

*Chapter - 5*

*Conclusion, Limitation,  
Suggestion, Recommendation  
and Implications*

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## Chapter 5

### CONCLUSION, LIMITATION, SUGGESTION, RECOMMENDATION AND IMPLICATION

#### 5.0 Overview

The purpose of this study was to examine the correlation between personality traits and critical thinking on writing of EFL learners at Aligarh Muslim University. This chapter attempts to provide outstanding findings in terms of research hypotheses to discuss conclusion and then describe a number of directions for future work.

#### 5.1 Discussion

##### 5.1.1 Research Hypothesis One

- 1. Variance in writing can't be explained by personality traits and there is no difference between aspects of personality traits on the students writing.**

With regard to this research hypothesis, the data were analyzed by using Path analysis and AMOS software for first part of this hypothesis. The results of path analysis showed that among five sub-factors of EFL learners' personality traits four of them are significant predictor of their writing score. There is a non-significant path from 'Agreeableness' to writing score in this model. Moreover, it was found that 'Neuroticism' is a negative significant predictor of writing score.

For second part of this hypothesis Pearson correlation was conducted. As the result indicates, among five personality traits, 'Openness to Experience' is more effective on the students' writing. In addition 'Openness to Experience' has the highest correlation and 'Agreeableness' has the lowest correlation.

The results of the current study is in line with Shehata, Mistikawi, and Risha (2015) study. They believe that in the effect of aphasia upon personality traits, depression and anxiety among stroke patients were more prominent among patients with aphasia than stroke without aphasia. Psychosis was more prominent among post-stroke patients with aphasia. This study highlights the growing need to develop community rehabilitation services in the developing world, which address both physical and psychological morbidity.

In addition, the result of current study is in line with Brown and Taylor (2014), which is done in the area of finance.

Furthermore, study by Ghaemi, F., & Sabokrouh, F. (2014) is also in line with the results of current study. They investigated the relationship between Personality Traits and Metacognitive Listening Strategies among Iranian EFL Learners. Language learning was varied depending on individual characteristics and variations of language learning outcomes was attributed to learner characteristics. The results displayed that there were relationships among variables but some subscales were related and some other was to some extent, related.

### **5.1.2 Research Hypothesis Two**

#### **2. Variance in writing can't be explained by CT and there is no difference between aspects of CT on the students writing.**

With regard to this research hypothesis, the data were analyzed by using Path analysis and AMOS software for first part of this hypothesis. The results indicated that among five sub-factors of EFL learners' critical thinking, four of them are significant predictor of their writing score. There is a non-significant path from 'Deductive reasoning' to writing score in this model.

For second part of this hypothesis Pearson correlation was conducted. As the result indicates, among five sub-scales of critical thinking, 'Inference' is more effective on the students' writing. Moreover, as it was found, among five sub-factors of critical thinking, 'Inference' has the highest correlation and 'Deductive reasoning' has the lowest correlation with writing score.

The results of the study is in line with Pitt, Powis and Hunter (2014) which showed that there was a positive correlation among critical thinking scores, academic performance and Students' risk of failing. In their study, Critical thinking scores were predictive of program completion within three years. The increase in critical thinking scores from entry to exit was significant for the 28 students measured. In comparison to norm scores, entry level critical thinking scores were significantly lower, but exit scores were comparable. Critical thinking scores had no significant relationship to clinical performance.

Moreover the result of present study is in line with Abdi (2012) study. He investigated the relationship between thinking styles and CT skills among university students. The results indicated a significant relationship between them. Also, the results of regression analysis showed that CT skills were significantly predicted by particular

thinking styles. That is, students with the judicial thinking style tend to be engaged in evaluative and analytical types of tasks.

For the second part of this research hypothesis, the results of the study is in line with Saadé, Morin and Thomas (2012). They studied on results of a study on critical thinking in online courses. The study entailed two primary course categories: learning activity and resources course components. The study was conducted using a survey methodology approach with 490 participants taking a first year university course in Montreal, Canada. Critical thinking was measured subjectively using the ART scale. The study aimed at understanding: (1) to what extent students comprehend the definition of critical thinking; (2) the effect of the course components on CT; and (3) the relative contribution of the various learning modules on CT. Initial testing of understanding confirmed that the definition is satisfactory for usage in the survey. Results clearly indicate that the relationship between students' perception of learning activities and critical thinking is stronger than that with resources.

Furthermore, the current study is in line with Maha Poonyanonta (2012) As he mentions the research procedures consist of two phases as: the first phase is the study on the factors related to the critical thinking abilities of high school students by using the meta-analysis, the second phase is the development and the verification of the causal model of factors that affect the critical thinking of students in the academies of basic education with the empirical data. The researcher uses the findings of the first phase research as the variables for the second phase study. The research findings provided some factors that affect the critical thinking abilities of students in the academies of basic education. The results of the path analysis for the relationship model of variables affecting critical thinking skills can be explained as follows: the variables with direct influence on critical thinking skills ordered by effect size from large to small were reading ability (TE = 0.46), teacher roles in arranging student-centered learning (TE = 0.35), and democratic child-rearing (TE = 0.11).

### **5.1.3 Research Hypothesis Three**

#### **3. There is no significant relationship between learners' CT and their Personality Traits.**

With regard to this research hypothesis, for data analysis Pearson correlation was conducted. Among five sub-factors of personality traits, 'Openness to Experience' has

the highest correlation ( $r=.63$ ,  $p<.05$ ) and 'Agreeableness' has the lowest correlation ( $r=.17$ ,  $p<.05$ ) with Total Critical Thinking.

The results of the study is in line with Fabio and Donald Saklofske (2014). They investigated the role of ability and trait emotional intelligence (EI), fluid intelligence, and personality traits in career decision-making self-efficacy, career indecision and indecisiveness. The Advanced Progressive Matrices, Big Five Questionnaire, Mayer-Salovey-Caruso Emotional Intelligence Test, Bar-On Emotional Intelligence Inventory, Trait Emotional Intelligence Questionnaire, and Career Decision Self-Efficacy Scale: Short Form, Career Decision-Making Difficulties Questionnaire, and Indecisiveness Scale were administered to 194 Italian high school students. These results highlighted the potentially important role of self-reported EI in career decisions. This study shows the results of three different hierarchical regression analyses with career decision-making self-efficacy, career decision making difficulties, and indecisiveness as the three alternative criterion measures. The order of entering the predictor measures was fluid intelligence, personality traits, ability EI, and self-reported trait EI assessed by the EQ-i and TEIQue at the fourth step and fifth steps respectively.

#### **5.1.4 Research Hypothesis Four**

##### **4. There is no significant relationship between learners' CT and their age.**

With regard to this research hypothesis, for data analysis Pearson correlation was conducted. Among five sub-factors of critical thinking, 'Analysis' has the highest correlation ( $r=.55$ ,  $p<.05$ ) and 'Deductive reasoning' has the lowest correlation ( $r=.12$ ,  $p<.05$ ) with learners' age. As researcher couldn't find any work which is in line or against this hypothesis, he just mentioned the result related to this hypothesis here.

#### **5.1.5 Research Hypothesis Five**

##### **5. There is no significant relationship between learners' personality traits and their age.**

Among five sub-factors of personality trait, two of them have positive significant relationship with age: 'Agreeableness' ( $r=.11$ ,  $p<.05$ ) and 'Conscientiousness' ( $r=.40$ ,  $p<.05$ ). However, there is negative relationship between learners' age and 'Neuroticism' ( $r=-.34$ ,  $p<.05$ ). In addition, it was found that there is not any significant relationship between 'Extroversion', 'Openness to Experience', and age. As researcher

couldn't find any work which is in line or against this hypothesis, he just mentioned the result related to this hypothesis here.

#### **5.1.6 Research Hypothesis Six**

#### **6. There is no significant difference among Aligarh Muslim University EFL learners' CT in Terms of gender.**

With regard to this research hypothesis, for data analysis an independent-sample t-test was performed. Result indicated that there is a significant difference between gender and total critical thinking ( $t=6.04$ ,  $p=.000$ ). The mean score of females is higher than males. So, females are more critical thinker.

The results of the study is in line with Nour Mohammadi, Hedari and Dehghan Niry (2010). They investigated the relationship between CT ability and reading strategies used by Iranian EFL learners. The participants of this study were 75 EFL senior students (35 males and 40 females) majoring in English Literature and English Translation at the University of Sistan and Baluchestan in Iran. Results of the study revealed that the most frequently used reading strategy was meta-cognitive strategy. Also, the statistical analyses showed a low positive significant correlation between learners' CT ability and their overall use of reading strategies. The participants' CT ability also correlated positively with their use of each of cognitive, meta-cognitive, and compensation strategies. An independent-samples t-test was used to examine the difference between CT ability of males and females and the result revealed a significant difference between the male and the female learners in their CT; the males' CT ability was higher than that of females.

Both studies have shown significant relationship between learners gender and their CT but in current study the females CT is more than the males but in above mentioned study the males CT ability is higher than the females.

On other hand, the result of present study ran against the finding of Alizadeh, Jahandar, and Khodabandehlou (2013) research. They examined the relationship between CT ability of Iranian EFL learners at B.A. level and their selected strategies of listening skill and also the effect of gender variable on them. The participants of this study were 120, who majoring English literature or Translation from different classes junior and senior at Gilan Islamic Azad University. The result of this study

showed that there was no significant relationship between gender and strategies the students select for their listening improvement via CT ability.

#### **5.1.7 Research Hypothesis Seven**

#### **7. There is no significant difference among Aligarh Muslim University EFL learners' Personality Traits in terms of gender.**

With regard to this research hypothesis, for data analysis an independent-sample t-test was performed. Results indicated that there is significant difference between gender and all five personality traits.

The results of the study are in line with Miyajima, Naoki, Munenaga and Tsuyoshi (2014). They investigated the differences in personality traits among *male-to-female*, *female-to-male* gender identity disorder subjects and non-transsexual male and female controls. Subjects were 72 MtF and 187 FtM subjects without psychiatric comorbidities together with 184 male and 159 female non-transsexual controls. Personality traits were assessed using a short version of the Temperament and Character Inventory. Group comparisons were made by two-way ANOVA - Statistical significances were observed as follows: 1) lower novelty seeking in FtM than in M or MtF, 2) higher reward dependence in FtM than in M, 3) Higher cooperativeness in FtM than in M or MtF, 4) the highest self-transcendence in MtF among all the groups.

Current study tried to investigate relationship between personality traits and gender of participants and the researcher tried to find out their relationship at length. Based on both of studies there is a significant relationship between gender and participants personality traits.

#### **5.2 Conclusion**

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. It has attracted considerable attention among researchers. Recent study discussed the relationship between critical thinking and personality trait on Writing of EFL learners at Aligarh Muslim University. This study can be concluded as follow:

In chapter one the researcher presented an outline of the current study. In first part of chapter researcher discussed background and rational, definition of key terms. Then in other parts of the chapter, researcher discusses statement of the problem, research methodology and significant scope of study.

In chapter two researcher explored the literature on personality traits, CT and writing extensively on sites like Elsevier, Science Direct, UGC approved journals of India, Master list journals and some sites which are only for thesis and dissertation like ProQuest and Shodhganga, but got no article/ research directly related to the topic of relationship between personality traits and critical thinking on writing. There were no study exactly related to current topic, but there were studies related to personality big five factors and critical thinking and different aspects of learning, which researcher discussed in second chapter.

In the light of chapter three and four it can be said that Personality Trait and Critical Thinking and writing are directly proportionate. The conclusion of recent study shows that EFL learners at Aligarh Muslim University have high personality traits and critical thinking, which can significantly predict students' writing and performances. It was also indicated that personality and critical thinking can predict writing skill. Among the personality trait factors, results revealed that 'Openness to Experience' is the most effective factor on students' writing achievements. Moreover, based on the present study, four factors of personality traits are positively in relationship with writing of students and the 'Neuroticism' is the only one which had negative relationship. According to findings among the CT factors, results indicated that 'Inference' is the most effective factor on the students' writing achievements. On other hand 'gender' and 'age' of learners had a significant correlation with their CT ability and personality traits.

Finally According to the statistical analysis, students who are higher in CT ability are better in writing and those students who have higher personality traits in four factors are also better writer.

### **5.3 Implication**

#### **5.3.1 Theoretical Implication**

The researcher investigated the relationship between personality traits, critical thinking on writing of EFL learners. It was found that the effect of critical thinking

and personality traits are useful and relevant on writing. This study make research richer and theories gets stronger and people get better perspectives toward theories.

Once we have persuaded most of our students that much of their thinking — left to itself — are flawed and that they, like all of us, are capable of improving as thinkers, we must teach in such a way as to help them to see that we all need to regularly practice good thinking to become good thinkers. Here we can use sporting analogies and analogies from other skill areas. Most students already know that you can get good in a sport only if you regularly practice. We must not only look for opportunities to encourage them to think well, we must help them to begin to understand what it is to develop good habit of thinking.

What do we need to do regularly in order to read well? What must we do regularly and habitually if we are to listen well? What must we do regularly and habitually if we are to write well? What must we do regularly and habitually if we are to learn well? We must recognize that students are not only creatures of habit, but like the rest of us, they are largely unaware of the habits they are developing. They are largely unaware of what it is to develop good habits (in general), let alone good habits of thinking. If our students are truly “beginning” thinkers, they will be receptive to the importance of developing sound habits of thought. We must emphasize the importance of beginning to take charge of the parts of thinking and applying intellectual standards to thinking. We must teach students to begin to recognize their native egocentrism when it is operating in their thinking.

### **5.3.2 Pedagogical Implications**

The first implication of this study is for EFL teachers. The results of the present study might give insight to EFL teachers so as to make them aware of the higher order thinking skills and personality traits required in second or foreign language learning context. They can help EFL students to develop CT skills.

The second implication would be directed to the syllabus designers and materials developers who may benefit from the findings of the study and develop a better understanding of the role of CT skills and personality traits in language instruction and provide materials which incorporate critical thinking skills among both teachers and their students. Providing teachers’ guide books with the necessary higher-order thinking skills.

Moreover, critical thinking skills can be incorporated in teacher training courses in order to make them aware of different techniques through which CT skills might be taught and practiced in the language classrooms. It may provide some suggestions for in-service training and improving the quality of teaching for teachers.

According to the results of the research, students with high critical thinking and personality traits are successful in writing. For this study policy makers and syllables designers should encourage aspects of personality trait and critical thinking that have more effects on writing.

Based on the findings of this study one way reinforce the belief that instructional interventions are generally effective in fostering students' critical thinking skills, as supported by numerous studies .This is encouraging for educators searching for effective ways to promote this higher order thinking ability.

#### **5.4 Limitation of the Study**

Despite the potential contribution of the present study, the researcher has to acknowledge some limitations inherent in this research. Although, every attempt was made to avoid some of the design, measurement and analytical flaws, there were some limitation which need to be taken into account in future researches.

1. As with most of the research studies conducted under purposive sampling, the validity of the study is questionable and thus caution must be taken in generalizing the finding to other learning context.
2. The current study is probably the first study conducted that studies the Relationship between Personality Traits, CT on writing EFL Learners and lack of prior research studies on topic was one of the main problems.
3. Because present study focused on EFL learners, one of limitation was their lack of fluency in English speaking.
4. One of other main problem of present study having access to participants and organization of them for filling the questionnaire was difficult.
5. The outcome of present study may not be generalized to other places.
6. Lack of information and researchers knowledge may affect the production and may leads to wrong conclusion.
7. Only AMU EFL learners are selected and this may not be a true representative.

### **5.5 Suggestion for Further Studies**

Finally, these results suggest that EFL learners of Aligarh Muslim University have high personality traits and critical ability, which can significantly predict students' reading comprehension and performances. It was also indicated that some aspects of personality traits and some aspects of CT are more effective on writing skills. Also the finding of this study suggests that the effect of critical thinking and personality traits are important on writing. Further research is needed to measure critical thinking and personality traits correlation in other skills like, listening and speaking in other context like Indian ESL learners that it can encompass a huge population of the study. Also Measuring the effect of personality traits and critical thinking on speaking or listening can contribute a lot to the field.

### **5.6 Summary**

In this chapter, the researcher presented discussion on each research hypothesis. Then the researcher provided conclusion, limitation, suggestion, recommendation and implications of the study.

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