88
Significance Probability	$\geq 0,05$	0,187	Good
RMSEA	$\leq 0,08$	0,076	Good
GFI	$\geq 0,90$	0,937	Good
AGFI	$\geq 0,90$	0,889	Passably
CMIN/DF	$\leq 2,00$	1,034	Good
TLI	$\geq 0,90$	0,964	Good
CFI	$\geq 0,90$	0,984	Good

Source: Data processed

Based on Table 6, shows that the eight criteria used to assess the feasibility of a model all stated Good. It can be said that the model is acceptable, which means there is a match between the model and the data. From the appropriate model, it can be interpreted for each path coefficient. Testing the path coefficient in Figure 4 and the equations, are briefly presented in Table 7 below:

Table 7. Results of Path Coefficient Testing of Academic Performance Model

Variables	Coefficient	C.R.	Prob.	Explanation
Academic atmosphere (X1)→ Academic Performance (Y)	0.166	2.151	0.031	Significant
Personality (X2)→ Academic Performance (Y)	0.142	2.399	0.016	Significant

Source: Data processed

Based on Table 7, the interpretation of each path coefficient is as follows Academic Atmosphere (X1) has a significant and positive effect on Academic Performance (Y). This can be seen from the path coefficient which has a positive sign of 0.166 with a C.R. equal to 2.151 and obtained a significance probability (p) of 0.031 which is smaller than the significance level (α) which was determined at 0.05. Thus, Academic Atmosphere (X1) has a direct effect on Academic Performance (Y) of 0.166, which means that every time there is an increase in Academic Atmosphere (X1) it will increase Academic Performance (Y) by 0.166.

Personality (X2) has a significant and positive effect on Academic Performance (Y). This can be seen from the path coefficient which has a positive sign of 0.142 with a C.R. equal to 2,399 and obtained a significance probability (p) of 0.016 which is smaller than the significance level (α) which was determined at 0.05. Thus Personality (X2) has a direct effect on Academic Performance (Y) of 0.142, which means that every time there is an increase in Personality (X2) it will increase Academic Performance (Y) by 0.142

The results of this study are in accordance with the research of Xi Shen (2012) which explains the academic culture of higher education which consists of academic views, academic spirit, academic ethics, and academic environment. The campus culture is characterized by individuality, academic features, openness, excellence, variety, and creativity. The strategy for constructing academic culture and campus culture is as follows: the university must stick to its mission, increase cultural trust and awareness culture, integrate culture into the talent development process, and promote cultural development and innovation. The academic atmosphere plays a regulatory role in the interaction between competence and job performance. Likewise, according to Anguo and Long (2014), the academic atmosphere plays a regulatory role in the interaction between lecturer competence and work performance. The results of this study are also in accordance with Abdullah's (2020) research that the academic atmosphere is very important in a management process that creates a university learning climate as a concrete manifestation of good university performance. The development of lecturer qualifications, teaching climate, curriculum, student organizations, clubs, and the development of institutions where the vision and mission must be based are the cornerstones of the academic atmosphere. It also examines the academic atmosphere of tertiary institutions in Indonesia and Malaysia. Comparisons are placed in the university management process to achieve academic achievement and support for teaching staff as core human resources at universities. The academic atmosphere is very creative and built. Some of the research below also shows the connection between academic atmosphere and performance. Amaechina and Ezeh (2019) that students who feel secure in a school environment, students who are supported in school, and students with better socio-emotional health contribute to a high extent in the performance of students in school. It was recommended among others that the government and proprietors of schools should provide adequate classroom buildings and also ensure that existing dilapidated physical facilities are renovated

and maintained. [Majzub \(2012\)](#) present his research results that (a) newcomers initially perceived their roles were essentially to teach; (b) their role perceptions changed as a result of the research university status and; (c) newcomers generally do not have full knowledge of the academic community including collegial relationship building; (d) newcomers coping strategies include faculty involvement, information seeking and career planning. The newcomers' needs include the mentoring processes between newcomers and senior members of the academic staff as well as increasing the university support structures. In line with predictions, [Maxwell et al. \(2017\)](#) show that students' perceptions of school climate significantly explain writing and numeracy achievement, and this effect is mediated by students' psychological identification with the school. Furthermore, staff perceptions of school climate explain students' achievement on numeracy, writing, and reading tests (while accounting for students' responses).

[Chigbu and Nekhwevha \(2021\)](#) reveal that learners' academic performance is influenced by students' demographic variables, intellectual input, educational environment, and challenges, but most importantly, an excellent and effective study environment is what makes the most remarkable difference in the learner's scholastic achievement. If an academic environment does not deliver a broad-quality learning setting to its learners, then it fails in its mission. The educational environment has to gain more influence on how their new learners develop, and the university has to be guarded about how they plan to ascertain that these new entrants become agile learners irrespective of their high school background. [Hanaysha et al. \(2023\)](#) support the notion that teacher competency and ICT resources have positive effects on both academic performance and student engagement. Furthermore, classroom environment and university facilities are found as significant predictors of both academic performance and engagement. Finally, the results show that student engagement mediates the relationship between the stated factors and academic performance. The objective of the research by [Miguel et al. \(2023\)](#), in addition to examining to what extent the CSCL approach is more beneficial for academic performance, has been to identify the individual and group characteristics associated with work groups through the behavior of a set of variables. The research uses academic results obtained from a sample of 367 university students. The factors that most strongly contribute to reactive-positive behavior within the analyzed group profiles are the use of the CSCL approach, a higher average age of the group, a higher level of the university experience, and a high level of qualification to access the degree required by the university. [Brouwer et al. \(2022\)](#) find that students help each other more often when they are already friends and students who help each other academically are more likely to become friends. The higher a student performs, the more often the student is selected as a friend or as an academic helper and the more often this higher-performing student initiates friendship and academic help relationships. Although learning communities are often implemented to enhance academic performance, we did not find evidence that peer relationships in learning communities influence academic performance. The findings of this study by [Al-Tameemi et al. \(2023\)](#) will facilitate the use of social strategies and management techniques for students to improve their academic performance and lead to better academic outcomes. The researchers discussed the findings and identified some highlighted management techniques in the reviewed literature.

[Ciorbea and Pasarica \(2013\)](#) show that accurate identification of individual differences in academic achievement has serious implications for education. The findings of [Akomolafe \(2013\)](#) show that personality dimensions jointly and relatively predict academic performance except for neuroticism in medical students. [Cupani and Pautassi \(2013\)](#) find that path analysis shows that the contribution of personality to academic achievement is mediated by socio-cognitive mechanisms. The results show that (a) students who show a higher Conscientiousness score have higher self-efficacy beliefs and expect more positive results and set more demanding performance goals and (b) students who have a higher attitude score show self-efficacy beliefs higher. [Eyong et al. \(2014\)](#) show that there is a significant difference between conscientiousness and agreeableness with student achievement. Based on the findings, parents and teachers should encourage their children to set clear goals and ensure that they are disciplined and careful to achieve them consistently. Also, neurotic tendencies such as anger, depression, anxiety, and low self-esteem should be prevented in students at all levels both at home and at school. [Poropat's \(2014\)](#) findings have implications for personality measurement. Teachers can assess students' personalities to suit educational activities on students' dispositions, as well as the development of students' learning capacities can be facilitated by feedback on how their personalities are associated with effective learning. The result of the research by [Bakar et al. \(2017\)](#) is explained in three forms, thus, demographic information, descriptive analysis, and inferential analysis. The result of the study indicate that students from a school with adequate facilities, good teachers, and a favorable environment performance better than those from schools with fewer facilities, unqualified teachers, and less enabling environment. [Stajkovic et al. \(2018\)](#) find that the model establishes that the Big Five traits influence performance directly and indirectly through partial mediation of self-efficacy. The Life Study (2020) finds a relationship between personality traits, self-efficacy, and academic achievement of medical students. The results of the study show that individual differences in personality traits, directly and indirectly, play an important role, through self-efficacy, in contributing to students' academic achievement. Some of the research below also shows the

connection between personality and performance. The results in Shiraz showed that there was a significant relationship between the variables of personality traits, self-efficacy and mathematics performance in 367 people at universities in Shiraz (Shams et al., 2011). Hazrati-Viari et al. (2012) show that conscientiousness predicted both intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, as expected, academic motivation mediated the relationship between openness to experience and conscientiousness with academic performance.

The results by Buju (2013) have produced important information regarding the prediction power of the factors and sub-factors of personality in Big Five Plus concerning the academic performance of the students with a social profile. The statistical analyses (Multiple regressions stepwise) regarding the sub-factors or sides of the other five factors of Big Five Plus underlined other predictors of academic performance: assertiveness, cheerfulness, cooperation, activity, morality, ambition/need for achievement, and moral rigidity. Even though the Big Five factors appear in most studies as being related to academic performance, the pattern of significant relations is inconsistent from one study to the other and may depend on other factors, such as the year of study or the type of criteria defined for representing the performance. The extrapolation of the personality profile of the student with technical academic performances to other professional fields may revolutionize the activity of recruiting and selection, the activity of performance management with a direct impact on the organizational profit and efficiency. The personality profile for those with good and very good results in the technical field, presented in this study, can be of interest to specialists in other related fields, such as inventions and performances.

Fariba (2013) reveals a correlation between personality traits and learning styles that can lead students to a higher level of learning and, in turn, a sense of satisfaction and enjoyment of the learning process (Fariba, 2013). Babakhani (2014) shows that personality traits (except neuroticism) directly influence academic achievement in 157 students from the Islamic Azad University in eight and twelve regions (Babakhani, 2014).

Yusoff (2018) shows that the interviewed cohort performed significantly better in the clinical examination than the non-interviewed cohort. Conversely, the non-interviewed cohort performed significantly better in the theoretical examination. Depression, anxiety, and stress levels between the two cohorts showed no difference. The interviewed cohort demonstrated more desirable personality traits, higher emotional intelligence, and social competence than the non-interviewed cohort (Yusoff, 2018). Hughes et al. (2023) integrate personality traits and basic psychological need frustration to explore relationships between students' 'dark' personality traits and the core student outcomes of satisfaction, engagement, and performance. Correlations and structural equation models showed that need frustration is related to reduced student satisfaction and engagement (though not grades), and partially mediated the effects of the dark traits. The dark traits also had a significant indirect effect on grades via student engagement. The dark core was positively associated with a heightened sense of need frustration and lower engagement, suggesting that common antagonistic features of dark traits lead students to see university environments as obstructive (Hughes et al., 2023). Mateus (2021) confirms that there is a positive correlation between the variables personality traits and academic performance in 214 students (Mateus et al., 2021).

Verbree et al. (2021) find that students who are more open to experience and less conscientious are more likely to enroll in a program in the academic field of arts/humanities than in another field. There were no differences in the predictive value of these personality traits for academic achievement by academic field when controlling for prior performance in high school. These findings emphasize the general effectiveness of conscientiousness in explaining academic achievement and also call for the consideration of academic fields or college majors in personality research. Besides having theoretical implications, these findings have practical implications for higher education (Verbree et al., 2021). Herranz-Zarzoso & Sabater (2023) examine the role of personality on the effectiveness in improving students' performance of two extrinsic incentives: monetary and grade incentives. This study finds that the effectiveness of grade incentives (used in the course exam) on improvement as a substitute for monetary incentives (adopted in practice tests) (Herranz-Zarzoso & Sabater, 2023).

CONCLUSION

This study concludes that Academic Atmosphere has a significant and positive effect on Academic Performance. Furthermore, Personality has a significant and positive effect on Academic Performance. The research results can become recommendations for rules or policies related to the academic atmosphere. Furthermore, for future researchers, the research results can become the basis for universal and theoretical discourse on academic performance models.

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