

REVIEW ARTICLE

Explore the Influencing Variables of Personality Traits on Motives of Adapting Online Education in India

Jitendra Charan¹, Amit Sharma²

¹Department of Management Studies, Rajasthan Technical University, Kota, Rajasthan, India, ²Department of Management Studies, Government Engineering College, Ajmer, Rajasthan, India

Received on: 06-01-2021; Revised on: 10-02-2021; Accepted on: 18-03-2021

ABSTRACT

With the growth of technology, India has seen an increasing trend of online education over a period of few years. A number of students and working professionals have joined different online education stages in the previous few years so as to enhance their abilities. Furthermore, taking a gander at trends, the number of people embracing online education stages is expected to increase, essentially in the near future. The current article explores the motives of adopting online education and personality traits of consumers using online education in India. This article also analyzes the influencing variables of personality traits on motives adapting online education in India. The study focuses to analyze the effectiveness of proposed model for adopting online education in India. Proposed model will analyze the symmetry of personality traits of consumer using online education in India. Secondly explore the motives and thirdly analyze the impact of personality traits on motives of adopting online education in India. In the current research work, a sample of 200 respondents was selected. Respondents were selected randomly. Respondents were asked about impact of psychological factors in online education. Among these 200 respondents, there were 100 males and 100 females. The current article highlights the influencing variables of personality traits on motives of adapting online education in India.

Key words: Extraversion, neuroticism, online education, openness, personality

INTRODUCTION

Over the most recent couple of years, information and communication technology (ICT) has become undoubtedly the most significant piece of our social milieu and considered as an era of internet revolution. With the emergence of this latest technology, electronic learning, that is, online education has evolved. Online education involves the usage of the electronic technologies to access educational avenues outside the conventional study hall.

Online education is a new method of interaction between learner and teacher that is for the most part carried out either in a type of image, text, or potentially stable. The recent trends of online education, its success, and effectiveness of this mode of educational method are being explored by

numerous researchers. These researchers discussed diverse variables in which learner's success factor, learners' fulfillment, self-efficacy, psychological well-being, achievement inspiration, cognitive styles, and just as learning styles are included in the study.

Online education environment has achieved a distinctive psychological arena like all other learning environments. In some previous studies, it is accepted that personality traits just as learning style assume a considerable role for learners and the two variables have been explored quite often. Most definitely, both learning styles and personality traits have recognized as reliable sources so as to analyze and observe the online users educational behavior. Keeping this reality as a primary concern, it is a dire need to concentrate on learning environments that meet definite learners' characteristics. In this context, educational researchers ought to require to develop methods of addressing diverse learning styles and varied personality traits of students, especially in online

Address for correspondence:

Jitendra Charan,

E-mail: jitendra.charan79@gmail.com

education environments, so that, e-learners will discover approaches to become successful in their respective areas. However, a number of previous studies have analyzed the bond of personality traits with other similar concepts yet there is a shortage of research works highlighting the bond between online education and personality traits.

The current article, therefore, highlights the need and significance of individual differences in personality traits and online education. As it has been suggested by Litzinger *et al.* to provide individualized guidance is not the ultimate objective of teaching and learning, rather than factors of balanced guidance. The discoveries of this research will help us not exclusively to examine, investigate, and address learners' individual differences yet benefit us to develop student-centered study halls so as to maximize their learning toward the end.

In the current article, personality traits are highlighted with the help of "Five-Personality-Factor Model." However, Big Five have been defined from different dimensions. Yet, it very well may be defined precisely as "genuinely fixed characteristic of a person." It is a capacity of a person to interact with new information and novel circumstances. Personality traits are relatively inherent features of the person and typically considered as static. The Big Five personality traits are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

The previous studies investigated students' acceptance, anxiety, and perceived effectiveness of taking an online course, however, those studies did not delineate what the online course would resemble or how it would be implemented, deployed, and supported. However, some bonding between personality traits and online education are observed in few studies, not enough suggestions have been mentioned to enhance students' positive feedbacks on online education.

Personality traits of consumers using online education in india

People have often researched what it is that makes us behave the manner in which we do. Behaviors can come from different influences like environmental factors or personality traits. A wide range of theories and models on personality traits exist, like the Myers-Briggs Type Pointer that

separates people out into 16 different personalities. Another model is the Big Five personality model openness, conscientiousness, extraversion, agreeableness, and neuroticism (OCEAN), which advances the idea that human personality is made up of five essential dimensions.

Openness to experience

This attribute is often referred to as the depth of someone's mental experiences or creative mind. It encompasses someone's desire to attempt new things, be open, and think creatively. People who score high in this area are generally esthetic and inquisitive, while those who score low tend to be conventional and remain in their usual ranges of familiarity.

Conscientiousness

This attribute measures a person's reliability and dependability. Someone who scores higher in this area is more objective oriented, tends to control impulses, and is typically very organized.

Extroversion

The extroversion quality highlights how much an individual social and talkative might be.

Agreeableness

Agreeableness shows how well someone can get alongside other people. People scoring high in this attribute are generally well-liked, sympathetic, and affectionate, and those who score lower are perceived as unpolished, rude, and mocking.

Neuroticism

The last OCEAN quality is otherwise called emotional steadiness. It measures how well a person can control emotions such as anxiety and sadness. Scoring high in this area indicates that someone might be prone to those emotions and may likewise have low self-esteem. Those receiving a low score are presumably more confident and adventurous.

Openness of the Big Five personality traits is delineated by solid intellectual interest and indulgence in novelty and variety. Conscientiousness indicates a person who is oriented to achieve, organized, and disciplined.

Extraversion specifies a serious extent of friendliness relative to others, assertiveness, and verbosity. Agreeableness refers to being helpful, cooperative, sympathetic toward others while demonstrating close empathy. At last, neuroticism measures the degree of emotional dependability, anxiety, and capacity to manage impulses.

Personality traits influence educational performance and achievement. For example, the quality of conscientiousness has ceaselessly emerged as a reliable predictor of educational performance. It has been established that different educational outcomes have been successfully predicted by relevant blends of the Big Five personality traits.

Agreeableness, conscientiousness and openness are supposed to highlight overall educational performance. It has additionally been observed that openness, extraversion, and conscientiousness may highlight educational achievement, especially when previously accumulated knowledge is applied to real-life circumstances.

As opposed to these, emotional insecurity or neuroticism has been found to influence educational performance negatively. There are other traits, for example, perseverance or coarseness that may likewise be employed for predicting educational performance. These studies verify the significance of personality traits. However, over or more the personality traits, other individual factors, for example, learning styles ought to be explored.

REVIEW OF LITERATURE

Raymond III^[1] explained that ongoing improvements in innovation have given teachers an amazingly wide assortment of electronic instruments to help them in accomplishing one of their essential targets – the transmission of information to other people. One of the most significant employments of these advancements in advanced education has been their work for the conveyance of distance education. Further depicts the sorts of innovation accessible for the conveyance of online education (PC helped education framework, sound/video interceded education frameworks, and PC intervened education framework), and has archived the viability of the devices. It additionally talks about the perceived ease of use that spearheaded the utilization of innovation to convey a ways off in the control of social work.

Garg and Panda^[2] emphasized that with the approach of ICT in the 21st century, development in the conveyance of education has made a noteworthy and colossal spot. Truth be told, these constrained a sure, however quiet, change; the ivory towers were bit by bit opened up, and education changed from craftsmanship to create with boundless prospects and colossal potential for everybody. The perceived usefulness in education introduced the third phase of educational innovation advancement. The educator and student accessed a wide scope of media, print, radio, television, sound video, sound video conferencing and apparatuses PCs, disc read only memory (ROMs), messages, and web that improved the compass of the expression of the mouth to such a degree that education a good ways off turned into an enhancing experience.

Krishnan^[3] argued that the idea of convenience will be unpredictably identified with the requests of genuine information and verifiable aptitudes. Further, the developments in distance education framework which are right now occurring could give important help to traditional types of instructing.

Symth^[4] highlighted in his paper the opportunities for perceived control in terms of online education. It additionally investigates openings that may be made by this innovation to encourage student focused commitment in learning and to give new chances to joint effort and backing for understudies concentrating in the online mode.

Vishtak^[5] mentioned that conventional types of guidance are not a lot of situated toward the utilization of the present new data advancements and methods for correspondence, despite the fact that the quick improvement of PC innovation and business apparatus makes it conceivable to utilize their favorable circumstances in the educational procedure in a wide range of ways.

Rounds and Rappaport^[6] analyzed the privacy as the main motive of online education has made the way for inventive utilization of new and existing instructing procedures. They portray how they utilized issue based learning in an online course as a strategy for encouraging clinical dynamic to nurture expert understudies.

Gupta and Badhusha^[7] depicted online education gives such an elevated level of connection with perceived ease of user. Advanced intelligent television, video conferencing, sound conferencing, www/web, video/sound tapes, and compact disc

ROM all medium are utilized in learning. In the live course setting, degree of fulfillment is higher than distance education groups.

Objectives of study

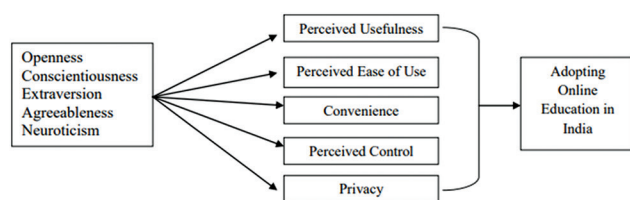
The objectives of the study were as follows:

- i. To explore the motives of adopting online education in India
- ii. To explore the personality traits of consumers using online education in India
- iii. To analyze the influencing variables of personality traits on motives adapting online education in India.

RESEARCH METHODOLOGY

Proposed model

The study focuses to analyze the effectiveness of proposed model for adopting online education in India. Proposed model will analyze the symmetry of personality traits of consumer using online education in India. To explore the motives and to analyze the impact of personality traits on motives of adopting online education in India.



In the current research work, a sample of 200 respondents was selected. Respondents were selected randomly. Respondents were asked about impact of psychological factors in online education. Among these 200 respondents, there were 100 males and 100 females. Regression analysis was used to analyze the results.

RESULTS

Correlation

Correlation analyses revealed a number of huge relationships consistent with the predictions which are displayed in Table 1. Consistent with the principal hypothesis, openness was seen as positively related with perceived usefulness and perceived ease of use.

True to form, neuroticism was negatively related with every one of the five motives. Agreeableness and conscientiousness were positively associated with every one of the five motives. Extraversion turned out to be positively related with reality retention and perceived ease of use. Three of the five personality traits (openness, agreeableness, and conscientiousness) and every one of the five motives correlated positively with academic success.

Regression

The principal issue considered was the extent to which the Big Five personality traits predicted the five motives as shown in Table 2. It was discovered that

- About 36% of the variance in perceived usefulness was explained by conscientiousness, openness, and neuroticism, $F(5,194) = 29.48, P < 0.05$
- About 26% of the variance in perceived ease of use was explained by openness and conscientiousness, $F(5,194) = 19.08, P < 0.05$
- About 40% of the variance in convenience was explained by openness and conscientiousness, $F(5,194) = 29.72, P < 0.05$
- About 16% of the variance in perceived control was explained by conscientiousness, $F(5,194) = 12.07, P < 0.05$.

The second investigation pertained to determining which of the specific Big Five personality traits and motives explained varieties in academic success, as measured by grade point average (GPA) Table 3. Two runs were made, the first including the Big Five personality traits and the second the motives. The Big Five traits without extraversion explained 15% of the variance in GPA. In other words, neuroticism, openness, agreeableness, and conscientiousness provided the relevant information, $F(5,146) = 10.67, P < 0.05$ as shown in Table 4.

Third, a hierarchical regression investigation was carried out so as to determine whether motives explained further variety notwithstanding what already has been depicted by the Big Five personality traits [Figure 1]. Right off the bat, five of the five personality traits that emerged as the most noteworthy were selected and entered. Then, the most huge two of the five huge motives were chosen and entered. Personality traits explained 17% of the variance in GPA with conscientiousness,

Table 1: Correlations between the Big Five personality traits, motives of adopting online education and GPA

The Big Five personality traits	Perceived Usefulness	Perceived Ease of Use	Convenience	Perceived Control	Privacy	GPA
Openness	0.44	0.39	0.12	0.09	0.11	0.23
Conscientiousness	0.32	0.29	0.63	0.37	0.19	0.39
Extraversion	0.21	0.17	0.08	0.18	0.07	0.09
Agreeableness	0.28	0.29	0.25	0.31	0.28	0.32
Neuroticism	-0.17	-0.38	-0.19	-0.27	-0.24	-0.03
GPA	0.24	0.26	0.34	0.25	0.18	

GPA: Grade point average; $P < 0.05$

Table 2: Multiple Regressions with the Big Five and the motives of adapting online education

Dependent variable	Independent variable	Beta	R ²	Adjusted R ²
Perceived Usefulness	Neuroticism	-0.38		
	Openness	0.44		
	Conscientiousness	0.24		
	Extraversion	0.11	0.36	0.34
Perceived Ease of Use	Openness	0.39		
	Conscientiousness	0.28		
	Extraversion	0.12	0.26	0.24
Convenience	Openness	0.18		
	Conscientiousness	0.72		
	Extraversion	0.24	0.40	0.38
Perceived Control	Openness	0.18		
	Conscientiousness	0.26		
	Extraversion	0.24	0.16	0.14
Privacy	Openness	0.08		
	Conscientiousness	0.17		
	Extraversion	0.20	0.15	0.13

$P < 0.05$

Table 3: Multiple regression with the Big Five on GPA

Dependent variable	Independent variable	Beta	R ²	Adjusted R ²
GPA	Openness	0.25		
	Conscientiousness	0.46		
	Extraversion	0.05		
	Agreeableness	0.19		
	Neuroticism	0.27	0.19	0.17

GPA: Grade point average; $P < 0.05$

agreeableness, and neuroticism as critical variables and motives an extra 5%, with perceived usefulness as the main noteworthy variable.

Personality traits and motives together explained 22% of the variance in GPA, $F(6,144) = 11.82$,

Table 4: Multiple regression with the motives of online education on GPA

Dependent variable	Independent variable	Beta	R ²	Adjusted R ²
GPA	Perceived Usefulness	0.07		
	Perceived Ease of Use	0.29		
	Convenience	0.31		
	Perceived Control	0.04		
	Privacy	0.17	0.14	0.11

GPA: Grade point average; $P < 0.05$

Table 5: Hierarchical multiple regression

Dependent variable	Independent variable	Beta	R ²	Adjusted R ²
GPA	Step 1			
	Openness	0.32		
	Conscientiousness	0.28		
	Extraversion	0.22		
	Agreeableness	0.08		
			0.17	
	Step 2			
	Perceived Ease of Use	0.19		
	Convenience	0.12		
	Perceived Control	0.17		
		0.05		
		0.22	0.17	

GPA: Grade point average; $P < 0.05$

$P < 0.05$. The results are tabulated in Table 5. Hence, as to get a better understanding of the relationship between the personality traits and the motives, the extent to which motives mediated the relationship between personality traits and GPA was explored. The discoveries demonstrated that the two reflective motives, namely, the perceived usefulness and the perceived ease of use, incompletely mediated the relationship between openness and GPA. Specifically, when perceived ease of use was considered, the relationship between openness and GPA was reduced essentially from



Figure 1: Big Five personality traits

0.16 to 0.10, with Sobel's test = 3.23, $P < 0.05$. Furthermore, when perceived usefulness was included, the relationship between openness and GPA was reduced from 0.15 to 0.08, with Sobel's test = 2.87, $P < 0.05$.

DISCUSSION

In any case, the discoveries on personality traits reveal several clues both for students and educators. The most notable among these is related to conscientiousness. The results verified the key importance of conscientiousness for learning and academic success. This personality attribute was not just essentially and positively related to every one of the five motives, yet in addition presented the strongest connection with GPA. None of the other independent variables showed such a striking affiliation. Subsequently, learning strategies seem to be facilitated by conscientiousness and it appears to be an especially useful characteristic for achieving significant levels of academic performance. Low levels of performance are presumably the consequences of carelessness and not studying methodically. Furthermore, both agreeableness and openness were seen as positively related to GPA which implied that students may benefit from being conscientious as well as cooperative and cognitively inquisitive. Educators who are aware of the significant role of personality traits as predictors of academic performance may design course assignments to promote such traits. For fostering conscientiousness, students might be

asked to present their assignments in little parts, rather than in large projects. For agreeableness, cooperative behaviors might be rewarded. For openness, concepts might be linked to current events so as to draw in students' minds.

Moreover, the results obtained denote that each of the five motives was associated with academic success. Such a correlation is not unexpected as it is consistent with the concept that these styles represent different approaches to information processing and that all have some value for learning.

Furthermore, discoveries from the regression analyses corroborate the idea that reflective styles lead to a deeper or more insightful learning. Specifically, perceived usefulness was seen as the main learning style explaining noteworthy variety in GPA over or more the Big Five. It ought to likewise be remembered that both perceived usefulness and perceived ease of use techniques mediated the positive relationship between openness and GPA halfway. In other words, educators who maintain perceived usefulness and elaborative methods by explaining a concept or theory by giving real-life examples, by referring to relevant current events, by demonstrating the material utilizing hierarchical concepts, and by sorting out information around themes meaningful to students may create greater student interest and success.

Furthermore, considering the relationship between personality traits and motives, it was predicted that students who were conscientious and open to new experiences may resort to any of the five motives. This insinuates organized, meticulous, determined and intellectually inquisitive students are more likely to exploit any or each of the five motives so as to intensify their learning. Such students are likely to be very intensive and are keen to expand on and relate to previous knowledge and to study systematically. Therefore, no doubt, they would excel in exams. Then again, the relationships between neuroticism and every one of the five motives were seen as negative, demonstrating that students who worried and were restless would most likely not be interested in the learning process and neglect to organize and categorize what they are learning into meaningful units.

In conclusion, in spite of the fact that it has been maintained that deep processing of information is one of the key approaches in numerous university

courses and that the characteristic of openness to new experiences is the key to such an end, this study revealed that reflective motives, namely, perceived usefulness and perceived ease of use, assume a basic role in achieving academic success by means of openness.

One of the discoveries of this study was that the relationship between openness to new experiences and academic achievement was in part mediated by both perceived ease of use and perceived usefulness. This implies the intellectually inquisitive students actively process information by orchestrating what they have learned systematically into huge categories and by making meaningful connections to real-life circumstances. In other words, the tendency for the attribute of openness to enhance GPA is due, in any event to some degree, to such a methodology. It tends to be advocated that students who are intellectually inquisitive and open to new experiences and theories be discerning of their personal preferences for specific motives and by time, develop a more reflective style. Perhaps, they could deliberately attempt to relate the information learned in one course to other courses, order information acquired in categories that make sense to them, and connection whatever they learn to their personal objectives.

CONCLUSION

This study established the presence of a number of connections between personality, motives, and academic achievement. It likewise showed how motives may mediate the relationship between

personality traits and academic performance.

The current article has explored the motives of adopting online education and personality traits of consumers using online education in India. This article has also analyzed the influencing variables of personality traits on motives adapting online education in India. Here, the proposed model has analyzed the symmetry of personality traits of consumer using online education in India where it is observed that majority of the respondents believe that consumers using online education do not have personality traits such as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism as dominant personality character.

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