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Chapter I: Introduction:

Thesis Background:

Objectives of the Thesis:

The Broad Objective:

The Specific Objectives:

The Rationale of the Study:

The Scope of the Study:

Thesis Terms Definitions:

Thesis Background:

It has been said;

Today, you can not afford not to know psychology. It teaches virtually every aspect of your life (R. L. Atkinson et al. in Child 2003: 1).

Hence, we have to ask ourselves about this term 'psychology'. One of the simplest and oldest definitions of psychology, which is found in the encyclopaedia, defines it as "*the systematic study of human and animal behaviours.*" This definition makes the relationship between psychology and other fields very strong. Accordingly, a new science has appeared in education that is "educational psychology." Traditionally, it has endeavoured to apply the findings of general, social, developmental and child psychology, and individual differences to assist in a better understanding of learning processes including social, moral and academic learning.

However, educational psychology now seeks to discover, by the studying of mental, physical, social and emotional behaviour of children and adults, the factors

which influence the quality and quantity of learning. According to Child (2003), it helps us "*to know our strengths and weakness as learners and teachers*", and it is "*a useful background for anyone concerned with young.*" (Child, 2003:5)

This change of the interest in the educational psychology has come side by side with the change of most theories applied to educational problems. These theories tend to describe rather than assist learning and intellectual developments, especially the decreased need for improved methods and sequences of presentation.

Therefore, taking into account the few studies which have been done in this area in the Middle East, a study that aim at finding out the influence of one psychological factor (personality) has to be done to check to what extent this factor may affect Yemeni students' English proficiency.

Objectives of the Thesis:

The Broad Objective:

The thesis aims at finding out if there is a correlation between Sana'a University students' personality traits as identified by Eysenck's Personality Questionnaire and their abilities to handle English grammar as measured by a standardised test for measuring students' proficiency in English.

For the sake of procedural convenience, this broad objective was split into a number of specific objectives as listed below:

The Specific Objectives:

- I. To standardise a test for measuring Sana'a University students' proficiency in English, and for this purpose the item analysis is carried out for the test and the validity and the reliability of the test are measured.
- II. To measure the proficiency in English of female students in the Faculty of Arts, Sana'a University, with a view to ascertaining the mean, the mode, the median, and the range of their scores.

- III. To measure the proficiency in English of male students in the Faculty of Arts, Sana'a University, with a view to ascertaining the mean, the mode, the median, and the range of their scores.
- IV. To measure the proficiency in English of all students, males and females taken together, in the Faculty of Arts, Sana'a University, with a view to ascertaining the mean, the mode, the median, and the range of their scores.
- V. To compare male with female students in the Faculty of Arts from the point of view of their proficiency in English as measured by the proficiency test designed and standardized for the purpose of this research.
- VI. To measure the proficiency in English of female students in the Faculty of Education, Sana'a University with a view to ascertaining the mean, the mode, the median, and the range of their scores.
- VII. To measure the proficiency in English of male students in the Faculty of Education, Sana'a University with a view to ascertaining the mean, the mode, the median, and the range of their scores.

- VIII. To measure the proficiency in English of all students, males and females taken together, in the Faculty of Education, Sana'a University with a view to ascertaining the mean, the mode, the median, and the range of their scores.
- IX. To compare male with female students in the Faculty of Education from the point of view of their proficiency in English as measured by proficiency test designed and standardized for the purpose of this research.
- X. To measure the proficiency in English of female students in the Faculty of Languages, Sana'a University, with a view to ascertaining the mean, the mode, the median, and the range of their scores.
- XI. To measure the proficiency in English of male students in the Faculty of Languages, Sana'a University, with a view to ascertaining the mean, the mode, the median, and the range of their scores.
- XII. To measure the proficiency in English of all students, males and females taken together, in the Faculty of Languages, Sana'a University, with a view to

ascertaining the mean, the mode, the median, and the range of their scores.

XIII. To compare male with female students in the Faculty of Languages from the point of view of their proficiency in English as measured by proficiency test designed and standardized for the purpose of this research.

XIV. To compare male with female students in these three faculties from the point of view their proficiency in English as measured by proficiency test designed and standardized for the purpose of this research.

XV. To compare all students, males and females taken together, in each faculty with the students in the other two faculties from the point of view of their proficiency in English as measured by the proficiency test designed and standardized for the purpose of this research.

XVI. To find out the personality traits of female students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to psychoticism.

- XVII. To find out the personality traits of male students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to psychoticism.
- XVIII. To find out the personality traits of all students, males and females taken together, in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to psychoticism.
- XIX. To compare male with female students in the Faculty of Arts from the point of view of psychoticism.
- XX. To find out the personality traits of female students in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to psychoticism.
- XXI. To find out the personality traits of male students in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the

range of their scores obtained by these students in relation to psychoticism.

XXII. To find out the personality traits of all students, males and females taken together, in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to psychoticism.

XXIII. To compare male with female students in the Faculty of Education from the point of view of psychoticism.

XXIV. To find out the personality traits of female students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to psychoticism.

XXV. To find out the personality traits of male students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to psychoticism.

XXVI. To find out the personality traits of all students, males and females taken together, in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to psychoticism.

XXVII. To compare male with female students in the Faculty of Languages from the point of view of psychoticism.

XXVIII. To compare male with female students in these three faculties from the point of view of psychoticism.

XXIX. To compare the students of each faculty with the students of the other two faculties from the point of view of psychoticism.

XXX. To find out the personality traits of female students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to extraversion.

XXXI. To find out the personality traits of male students in the Faculty of Arts; particularly with a view to

ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to extraversion.

XXXII. To find out the personality traits of all students, males and females taken together, in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to extraversion.

XXXIII. To compare male with female students in the Faculty of Arts from the point of view of extraversion.

XXXIV. To find out the personality traits of female students in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to extraversion.

XXXV. To find out the personality traits of male students in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to extraversion.

XXXVI. To find out the personality traits of all students, males and females taken together, in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to extraversion.

XXXVII. To compare male with female students in the Faculty of Education from the point of view of extraversion.

XXXVIII. To find out the personality traits of female students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to extraversion.

XXXIX. To find out the personality traits of male students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to extraversion.

XL. To find out the personality traits of all students, males and females taken together, in the Faculty of

Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to extraversion.

XLI. To compare male with female students in the Faculty of Languages from the point of view of extraversion.

XLII. To compare male with female students in these three faculties from the point of view of extraversion.

XLIII. To compare the students of each faculty with the students of the other two faculties from the point of view of extraversion.

XLIV. To find out the personality traits of female students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

XLV. To find out the personality traits of male students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the

range of their scores obtained by these students in relation to neuroticism.

XLVI. To find out the personality traits of all students, males and females taken together, in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

XLVII. To compare male with female students in the Faculty of Arts from the point of view of neuroticism.

XLVIII. To find out the personality traits of female students in the Faculty of Education; particularly with a view to ascertain the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

XLIX. To find out the personality traits of male students in the Faculty of Education; particularly with a view to ascertain the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

L. To find out the personality traits of all students, males and females taken together, in the Faculty of Education;

particularly with a view to ascertain the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

LI. To compare male with female students in the Faculty of Education from the point of view of neuroticism.

LII. To find out the personality traits of female students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

LIII. To find out the personality traits of male students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

LIV. To find out the personality traits of all students, males and females taken together, in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to neuroticism.

- LV. To compare male with female students in the Faculty of Languages from the point of view of neuroticism.
- LVI. To compare male with female students in these three faculties from the point of view of neuroticism.
- LVII. To compare the students of each faculty with the students of the other two faculties from the point of view of neuroticism.
- LVIII. To find out the personality traits of female students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to lying.
- LIX. To find out the personality traits of male students in the Faculty of Arts; particularly with a view to ascertaining the mean, the mode, the median, and the range of the scores obtained by these students in relation to lying.
- LX. To find out the personality traits of all students, males and females taken together, in the Faculty of Arts; particularly with a view to ascertaining the mean, the

mode, the median, and the range of the scores obtained by these students in relation to lying.

LXI. To compare male with female students in the Faculty of Arts from the point of view of lying.

LXII. To find out the personality traits of female students in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to lying.

LXIII. To find out the personality traits of male students in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to lying.

LXIV. To find out the personality traits of all students, males and females taken together, in the Faculty of Education; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to lying.

LXV. To compare male with female students in the Faculty of Education from the point of view of lying.

LXVI. To find out the personality traits of female students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to lying.

LXVII. To find out the personality traits of male students in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to lying.

LXVIII. To find out the personality traits of all students, males and females taken together, in the Faculty of Languages; particularly with a view to ascertaining the mean, the mode, the median, and the range of their scores obtained by these students in relation to lying.

LXIX. To compare male with female students in the Faculty of Languages from the point of view of lying.

LXX. To compare male with female students in these three faculties from the point of view of lying.

LXXI. To compare the students of each faculty with the students of the other two faculties from the point of view of lying.

LXXII. To ascertain whether there is, in the case of female students in the Faculty of Arts, a correlation between their proficiency in English and their score in psychoticism.

LXXIII. To ascertain whether there is, in the case of male students in the Faculty of Arts a correlation between their proficiency in English and their score in psychoticism.

LXXIV. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Arts a correlation between their proficiency in English and their score in psychoticism.

LXXV. To ascertain whether there is, in the case of female students in the Faculty of Arts a correlation between their proficiency in English and their score in extraversion.

LXXVI. To ascertain whether there is, in the case of male students, in the Faculty of Arts a correlation between

their proficiency in English and their score in extraversion.

LXXVII. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Arts a correlation between their proficiency in English and their score in extraversion.

LXXVIII. To ascertain whether there is, in the case of female students in the Faculty of Arts, a correlation between their proficiency in English and their score in neuroticism.

LXXIX. To ascertain whether there is, in the case of male students in the Faculty of Arts a correlation between their proficiency in English and their score in neuroticism.

LXXX. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Arts a correlation between their proficiency in English and their score in neuroticism.

LXXXI. To ascertain whether there is, in the case of female students in the Faculty of Arts a correlation between their proficiency in English and their score in lying.

LXXXII. To ascertain whether there is, in the case of male students in the Faculty of Arts a correlation between their proficiency in English and their score in lying.

LXXXIII. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Arts a correlation between their proficiency in English and their score in lying.

LXXXIV. To ascertain whether there is, in the case of female students in the Faculty of Education a correlation between their proficiency in English and their score in psychoticism.

LXXXV. To ascertain whether there is, in the case of male students in the Faculty of Education a correlation between their proficiency in English and their score in psychoticism.

LXXXVI. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Education a correlation between their proficiency in English and their score in psychoticism.

LXXXVII. To ascertain whether there is, in the case of female students in the Faculty of Education a

correlation between their proficiency in English and their score in extraversion.

LXXXVIII. To ascertain whether there is, in the case of male students in the Faculty of Education a correlation between their proficiency in English and their score in extraversion.

LXXXIX. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Education, a correlation between their proficiency in English and their score in extraversion.

XC. To ascertain whether there is, in the case of female students in the Faculty of Education a correlation between their proficiency in English and their score in neuroticism.

XCI. To ascertain whether there is, in the case of male students in the Faculty of Education a correlation between their proficiency in English and their score in neuroticism.

XCII. To ascertain whether there is, in the case of all students (males and females taken together), in the

Faculty of Education a correlation between their proficiency in English and their score in neuroticism.

XCIII. To ascertain whether there is, in the case of female students in the Faculty of Education a correlation between their proficiency in English and their score in lying.

XCIV. To ascertain whether there is, in the case of male students in the Faculty of Education, a correlation between their proficiency in English and their score in lying.

XCV. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Education a correlation between their proficiency in English and their score in lying.

XCVI. To ascertain whether there is, in the case of female students in the Faculty of Languages a correlation between their proficiency in English and their score in psychoticism.

XCVII. To ascertain whether there is, in the case of male students in the Faculty of Languages a correlation

between their proficiency in English and their score in psychoticism.

XCVIII. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Languages a correlation between their proficiency in English and their score in psychoticism.

XCIX. To ascertain whether there is, in the case of female students in the Faculty of Languages a correlation between their proficiency in English and their score in extraversion.

C. To ascertain whether there is, in the case of male students in the Faculty of Languages a correlation between their proficiency in English and their score in extraversion.

CI. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Languages a correlation between their proficiency in English and their score in extraversion.

CII. To ascertain whether there is, in the case of female students in the Faculty of Languages a correlation

between their proficiency in English and their score in neuroticism.

CIII. To ascertain whether there is, in the case of male students in the Faculty of Languages a correlation between their proficiency in English and their score in neuroticism.

CIV. To ascertain whether there is, in the case of all students (males and females taken together), in the Faculty of Languages a correlation between their proficiency in English and their score in neuroticism.

CV. To ascertain whether there is, in the case of female students in the Faculty of Languages a correlation between their proficiency in English and their score in lying.

CVI. To ascertain whether there is, in the case of male students in the Faculty of Languages, a correlation between their proficiency in English and their score in lying.

CVII. To ascertain whether there is, in the case of all students (males and females taken together), in the

Faculty of Languages a correlation between their proficiency in English and their score in lying.

CVIII. To ascertain whether there is, in the case of female students in the three faculties, a correlation between their proficiency in English and their score in psychoticism.

CIX. To ascertain whether there is, in the case of male students in the three faculties, a correlation between their proficiency in English and their score in psychoticism.

CX. To ascertain whether there is, in the case of all students (males and females taken together), in the three faculties, a correlation between their proficiency in English and their score in psychoticism.

CXI. To ascertain whether there is, in the case of female students in the three faculties, a correlation between their proficiency in English and their score in extraversion.

CXII. To ascertain whether there is, in the case of male students in the three faculties, a correlation between

their proficiency in English and their score in extraversion.

CXIII. To ascertain whether there is, in the case of all students (males and females taken together), in the three faculties, a correlation between their proficiency in English and their score in extraversion.

CXIV. To ascertain whether there is, in the case of female students in the three faculties, a correlation between their proficiency in English and their score in neuroticism.

CXV. To ascertain whether there is, in the case of male students in the three faculties, a correlation between their proficiency in English and their score in neuroticism.

CXVI. To ascertain whether there is, in the case of all students (males and females taken together), in the three faculties, a correlation between their proficiency in English and their score in neuroticism.

CXVII. To ascertain whether there is, in the case of female students in the three faculties, a correlation between their proficiency in English and their score in lying.

CXVIII. To ascertain whether there is, in the case of male students in the three faculties, a correlation between their proficiency in English and their score in lying.

CXIX. To ascertain whether there is, in the case of all students (males and females taken together), in the three faculties, a correlation between their proficiency in English and their score in lying.

The Rationale of the Study:

First of all, there has been no single study with the same subjects and design which investigated English language proficiency in relation to Eysenck's personality traits.

Moreover, this study is carried out on the basis of the scarcity of research for non- western culture group, especially when there are a variety of reports in western settings (Sharp, 2004).

Furthermore, as far as EFL learning is concerned, few studies have been taken and no study has been done in Yemen. This makes the necessity of this study more evident (Kiany, 1997).

The results of the few studies within SLL/FLL also do not show a clear pattern and suffer from some methodological problems Sharp (2004).

The findings of this study will contribute to the field of applied linguistics especially in error analysis by showing the areas of weaknesses as well as areas of strengths in regard to the grammar proficiency.

In addition, the study will come out with a standardized test for English grammar proficiency that can be used for Yemeni university learners.

Lastly, the study will contribute to the field of linguistics on the grounds of individual differences, learner's training, materials development, selection of teaching and testing methods. They all should consider the learner personality traits as well as errors as important factors.

The Scope of the Study:

The research investigates only one correlates to students' English proficiency, which is personality factors. English proficiency is limited to the proficiency in English language structure, and has nothing to do with other language

components. For this reason the researcher had developed a standardized test of English language grammar proficiency of his own.

The study will make use of the Eysenck's Personality Questionnaire and Eysenck's classifications of personality and has nothing to do with other kinds of personality tests and classifications.

Thesis Terms Definitions:

Most of the terms' definitions were taken from Schultz & Schultz (2005), Child (2003) and Bachman (1990).

Part 1: Theoretical Terms

Disposition: refers to the tendency in the person to react to a given situation in a characteristic way.

Extraversion vs. Introversion: refers to the extent to which people are socially outgoing or socially withdrawn. At one extreme (extraverts) are those who are active, gregarious, impulsive, and thrill-seeking, and at the other extreme (introverts) are people who are passive, quiet, cautious, and reserved.

Eysenck Personality Dimensions: refers to the three dimensions proposed by H. J. Eysenck which are psychoticism vs. impulse control, extraversion vs. introversion, and neuroticism vs. emotional stability. These dimensions are presumed to be biologically and genetically based. These dimensions subsume numerous specific traits.

Eysenck Personality Questionnaire (EPQ): refers to the Arabic version of the test designed by Eysenck in which an

individual's personality can be identified, and which contains four subtests; psychoticism, neuroticism, extraversion, and lying.

Faculties: refers to three faculties in Sana'a University, which are the Faculty of Arts, the Faculty of Education, and the Faculty of Languages.

Gender: refers to the individual sex type.

Lying: refers to the fourth dimension in Eysenck's Personality Questionnaire, which measures the ability of an individual to lie in order to avoid embarrassment.

Neuroticism vs. Emotional Stability: refers to the degree to which people have control over their feelings. At one extreme of this dimension we find people who are highly neurotic. They are anxious, moody, touchy, restless, and quickly lose control. People who are calm, even-tempered, reliable, and remain under control occupy the other extreme.

Personality: refers to a person's unique and relatively stable qualities that characterise behaviour patterns across different situations and over a period of time, and it contains Eysenck's four dimensions.

Proficiency: refers to the student's ability in English language grammar as measured by the proficiency test prepared by the researcher.

Psychoticism vs. Impulse Control: refers to the third dimension in Eysenck personality dimensions. At one extreme (psychotics) are those who score high on psychoticism dimension and they tend to be hostile, egocentric, and anti-social - others often treat them as peculiar- , and at the other extreme, the opposite of previous characteristics.

Students Gender Differences: refers to the physical and /or psychological differences between male and female students.

Students: refers to all the third level students in the Department of English in the Faculty of Arts, the Faculty of Education, and the Faculty of Languages in Sana'a University- Sana'a.

Temperament: refers to the biological based characteristic way of reacting.

Traits: refers to the constant, persistent and specific way of behaving.

Types: refers to the distinct category to which people with a pattern of traits are assigned.

Part 2: Statistical Terms

Alpha Level: refers to the probability level that a researcher thinks will be acceptable for deciding whether an observed correlation is due to chance alone.

Bartlett's Test of Sphericity: refers to the test that tests the Null hypothesis, which states that variables in correlation matrix are not related. As the value of the test increases and the associated significance level decreases, the likelihood increases that the Null hypothesis can be rejected and the alternative hypothesis accepted (i.e., the variables that constitute the correlation matrix are related). In contrast, as the value of the test decreases and the associated significance level increases, the likelihood that the Null hypothesis is true increases and, in turn, the alternative hypothesis must be rejected.

Construct Validity: refers to the degree to which the survey instrument can be shown experimentally to be measuring whatever construct a person is trying to answer.

Content Validity: refers to the degree to which the survey instrument content matches the theoretical content of whatever a person is trying to do.

Correlation Coefficient: refers to the numerical value that indicates the strength and direction of the relationship between two or more variables.

Correlation: refers to the degree to which events or characteristics vary in relation to each other.

Cronbach Alpha (α): refers the statistical procedure that can provide an accurate internal consistency estimate.

Descriptive Statistics: refers to the statistical methods used to summarize a vast amount of data in forms that are brief and easy to understand (e.g., mean, median, and mode).

Direct Oblimin Rotation: refers to the standard method when one wishes a non-orthogonal solution -- that is, one in which the factors are allowed to be correlated. This will result in higher eigenvalues but diminished interpretability of the factors.

Discrimination Index: refers to the measure of how far an item distinguishes between high scoring and low scoring candidates. This is achieved by doing the following; First, the

proportion of upper group students who responded correctly is calculated i.e. the total of upper group students who respond correctly to the item divided by the total number of the upper group, the small (n). Likewise, the proportion of bottom group students who respond correctly is calculated. Lastly, the proportion of bottom students who respond correctly is subtracted from the proportion of upper group students who respond correctly.

Eigenvalues: refer to the variances extracted by the factors. In other words, they represent the amount of variance accounted for by a collection of associated factors.

Expert-Rating Approach to Content Validity: refers to using expert people who know a lot about whatever area of psychology, education, linguistics, or language teaching a person's construct belong to in validating the test.

Face Validity: refers to the degree to which a test looks valid to untrained people.

Facility Value: refers to the proportion of students responded correctly to a test item i.e. number of the students responded correctly to an item divided by the capital (N) (the

total number of students of the whole sample) multiplied by 100.

Factor Analysis: refers to the mathematical procedure, involving correlations, for sorting trait terms or test responses into clusters or factors; used in the development of tests designed to discover basic personality traits. It identifies items that are homogeneous or internally consistent and independent of others.

Factor Loadings: are the correlations between the variables and the two factors (or "new" variables), as they are extracted by default.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO): refers to an index for comparing the magnitude of the observed correlation coefficients to the size of the partial correlation coefficients. When the KMO approaches 1.0, the sum of the squared partial correlation coefficients between all pairs is small, compared to the sum of the squared correlation coefficients. A KMO index $< .50$ indicates the correlation matrix (i.e., data set) is not suitable for factor analysis.

Kaiser Rule: refers to the procedure of retaining all eigenvalues > 1 . This indicates that only groupings of associated variables (i.e., factors) that individually account for variances greater than 1.0 should be retained. Factors with a variance less than 1.0 are no better than a single variable and are therefore not retained within the model.

Mean: refers to the arithmetic average of a set of scores. It is a measure of central tendency.

Median: refers to the number that falls in the exact middle of a distribution of scores arranged from highest to lowest. It is also a measure of central tendency.

Mode: refers to the most frequent score in a distribution. It is another measure of central tendency.

Oblique Rotations: refer to rotations which are guided by the assumption that factors are somehow related, and thus, typically involve axes placed at less than 90 degree angles. Since very few psychological constructs are completely unrelated, oblique rotations are more. Thus, at least within the behavioural sciences, the oblique rotation may fit the data better because most meaningful categories need not be uncorrelated.

Orthogonal Rotations: refer to simplify the interpretability of the factor model by minimizing the amount of variables loading on multiple variable and being represented by "off-axis" plot points. The maintenance of 90 degree angles between axes assumes that the factors are unrelated.

Pearson Product-Moment Correlation Coefficients: refers to the numerical representation of the degree to which two sets of interval or ratio scale numbers are related, or go together. It ranges from 0.00 (which indicates no relationship at all) to +1.00 (which means that the two sets of numbers are perfectly related) or to -1.00 (which also means the two sets of numbers are perfectly related, but in opposite directions).

Post Hoc Range Test: refers to some kind of multiple comparisons that are used to determine exactly the mean which differs, and mostly, it is used after determining whether compared groups have some differences or not.

Principal Factor Analysis (PFA): Also called principal axis factoring, PAF, and common factor analysis, PFA is a form of factor analysis which seeks the least number of factors which

can account for the common variance (correlation) of a set of variables.

Random Sampling: refers to the technique of sampling in which every member of the population has an equal chance of being included in the sample.

Range: refers to the difference between the highest and lowest scores in a distribution of scores. It is a measure of dispersion.

Rotation Methods: refer to the techniques that serve in making the output more understandable, and are usually necessary to facilitate the interpretation of factors. The sum of eigenvalues is not affected by rotation, but rotation will alter the eigenvalues (and percent of variance explained) of particular factors and will change the factor loadings.

Sample: refers to the selected part which is representative of the whole (population).

Split-Half Reliability: refers the statistical procedure that can provide an accurate internal consistency estimate by dividing the test into two sub-tests.

Standard Deviation: refers to the measure of variability or dispersion showing average extent to which all the scores in a particular set vary from each other and the mean.

Statistics: refers to mathematical procedures used to describe data and draw inferences from sample.

Test Internal-Consistency Reliability: refers to the method used to examine the consistency of the answers to questions within a single form of a test administered on a single occasion.

Test Items Analysis: refers to a set of statistical procedures used to explore the construct validity of test items.

Test Reliability: refers to the consistency with which a test (or subtest of a test) measures whatever it is measuring.

Test Validity: refers to the degree to which a test (or a subtest of a test) is measuring what it claims to be measuring.

The Pattern Matrix: refers to the matrix which contains coefficients which just represent unique contributions. The more factors, the lower the pattern coefficients as a rule since there will be more common contributions to variance explained.

The Structure Matrix: refers to the factor loading matrix as in orthogonal rotation, representing the variance in a measured variable explained by a factor on both a unique and common contributions basis.

Chapter II: Literature Review

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Personality and Language Learning:

Extraversion- introversion dimension and language learning:

Neuroticism- emotional stability dimension and language learning:

Psychoticism- impulse control dimension and language learning:

Gender differences and language learning:

There is an increased awareness of the importance of the application of psychology in education these days. It enables teachers *“to create more efficient learning environment”* (Child, 1976:4).

Exciting new developments in the study of individual differences of intelligences and personality continue to shed light for all those involved in educational process. Psychologists studying personality try, *“to answer certain question about the nature and origins of individual differences in personality”* (Misra, 2006:36).

Child (2003) believes that it is necessary for teachers to make a study of human personality for the following reasons:

- 1- It is important to form reliable assessment of personality.
- 2- It is important because personality factors affect learning and performance.
- 3- It is important because students’ performance may be as much a function of their personality as function of their intellect.

4- It is important for the recognition of mentally disturbed and offering professional help at the appropriate time for them.

5- It is important to know about attitude formation and changes and accordingly, having better chances in influencing others.

(Child, 2003: 298)

Moreover, some specialists think that learning a language and personality have a strong relationship. Jenkins explains this saying, "*Learning a language means learning a culture ...this means that the individual's personality is involved*" (Jenkins, 2005: 4).

However, before talking about personality relationship to language learning, a brief idea about the definition of personality and the different approaches to personality is very necessary to have a more comprehensive view of this area.

Historical Background:

In the late 19th century, using methods of psychology modelled on the approach used in the natural science,

Wundt, the new science of psychology scientist, focused on the analysis of conscious experiences into its elements. This view influenced psychology scientists until the early decades of the 20th century when Watson came out with his revolutionary movement which was called Behaviourism (www.psych.unic.edu).

Watson used a more scientific approach to support his argument that only human behaviours, as tangible aspects of human nature, not consciousness, could be the legitimate topic of psychology. Behaviourists present human behaviour as an automatic response to the external stimuli.

However, Freud and other psychoanalysts appeared on the surface, and they showed a strong objection for the former approaches explanation of human behaviour. Their core focus was on unconsciousness to be the one responsible for forming our personality and behaviours.

Later on, a new approach called 'Neo-psychoanalyst' appeared. Its advocates focused on the whole person as he/she really behaves in the real world; which means consciousness and unconsciousness are both responsible for the way we behave in this life (www.psych.unic.edu).

Freudian scientists and the neo-psychoanalysts rely on the quantitative analyses of laboratory data, like observation of their patients' behaviour, in their explanations of human nature. However, these quantitative analyses formed the start point to move toward a more scientific study of personality.

Then many approaches and theories were born, and the first concern of all was to provide a comprehensive definition of the term '*personality*'.

Some Definitions of Personality:

The word personality, according to the encyclopaedia, was derived from the Latin word '*persona*' which means mask. Accordingly, the study of personality can be understood as the study of '*masks*'. However, the inner parts of psychological experience which we call our 'self' are included.

What is personality? The answer to this question is one of the debateable areas among many psychologists. Many specialists in psychology try to present a definition of personality on the basis of their theoretical backgrounds. For

example, Jung (1934) defines it as "*the supreme realization of the innate idiosyncrasy of a living being.*" He adds:

It is an act of high courage flung the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination (Schultz &Schultz, 2005:112).

But Adams 1945 (cited in Schultz &Schultz 2005) suggested that to have a good definition of personality one should listen to what one says when he/she uses 'I'. In fact, when you say 'I', you are saying up everything about yourself; your happy/sad times etc.

This opinion was not satisfactory for others, so Child gave another try. According to him, personality:

Refers to the pattern of enduring psychological and behavioural characteristics that are expressed in different circumstances and by which each person can be compared and contrasted with other people (Child, 2003: 298).

Similarly, personality, according to Smith & Vetter, is "*not an existing substantive entity to be searched for but a complex construct to be developed and defined by the observer*" (Smith & Vetter, 1982: 5).

Eysenck tried to come up with a more comprehensive definition of personality when he defined it as:

...the more or less stable and enduring organization of person's character, temperament, intellect and physique which determine his unique adjustment to the environment (Eysenck, 1970:98).

The word 'enduring' assumes that personality is relatively stable and predictable.

Similarly, Carver& Scheier (2000), define personality as:

Personality is a dynamic organization, inside the person, at psychological systems that create a person's characteristic patterns of behaviour, thoughts, and feelings (Carver & Scheier, 2000: 5).

This variation in defining personality, certainly, is a result of the differences in theoretical prospective. Accordingly, it is important to have an idea of the main approaches and theories of personality.

Personality Approaches and Theories:

People have been trying to arrive at a suitable scientific explanation of personality for thousands of years. The Greeks were the first people who tried to explain personality in terms of types. In the second century A D, Galen proposed a typology of personality based on the distribution of the 'body fluids' or 'humours' which were first suggested by Hippocras (Greece, Fifth century B C). They were called Melancholic, Sanguine, Phlegmatic and Choleric. Since then, personality psychology has witnessed a lot of conceptual and methodological changes.

Mischel (1993) classified personality theories into four main approaches; Humanist (or Phenomenologist), Psychoanalytic, Social learning (or behaviourist) and Trait theories. However, Child (2003) added another one called

Naïve. In the Wikipedia, free on-line encyclopaedia, personality theories were classified into five categories; psychodynamic theories, behaviourist theories, cognitive theories, social-cognitive theories and humanistic theories.

Therefore, personality could be classified into five major approaches labelled as follows; naïve approaches, psychodynamic approach, dispositional approach, social-cognitive approach, and humanistic approach.

In the following lines, at least, three important questions in every approach will be answered. These questions are; what is the approach's view of personality?, how does personality develop?, and how do they assess personality?

Naïve Approaches to Personality:

As it is recognised from the name of this approach, the interpretations are essentially based on '*superficial, face-value observations*' without using standardized terms. The interpretations are, mainly, other people's judgement upon the person, which is normally affected by two factors, the physical characteristics and social response. Consequently, any judgement will be bias.

Goffman, cited in Child (2003), thinks that even in trivial contacts, individuals try to impersonate the image they think will fit the event and possibly satisfy the expectations of others. In other words, we see people as we would like them to be not as they really are.

Moreover, these interpretations tend towards an oversimplified view of human nature. Accordingly, these shallow analyses of personality will not be stable or comprehensive (www.psych.unic.edu).

Psychodynamic (Psychoanalytic) Approach:

The partisans of this approach are called '*intuitive*', and they adopt clinical approach to their study of human personality. They believe in '*unlearned capacity for understanding others*'. They tend to believe that answers to the important questions lie somewhere behind the surface, hidden, in the unconscious. Their studies are frequently depending on exploration of motivations and needs which can not be directly observed.

Personality, according to this approach, is seen as a '*dynamic set of processes*', always in motion. The personality

is seen as a dynamic from which emerge forces that can be set free, channelled, modified or transformed. In short, this approach focuses on "*change: development and conflicts in people's lives.*" (Misra, 2006:46)

The most significant theory in this approach is the theory of the father of depth psychology (Sigmund Freud). He developed a theory that portrays human mind in terms of three different levels of consciousness: conscious – the current thoughts-, preconscious – immediately not accessible but it could be-, and unconscious – beyond preconscious and it contains repressed desires and impulses. (Misra, 2006:46)

Freud's theory is based on the idea that the human behaviour is motivated by two drives; aggressive and sexual drives. There are three main players in personality according to the theory: id (pleasure principal), ego (reality principal), and superego (morality principal). Id motivations are strong, and parental and social pressure and constraints create in the child super ego. Ego tries to balance the demands of the id versus the restrictions of the superego. This achieved with the help of different '*Ego Defence Mechanisms*' as repression, denial, projection and etc.

The conflicts at each psychosexual stage have to be resolved otherwise; they become fixated at that stage, and here comes the role of Ego which is the adjuster of id to superego.

To bring a resolution of the demands of the id and the constraints of the superego, the ego resorts to defence mechanisms, which are called '*Ego Defence Mechanisms*'. They are unconscious mental processes that protect the conscious person from anxiety.

The main ones are the following:

- 1- Repression:** is an involuntary removal from conscious awareness i.e. it is unconscious denial of the existence of something that causes anxiety.
- 2- Denial:** is related to repression, and it involves denying the existence of some external threat or traumatic event that has occurred.
- 3- Reaction Formation:** is to actively express an id impulse that is the opposite of the one that truly driving the person. For example, aggressive person may become overly friendly.

- 4- Projection:** is to attribute disturbing impulse to someone else i.e. unacceptable impulses are seen as being possessed by other people, not by oneself.
- 5- Regression:** is to retreat or regress to an earlier period of life that was more pleasant and free of frustration and anxiety.
- 6- Rationalization:** is to reinterpret one's behaviour to make it seem more rational and acceptable to people.
- 7- Displacement:** is to shift an id impulse from threatening object or from one that is unavailable to object that is available.
- 8- Sublimation:** is to alter or displace id impulses by diverting instinctual energy into socially acceptable behaviours. For example, sexual energy can be diverted or sublimated into artistically creative behaviours.

(<http://psychclassics.yorku.ca>)

Freud also divided the age of a person into five different stages (Freud's Psychosexual Stages) (Brown, 1961):

The table below shows the stages, the age, and the conflict and the concern:

Table 1: Freud's psychosexual stages

Stage	Age	Conflicts and Concern
Oral	0-18 months	Dependency
Anal	2-3 years	Orderliness, cleanliness
Phallic	4-6 years	Parental Identification Oedipal complex Penis envy, castration complex
Latency	7-11 years	Sublimation of sexual and aggressive urges
Genital	12 years- death	Mature sexuality and relationships

Freud's theory contributed to personality theory in three important things; the emphases on unconscious processes, the identification of conflicts and compromise, and the importance of childhood experiences in shaping adult personality.

However, the theory is not based on scientific observations, and there is an excessive emphasis on drives such as sex and aggression. (Schultz & Schultz 2005)

Some of Freudian scientists made some modifications to his view, and they are given the name '*neo-psychoanalysts*'. They opposed two things in the original approach "*Freud's emphasis on instincts as the primary motivators of human behaviour and his deterministic view of personality*" (Schultz & Schultz, 2005:93).

They instead focus on how ego works, and on what kinds of situations are central in the ego transactions with the world. Jung, Erikson, Fromm, Horney and Adler the most prominent figures of this movement.

Jung claimed that there is a '*collective unconscious*' which is due to heredity. On the other hand, Fromm viewed human beings as basically social beings who can be understood in terms of their relationship with others.

Similarly, Erikson calls attention to social adoption, but Adler has a different view. He believed that behaviour is '*purposeful and goal directed*'.

Lastly, Horney, argued that differences between males and females were largely result of social factors (Misra, 2006:47).

Social – Cognitive Approach:

Some writers divide this approach into two different approaches and others divided it into three; the cognitive approach, the social- learning approach, and the behavioural approach. However, they have a lot of common believes make them one group, and that could be labelled '*Social- Cognitive Approach*'.

The two main ideas in this approach are that the characteristics of individuals are acquired through learning, and the social situations have an influence upon the individuals. Theories of this approach are based on the behaviourist model. Accordingly, personality, as seen in this approach, is an accumulated set of learned tendencies. Consequently, personality development is a matter of learning from one's social environment. This learning is seen as involving a set of cognitions which play important role themselves in behaviour.

This approach, as mentioned above, contributes by providing an emphasis on the role of thought and memory in personality, but there is an overemphasis of rational side of

personality and avoidance of explanations of unconscious processes in personality.

There are four significant works in this approach, which are related to personality; Skinner's behaviourist theory, Rotter's expectancy theory, Bandura's reciprocal determinism, and Walter Mischel & cognitive processes.

Skinner's Behaviourist Theory:

Skinner focuses on observable and controllable behaviour. Habits change and therefore personality will change accordingly (<http://psychclassics.yorku.ca>).

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Rotter's Expectancy Theory:

Rotter took Skinner's view a step further by saying, people are not passive receptacles, but had expectations about the outcome of a course of action '*Expectation Theory*'. His idea is that people learn what to expect in a variety of situations and this guides their behaviour. The focus of control according to the theory is internal and external.

Bandura's Reciprocal Determinism:

Bandura believes that people's thoughts, actions, and environment can influence one another. And he emphasized self-efficacy which is a special form of expectancy in which people hold beliefs about their effectiveness and modelling '*copying other people*'.

Mischel & Cognitive Processes:

Mischel has divided the variables that effect person's behaviour into two groups; person variable and situation variables and both of these two groups are important in explaining behaviour. The person variables are:

- 1- Competencies (subjective values)
- 2- Perceptions (self-regulation)
- 3- Expectations (plans)

All the above mentioned theories, based on social-cognitive approach, are more concerned with motivation than personality.

Humanistic Approach:

Humanistic personality theories reject the behaviourist and psychodynamic notions of personality. On the other hand, they emphasize the notion that each person has a potential for creative growth. The intent is to assist the person in developing to their maximal potential. In general, the focus in this approach is on how human strive to determine the meaning of life.

This approach emphasizes “*experiencing person from his point of view*”. The common belief is that the answers to the important questions are to be found in consciousness or experience. The names associated with the humanist tradition are; Lewin, Rogers, Maslow.

Lewin’s Theory:

Lewin was a field theorist he thinks that the behaviour of a person or group of people is due to the distribution of forces in the social situation as a whole rather than the intrinsic properties of the individual.

Roger's Self Theory:

Roger believed that human are good by nature (in contrast to psychodynamic view of human nature) and he emphasized the notion of self-concept. Rogers suggests that human beings perceive their experiences as reality and respond to this perceived reality in a way, which helps the individual to self- actualization. According to him our experiences are crucial in shaping our self-concept and one must accurately experience the '*self*' in order to reach self-actualization. Each person has multiple selves:

- 1- True-self: the core aspect of being.
- 2- False -self: the self that is created by distortions from interpersonal experience.
- 3- Ideal –self: what the person would like to be.

Moreover, he thinks that people move toward being a '*fully functioning person*'. Sometimes, a gap between our self-concept and reality appears, and, according to Rogers, our mental health is simply the degree of the match between our self- concept and life experience (Misra, 2006:48).

Maslow's Theory:

Maslow divided needs into several levels, and self – actualization is the most important one in the hierarchy. He thinks that the personality is shaped by the individual's reactions along the paths taken while the needs are in the process of being satisfied. His theory is difficult to "operationalize" and the self-actualization is the aim. His work as a whole is a descriptive (Maslow, 1954).

Kelly's Personal Construct Theory:

Kelly's personal construct theory and repertory grid is based on a fundamental belief, which is human behaviour, is anticipatory rather than reactive. Thus, we react not to a stimulus but to what we interpret the stimulus to be. He developed a technique for comparing our reactions to people who are significant in our lives and he called it "*repertory grid method*"

In general, the focus in this approach is on how human strive to determine the meaning of life. However, this approach is not a complete theoretical account of personality.

It has not generated a body of testable hypotheses and research (Misra, 2006:49).

Dispositional Approach:

Dispositional approach assumes that individuals have unique pattern of dispositions, which refer to “*stable and long – lasting behavioural/ mental tendencies.*” The key theme in this approach is that people display consistency or continuity in their actions, thoughts, and feelings.

Within this approach there are two groups of theories; type theories and trait theories.

Type Theories: The main idea here is that people fit into a few distinct categories, and a good example of that Sheldon’s typology of physique and personality. He differentiated between three different kinds of physical types: Ectomorphs, Mesomorphs, and Endomorphs.

He also classified personality types to three kinds:

- 1- Cerebrotonia: nervous types, relatively shy often intellectual.

2- Somatotonia: active types, physically fit and energetic.

3- Viscerotonia: sociable types, lovers of food and physical comforts.

Trait Theories: Trait refers to emotional, cognitive, and behavioural tendencies as well as the underlying dimensions that form personality. The main idea here is that people have the same traits but in different amounts and traits could be measured by asking others to rate a person or asking a person to fill out a questionnaire.

Trait or '*inferential theories*' depend on scientific objective analysis and they are the provinces of the '*psychometrician*'. The belief is that our behavioural tendencies can be classified as traits or factors measurable using tests and evaluated chiefly by the use of factor analysis.

Trait personality theories contribute to personality theory in that traits can be empirically measured and theories assume individual differences in traits. But there are some limitations for them such as:

- 1- They heavily depend on self-report that may not be always accurate.
- 2- They are tied to the sophistication level of the subjects that are used in the study.
- 3- The statistical analyses used in them may govern the outcome.
- 4- They don't explain how and why traits emerge.

The theorists in this approach differ from many other ones in studying personality by observing emotionally healthy person in academic laboratory setting. They also stress the importance of genetic factors in the formulation of the traits which was proved by many studies. Schultz & Schultz express this saying, “...*there appears to be a significant genetic component to personality*” (Schultz & Schultz, 2005: 250).

The most prominent figure in this approach and the '*champion of trait approach*' is Gordon Allport who differentiated between cardinal, central, and secondary traits.

On the other hand, Cattell differentiated between source-traits, which are building block of personality and

surface-traits which caused by the interaction of source-traits (Misra, 2006:37).

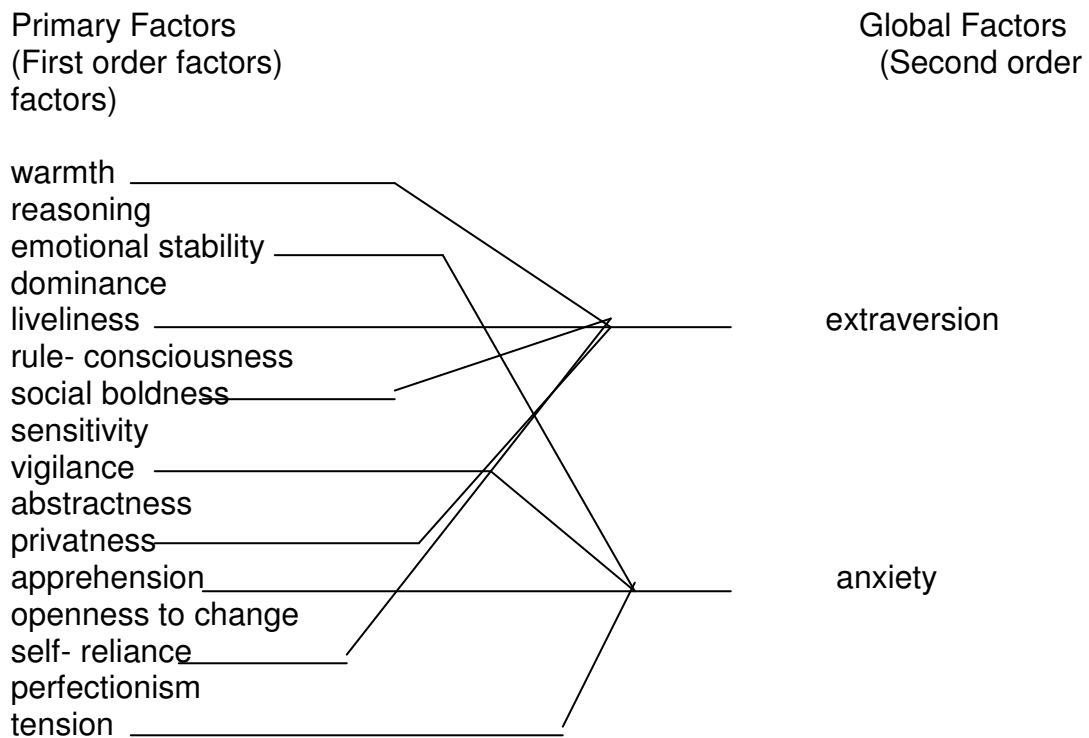
Raymond B Cattell

Raymond B Cattell isolated 16 personality factors (16PF) and seven factors MMPI: Exvia (extroversion), Anxiety (neuroticism), Corteria (practical & realistic), Independence (strong loner types), Discreetness (socially shrewd types), Subjectivity (distant and out of it), Intelligence (IQ), Good upbringing (stable, docile, the salt of the earth).

He uses factor analysis to explore personality and motivation studies. He obtained 16 factors for adults, which are called on primary factors. It is possible to carry out a second factor analysis using them (PF) as a new starting point. This gives several Global Factors (second order factors).

He differentiated between source traits, which are at the root of observed behaviour and believed to be the basic ingredients of personality structure, and surface traits, which are superficial, broad and detectable patterns of behaviour having their origins in source traits.

Figure 1: Cattell's primary factors and global factors



Arnold Buss & Robert Plomin

According to these two theorists, personality is of four dimensions:

- 1- Emotionally- impassiveness: Strongest one (how excited or emotional are the babies) the strongest dimension.
- 2- Sociability- detachment: how much enjoy, avoid, contact, interact with people.
- 3- Activity- lethargy: how vigorous, active, energetic are the babies.

4- Impulsivity- deliberateness: how quickly did the baby 'change gears' move from one interest to another (The weakest dimension).

**The Big 5 Trait Theory: R. R. McCrae & P. T. Costa, Jr.
(NEO Personality Inventory)**

According to this theory there are five factors that effect personality; openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism. The theory is called "*the five factor theory*".

They have been working on a personality test, which has five major factors and has thus become known as the '*Big Five*' or (*NEO Personality Inventory*).

The five dimensions are; Neuroticism- Emotional stability, Introversion- Extraversion, Openness- Convergence, Agreeableness- Antagonism and Conscientiousness- Indirectness. Every factor has its unique features.

They are as follows:

1- Extroversion:

Adventurous

Assertive

Frank

Sociable

Talkative

Vs. Introversion:

Quiet

Reserved

Shy

Unsociable

2- Agreeableness

Altruistic

Gentle

Kind

Sympathetic

Warm

3- Consciousness

Competent

Dutiful

Orderly

Responsible

Thorough

4- Emotional Stability (Norman)

Calm

Relaxed

Stable

Vs. Neuroticism (Costa and McCrae)

Angry

Anxious

Depressed

5- Culture (Norman) or Openness to Experience (Costa and McCrae)

Cultured

Aesthetic

Imaginative

Intellectual

Open

Albert Mehrabian (The PAD Model)

This theory (model) presents personality within three dimensions as follow:

- 1- **Pleasure- displeasure (P)**: it is related positively to extroversion, affiliation, nurturance, empathy and achievement and negatively to neuroticism, hostility and depression.
- 2- **Arousal- non-arousal (A)**: respond strongly to unusual, complex, changing situations. It relates to emotionally, neuroticism, sensitivity, introversion, schizophrenia, heart disease, eating disorders. And lots more.
- 3- **Dominance- submissiveness (D)**: feel control over your life. It is related positively to extroversion, assertiveness, competitiveness, affiliation, social skills and nurturance, and negatively to neuroticism, tension, anxiety, introversion, conformity, and depression.

Trait personality theories contribute to personality theory in that traits can be empirically measured and theories assume individual differences in traits. But there are some limitations for them such as:

- 1- They heavily depend on self-report that may not be always accurate.
- 2- They are tied to the sophistication level of the subjects that are used in the study.
- 3- The statistical analyses used in them may govern the outcome.
- 4- They don't explain how and why traits emerge.

Hans Eysenck who is considered of the most important figures in this approach and his theory will be discussed in details later.

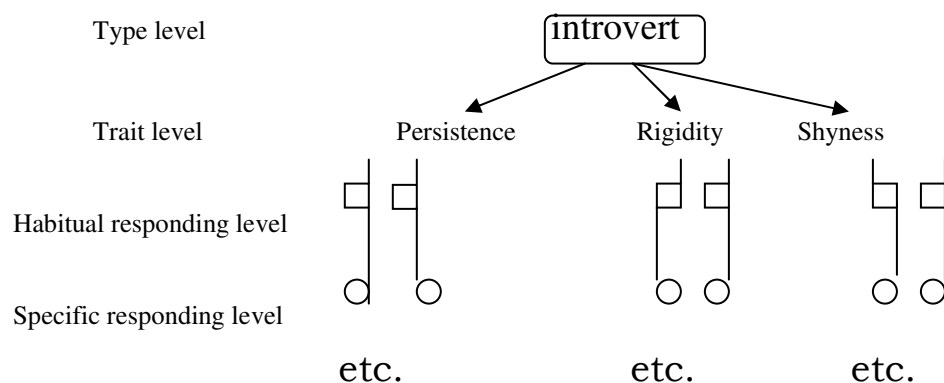
These different approaches and many related theories are discussed in details in many books of Psychology and introductory psychology and in many psychology websites. The researcher will discuss in details one personality theory (Eysenck's Personality Theory) for its importance as theoretical framework of the personality test used in the thesis.

Eysenck's Personality Theory:

Eysenck, who was a behaviourist, has elaborated a most comprehensive objective approach to the study of personality

that based on psychology and genetics. He believed that personality difference grows out of genetic inheritance. He holds a hierarchal view of personality. At the highest point we find personality types (three basic types); extraversion-introversion, neuroticism- stability and psychoticism-normality. He believes also that intelligence is the fourth dimension. The belief is that they are normally distributed in the population and people possess admixture of the qualities. This dimensionality implies a continuum of personality possibilities and no categorical definitions. The figure No 2 shows the different levels of personality according to Eysenck's theory of personality (Eysenck, 1953:13).

Figure 2: Eysenck's different levels of personality



Qualities characterizing the type are known as traits which are associated with “*habitual ways of responding in similar conditions.*”

In his original research Eysenck divided personality into four different types and each type consists of traits, which can be observed by the use of tests. He used statistical technique called factor analysis in analysing these tests.

These types have two dimensions: Introversion-Extroversion (I-E) and Neuroticism- Stability (N). They are not correlated and they form two orthogonal axes.

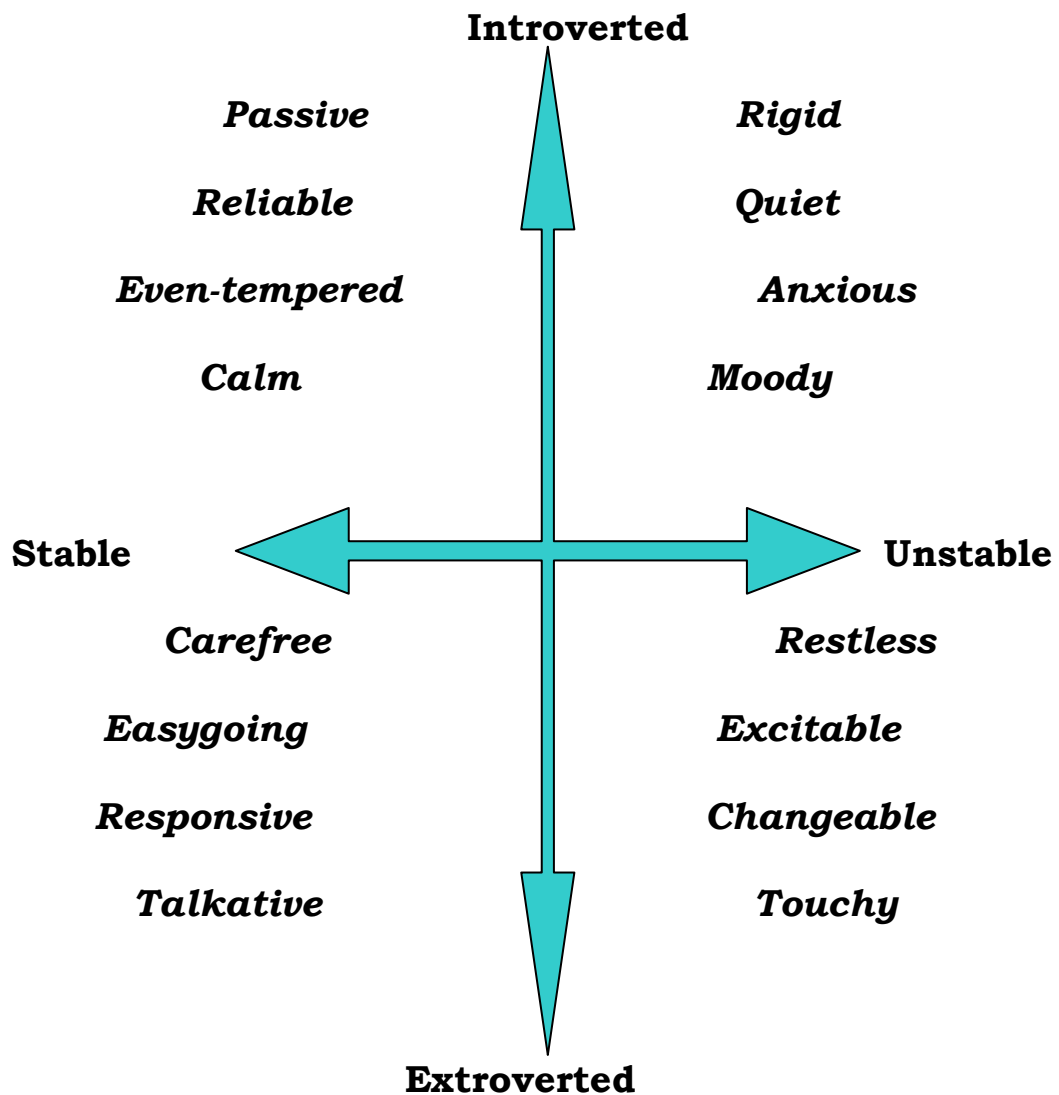
- 1- Neurotic extrovert
- 2- Neurotic introvert
- 3- Stable extrovert
- 4- Stable introvert

(Eysenck, 1970)

Most people combine traits from more than one of the four types and very few people belong to the extremes. The majority of the people is nearer to the centre and is called ‘ambiverts’.

The following shape (figure 3) shows Eysenck's original personality types and their characteristics:

Figure 3: Eysenck's original personality types and their characteristics



Extroversion- Introversion: it refers to "*the extent to which people are socially outgoing or socially withdrawn*" (Misra, 2006:39).

He hypothesized that extroversion- introversion is a matter of the balance of '*inhibition*' and '*excitation*' in the brain itself.

Excitation: is the brain waking itself up, getting into an alert (learning state).

Inhibition: is the brain claiming itself down, either in the usual sense of relaxing and going to sleep or in the sense of protecting itself in the case of overwhelming situations?

Extroverted: has good and strong inhibition. When confronted by traumatic stimulation –car crash- the extrovert's brain inhibits itself and becomes 'numb' and he will remember very little of what happened. Extroverts are habituate more quickly than introverts and get bored by being taught on the same way. On the other hand, they like work by having frequent intervals "*involuntary rest pauses*"

and they are easily excited. However, their excitement abates fast. They prefer taking the initiative and they are sociable and like working with people. They often need to draw people's attention. This is the "*arousal theory of Extraversion*". Eysenck's arousal theory of extraversion was supported by many "*psycho-physiological*" researches.

Various psycho-physiological measurements of nervous systems such as electroencephalogram (EEG) and phasic electro dermal activity measures (EDA), which examine electric activity in the skin, do to a certain extent support the arousal theory of Extraversion (Mathews & Gilliland (1999) cited in Daele, 2005:3).

Introvert: has a poor or weak inhibition. When trauma, their brains don't protect them fast enough, don't in anyway shut down. Instead, they are highly alert and learn well and so remember everything that happened. Because it is difficult to adjust themselves with different situations (teachers' methods or ways) this kind of people are not comfortable with changes. However, they are comfortable and prefer traditional

classroom (direct instructions). They also feel uneasy when the teacher addresses them as this makes them the focal point of attention.

Moreover, Eysenck found in his studies the interaction of the two different dimensions Extravert-Introvert and Neuroticism-Stability.

Neuroticism- Emotional Stability: it refers to "*the degree to which people have control over their feeling*" (Misra, 2006:39).

Neuroticism and extroversion- introversion: Eysenck found that people with phobias and obsessive- compulsive disorder tended to be quite introverted, whereas people with conversion disorders (e.g. hysterical paralysis) or '*dissociative disorders*' (e.g. amnesia) tended to be more extroverted.

He explained that neuroticistic people over- respond to fearful stimuli, if they are introverts, they will learn to avoid the situations that cause panic very quickly and very thoroughly, even to point of becoming panicky at small symbols of those situations. Other introverts will learn

quickly and thoroughly particular behaviours that hold on their panic. Anxiety has dual effect; while middle level of anxiety is required to stimulate the learners enough to deal effectively with a task, high level of anxiety 'neurotic type' would paralyze students and prevent them from concentrating on the task, which lead to poor performance. High level of anxiety performs better on easy-tasks, but low level of anxiety performs better on difficult and complicated tasks.

Highly neuroticistic extroverts: good at ignoring and forgetting the things that overwhelm them. They engage in the classic defence mechanism, such as denial and repression. They can conveniently forget a painful weekend, fore example, or even forget their ability to feel or use their legs.

Eysenck attempts to provide casual connections between physiological brain mechanisms and the personality dimensions of extroversion and neuroticism. He proposes that there are individual differences in the extent of arousal which can be related to extraversion- introversion. He says,

"Arousal under identical stimulating conditions is higher in introverts than in extraverts" (Boeree, 2006).

The differences are related directly to inherited qualities in brain structure visceral brain is the part of the brain ought to be responsible for individual differences in emotionality as measured using the neuroticism dimension, which is a name given to a dimension range from normal, fairly, calm,...nervous.

To find possible explanations supporting his view of traits, Eysenck went to psychological research. The most obvious place to look was at *"sympathetic nervous system"*, which is a part of automatic nervous system that functions separately from the central nervous system and controls much of our emotional responsiveness to emergency situation. In other words, it prevents us from *"fight or flight"*.

Eysenck hypothesized that some people have a more responsive sympathetic nervous system than others. Those less responsive, according to him, had *"a problem of sympathetic hyperactivity, which made them prime candidate for the various neurotic disorders"* (Boeree, 2006).

The most neurotic symptom is '*panic attack*', which is something like the positive feedback you get when you place a microphone too close to a speaker. The sounds get amplified then go to the speaker and so on.

Later on, Eysenck and his wife Sybil identified a third trait for personality and they called it '*Psychoticism*'.

Psychoticism: it means certain recklessness. It is a disregard for common sense or conventions, and a degree of inappropriate emotional expression. People of this trait are aggressive, cold, antisocial, and tough- minded.

In conclusion, Eysenck and his wife presented to the world a personality theory based on three dimensions, defined as combinations of factors or traits. These dimensions are as follows:

E –Extraversion versus introversion.

N –Neuroticism versus emotional stability.

P –Psychoticism versus impulse control.

(Schultz & Schultz 2005: 289)

The following table (table 2) show every type and the personality features of it.

Table 2: Traits of Eysenck's personality dimensions

Extraversion/ introversion	Neuroticism/ emotional stability	Psychoticism/ Impulse control
Sociable	Anxious	Aggressive
Lively	Depressed	Cold
Active	Guilt feeling	Egocentric
Assertive	Low self- esteem	Impersonal
Sensation seeking	Tense	Impulsive
Carefree	Irrational	Antisocial
Dominant	Shy	Creative
Venturesome	Moody	Tough- minded

Eysenck's Personality Theory & Learning:

Eysenck's theory helps the teacher in gaining better understanding of the different learning styles of his/her students according to their personality and ways of functioning.

Moreover, a specific type that is favoured in a particular school environment is changed to be different type later on. For example, stable extroverts who are favoured in the

primary school environment where there are opportunities of verbal expression and body movement through various activities, become introverted and more neurotic when they grow up and join University. This is because they become self-critical.

In addition, children develop different learning styles according to their type. The effectiveness of these styles depends on whether the teaching method, the class environment, and the expectation on them suit their learning style, way of working and, generally their personality.

Personality Assessment:

Personality assessment refers to the procedures to evaluate or differentiate people on the basis of certain characteristics and the goal is to predict behaviour with minimum error and maximum accuracy.

Personality tests have been used for thousands of years. Even in some divine sources, we come across some of these tests. A good example of that is the story of 'Soal', Taloot in Arabic, and his personality test for his soldiers which is

mentioned in the verse 250, Surah 'Al-Baqarah' in the Holy Qur'an.

قال الله تعالى على لسان طالوت: "إن الله مبتليكم بنهر فمن شربه فليس مني ومن لم يطعمه فإنه مني إلا من اغترف غرفةً بيده" صدق الله العظيم.

Soal addressed his soldiers saying;

Allah will test you

At the stream; if any

Drinks of its water,

He goes not with my army;

Only those who taste not

Of it go with me

A mere sip out of the hand

Is excused (Ali, 1999: 102-103).

Another story for the same test which was used by Gideon is found in seventh book (Judges: 7: 4) of the Old Testament in the Holy Bible.

This test is one of the oldest personality test used to check some people's ability and willingness of following strict instructions. Though this test was mainly measuring physical

ability of the soldiers, it was a test for their personality as well. The idea has been changed a lot since then.

Nowadays, there are a lot of models and approaches on assessing personality. Some of them are very simple and based on observations of physical features and others based on interviews. On the other hand, there are others based on scientific basis and frames. The techniques of these approaches vary in objectivity, reliability, and validity. These techniques range from draw interpretation and childhood recollections to paper and pencil tests.

Wiggins 1973 gives a detailed chapter about approaches and models of personality assessment. He divides the approaches into three approaches, the analytic approach, the synthetic approach and the empirical approach. He also gives idea about some representative models of every approach. Follow are some of the important and wide- spread used ones.

The Psychoanalytic Model:

According to this model, a complete understanding of any behaviour or sequence of behaviours can be achieved only through a thorough assessment and reconstruction of the multiple causer of the behaviour in question. The purpose of the assessment in this model framework, whether it is implemented by a series of psychoanalytic interviews or a battery of psychological tests, is;

...to form an impression of the person based on interpretation placed on behaviour viewed from the multiple perspectives of psychoanalytic theory
(Wiggins, 1973:472).

The data is collected using different sources of information like tests, interviews or observations.

The Cognitive Model:

The basic point in this model is that the observation the subjects themselves engage in the same methods for the same ends. Followers of this model believe that every person

construes the world in terms of a unique set of personal constructs. To the extent that we can obtain detailed knowledge of the organization and content of his construct system, and we can understand and anticipate his future actions as well.

The Multivariate Model:

Raymond Cattell's Model is considered "*the one most ideally suited to the aims of assessment*" (Wiggins, 1973: 494). In his model, the theoretical constructs and the psychological assessment procedures whereby they are measured are virtually one and the same. He distinguished among ability, temperament, and dynamic traits. One distinctive feature in his model is using '*factor analysis*'. Once the structures of the abilities, temperament, and dynamic source traits have been identified in series of properly conducted multivariate studies, it is possible to develop multi-scale test batteries which provide measurement of these traits.

Another good representative of this model is Eysenck's Personality Inventory. This model presents a lot of self-report inventories which remain as "*the most objective*

approach to personality assessment” (Schultz & Schultz, 2005: 18).

The Social Learning Model:

Followers of this model reject the trait construct as the basic unit for personality study. They, instead, evocate the view of behavioural assessment as “*samples rather than as signs of criterion measure*”. Also, they evocate the emphasis on specificity and objectivity in criterion classification.

The Transactional Model:

In this model, personality assessment requires both a comprehensive taxonomy of needs and a comprehensive and parallel taxonomy of environment press. The model develops self-report instruments based on this taxonomy of needs.

Personality and Language Learning:

One of the growing areas of study is research on individual differences in language learning in general and in second language learning, in particular. Specialists in language

learning consider students' individual differences a crucial factor in students' success and achievement. Grace (1997) expresses this idea saying:

For second language learners to make maximum progress with their own language styles, their individual differences must be recognized and attend to (Grace, 1997: 20).

The relationship between individual differences and success in language learning has been investigated from various points of view which include age, gender, motivation, personality types, language learning strategies and learning styles. This range of factors is associated with language learning success.

One of the individual differences which widely accepted to have an effect on learning in general and second language learning, in particular, is personality. Rogers (1983) and his colleagues proved that learning is "*deeper and more effective*" if it addresses the whole person, rather than student's intellect alone.

Furthermore, Brown (2000) argues that one of the effective factors that are equally important for explaining differential success among second language learners is personality.

However, this is not always true according to some empirical studies. Nagel (2004) carried out a study to investigate if personality type has an effect on academic success, and the findings show that there is no significance effect.

Nagel was not the only one who says this. Lee (2005) in his study examined if there is any correlation between students' personality types and their participation in classroom activities. A multinational group of students consists of twenty- one was used as a sample for the study. The findings showed that there is no significant correlation, though the researcher emphasises that the findings were not clear- cut and need further investigations.

Younis & et al (2004) examined the issue but in other setting (e-learning). They use Mayer's personality test distributed to one hundred students, and the findings showed

that there is no significance impact for personality type upon e- learning.

Since this issue is not settled yet, the researcher is going to spot light on it reviewing some important empirical studies. The focus will be on three important personality dimensions that reflect Eysenck's points of view of personality dimensions.

Extraversion- Introversion Dimension and Language Learning:

According to Krashen (1985), being an extravert means an increase in the amount of input in Second Language Acquisition. This opinion is taken further in language learning to include output as well. This is explained by Swain (1985) who made clear that applied linguists' hypothesis on the superiority of extraverts centre around the assumed positive impact of input as well as output on language learning.

Extraverts use more social and positive emotion words, and informal and non-standard features, are more abstract, and show more agreement and compliments. They also use fewer negations and negative emotion words, less tentative modal verbs, causation and qualification words, and referred less to drugs and entertainment (Gill, 2005); with some of these features relating to perceptions of the Dominance facet of Extraversion, (Gill, 2005). At a grammatical level, Extraverts are regarded as using more implicit language (containing more pronouns, adverbs, verbs), whereas Introverts use explicit language (nouns, modifiers and prepositions) in native and non-native speakers and formality situations (Gill, 2005), with further evidence indicating that these implicit/explicit features are also used in different contexts (Gill, 2005).

In spoken language, Extraverts are perceived to talk louder and more fluently, but at times less accurately (Gill, 2005). Extraverts talk or write more, with longer texts perceived to display greater dominance (Gill, 2005). Extravert language is more repetitious (lower lexical richness), especially in formal situations, they make a greater number

of contributions, and they show a greater desire to communicate, both face-to-face and in CMC (Gill, 2005).

Moreover, Ehram & Oxford (1995) explained that extraverted students learn foreign languages better because of their willingness to interact with others and because of their reduced inhibition. The findings of some empirical studies came to support this idea. For example, Chastain (1975) carried out a study investigating the relationship between university students' personality types and their foreign language learning. The study revealed a positive relationship between extraversion and final grades of the students.

Also, the study carried out by Rossier (1975) revealed similar results. In other words, a positive relationship between extraversion and oral proficiency in second language was found.

However, some other studies showed contradicted results. Smart & et al 1970 cited in Kiany (1997) carried out a study to investigate the issue with university students and they found that introverts outperformed the introverts.

Similar findings were found in Chan & Eysenck (1981) who found that introverted Chinese students learning English as foreign language scored higher than introverts.

Moreover, Astika & et al (1996) investigated the issue with university students studying English as foreign language and they found that there is very weak relationship between extraversion and vocabulary as well as the composite course scores and no other relationship was found.

Bush 1982 cited in Kiany (1997) also found a positive relationship between introversion and Grammar- vocabulary parts of oral proficiency test of English as foreign language.

Sharp (2004) carried out a study with Chinese university students learning English as foreign language. He found that introversion plays a positive role in foreign language learning success.

Robinson& et al (1994) carried out a study to find the relationship between students' personality differences (41 students) and their ability of learning French as second language. They use Eysenck's personality questionnaire to identify the personality types of the students. The study show that students with high extraversion scores did better in the

oral test than on the written test compared with low extraversion scores who did better on the written test than the oral test.

Other than these two opinions a third party came to say that this dimension plays no role in language learning. Yashima (1995) carried out study for 81 Japanese high school students studying English as second language. The study show that students with an extraversion orientation are adjusting faster than those with an introversion orientation. It concluded that extraversion- introversion dimension could be a predictor of social adjustment but not necessary of language competence.

Furthermore, Fly 1986 cited in Kiany (1997) investigated the relationship between students' personality factors and their proficiency in second language learning. The study was carried out with a sample of 75 students learn Spanish as second language. The findings showed that there is no correlation between extraversion and language proficiency.

Kinay (1997) also investigated the issue and he used a variety of standardized proficiency tests of English as foreign language as IELTS and TOFEL. He concluded that

extraversion may not help developing either knowledge based skills (for example vocabulary and grammar) or communicative skills (for example speaking) in EFL situation. However, he recommended further investigation in this matter.

In his PhD research Thompson (1997) has concluded that though males did not have as strong a correlation between the extraverted function (primary language) and spoken language as the females, both extraverts and introverts had high correlations between primary language and spoken language.

Neuroticism- Emotional Stability Dimension and Language Learning:

High Neurotics refer more to themselves, use more negation and are more negative in their use of emotion words and in their references to groups and relationships, use more concrete and shorter words common to speech, and are highly repetitious. They also use fewer articles and positive emotion words but use more long chains of punctuation features (exclamation and ellipsis).

At a grammatical level High Neurotics are characterised by multiple punctuation patterns and an avoidance of proper noun references, Low Neurotics are differentiated by adverb and verb patterns (Gill, 2005). Additionally both high and low Neuroticism scorers are less likely to orient towards their interlocutor (Gill, 2005).

Robinson et al (1994) carried out a study to find the relationship between students' personality differences (41 students) and their ability of learning French as second language. They use Eysenck's personality questionnaire to identify the personality types of the students. The study shows that students with high neuroticism scores did better in the oral test than on the written test compared with low neuroticism scores who did better on the written test than the oral test.

Psychoticism- Impulse Control Dimension and Language

Learning:

Fewer studies have addressed the other-more controversial trait (Psychoticism), with findings for it as follows: High

Psychotics use more time and cognitive references, more varied vocabulary, refer more to other people and less to themselves. They also avoid non-standard punctuation features and references to work, and are less likely to refer to intimate relationships, and show different collocations of verbs, adverbs and nouns (Gill, 2005).

Gender Differences and Language Learning:

Differences between male and female students' proficiency are a big concern in education. Praat (1999) states this clearly;

Information about male students taken as a whole indicates that males' performance has not declined markedly over time; extant gender differences have been a consistent feature of participation and achievement statistics since the late 1980s and early 1990s. That these differences continue to feature in educational indices is a cause for concern in itself (Praat, 1999: 9).

The nature of these differences is discussed by a number of people. For example, Vuoksima (2004), in his extensive review of literature, concluded that;

Studies concerning cognitive sex differences have indicated that, on average, females outperform males in some verbal abilities, whereas males outperform females in some visual-spatial abilities (Vuoksima, 2004: 1).

Similarly, Vogel (1990) has concluded that;

A substantial body of research confirms higher verbal ability in normally achieving females and higher visual-spatial and mathematical abilities in normally achieving males. However, the specific nature of these differences varies by age, specific measure, magnitude, and variability within the groups. Re-analysis of earlier research showed that, although differences in visual-spatial ability were larger than verbal ability differences (Vogel, 1990:164).

This opinion has been supported by Fox & et al. (2003), Helmstaedter (1999) and Catalán (2003), who have arrived at the same conclusions.

However, these differences differ from one culture to another. Evans & et al. (2002) stated this fact saying;

It is important to note that gender, independent of interest, was more strongly related to scores of the East Asian students than to scores of the U.S. students. This result, found for both general information and mathematics, supports the hypothesis of greater gender differentiation in the two East Asian cultures than in the United States (Evans & et al., 2002: 165).

A good example to support this is the study that was carried out by Tran (1988). He concluded that;

The results reveal that older Vietnamese women had more problems with their English language than older Vietnamese men. In addition, the Vietnamese men were more likely to use various learning

strategies to improve their English skills than the women (Tran, 1988: 756).

Evans & et al. (2002) did not support the idea that female outperform male in regard to language learning though female are more interest in language learning than male do. He concluded that;

Among 11th graders from the United States (N D 1052), Taiwan (N D 1475), and Japan (N D 1119), boys preferred science, math, and sports, whereas girls preferred language arts, music, and art. General information scores were comparable across the three locations; however, boys consistently outscored girls (Evans & et al., 2002: 153).

To conclude, we can say that gender is related to language proficiency, but this relationship differs in the direction and in its strength from a situation to another.

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Population:

The population of the research includes all students of the third level in the Department of English in the Faculty of Arts, the Faculty of Education, and the Faculty of Languages in Sana'a University.

Thesis Setting:

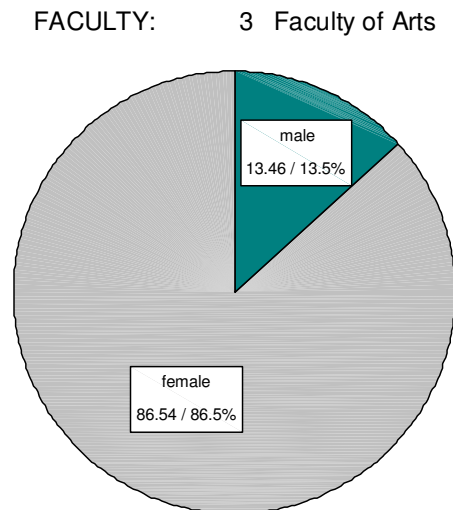
The research was carried out in the Departments of English in the three faculties mentioned above during the last term in the academic year 2005-2006 and the first and second term of the academic year 2006-2007. A group of third level students from every faculty was involved in carrying out the research.

Thesis Sample:

The total number of the research sample consists of three groups of third level students in the Department of English in the three faculties. The subjects of the research are every member of these three groups. From the Faculty of Arts,

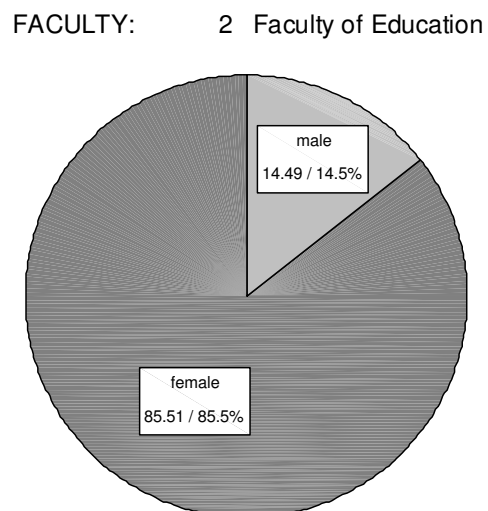
forty-five girls and seven boys have participated in the study; see percentage on figure 4.

Figure 4: Participants from Faculty of Arts



Fifty-nine girls and ten boys have participated from the Faculty of Education; see percentage on figure 5.

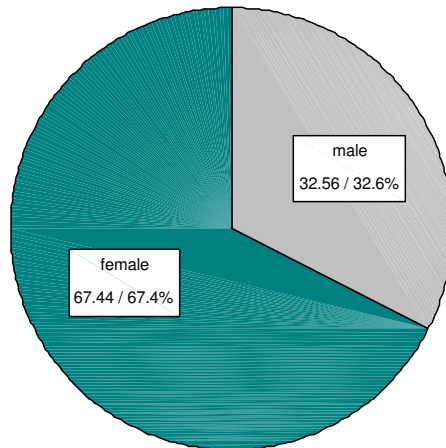
Figure 5: Participants from Faculty of Education



From the Faculty of Languages, twenty-nine girls and fourteen boys have participated; see percentage on figure 6.

Figure 6: Participants from Faculty of Languages

FACULTY: 1 Faculty of Languages



The total number of the students is one hundred and sixty-four students: one hundred and thirty-three girls and thirty-one boys; see percentage on figure 7; (fifty-two from the Faculty of Arts, sixty-nine from the Faculty of Education, and forty-three from the Faculty of Languages; see percentage on figure 8).

Figure 7: Male and female participants from the three faculties

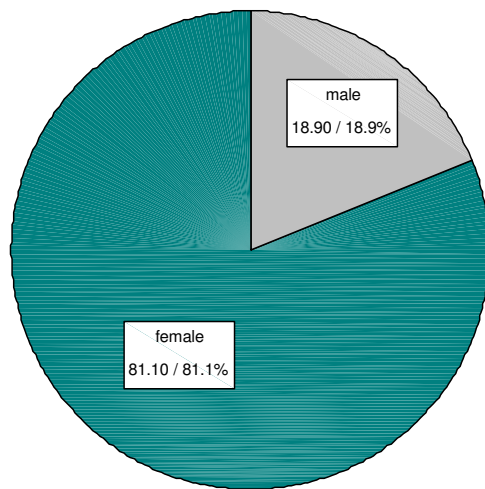
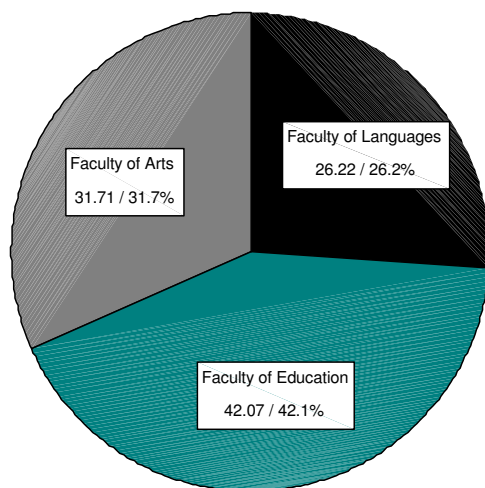


Figure 8: participants from the three faculties



Thesis Data Collection Tools:

In the thesis, only tests were used as tools for collecting data. Five tests were used in this thesis. Four personality tests and a test of English proficiency prepared by the researcher have been used in this study.

Eysenck Personality Questionnaire (EPQ):

Eysenck Personality Questionnaire is divided into four different categories each of which is considered a separate test for one dimension of personality; Eysenck Personality Questionnaire- Psychoticism (EPQ-P), Eysenck Personality Questionnaire- Extraversion (EPQ-E), Eysenck Personality Questionnaire- Neuroticism (EPQ-N), and Eysenck Personality Questionnaire- Lying (EPQ-L). Eysenck Personality Questionnaire has been selected as a tool for determining students' personality trait because:

Researches have shown that the traits and dimensions Eysenck proposed remain stable throughout the life span from childhood through adulthood, despite the different social and environmental experiences each of us has (Schultz & Schultz, 2005:290).

The four personality tests are the Arabic adult version of Dr Al-Ansary, which were first translated by Ahmed Mohammed Abdul Khaleq in 1991. Then the Arabic version was translated into English and given to Eysenck who gave

the permission to the Arabic version. This version was standardized in Kuwait by Dr Al-Ansary who used two independent university students' samples. The first contained 345 students, 140 boys and 205 girls. The other contained 190 students, 48 boys and 142 girls;

The tests (Eysenck Personality Questionnaire- the Arabic version-) "*had shown a high level of reliability and validity*" (Dr Al-Ansari, 1991: 670-686).

The four tests were combined in a complete personality test. The last test was the Grammar Proficiency Test (GPT) which was prepared and standardized by the researcher himself.

EPQ-P test includes twenty five items, the EPQ-E includes twenty items, EPQ-N includes twenty three items, and EPQ-L includes twenty three items. This makes the total items of the personality test ninety- one items. The whole test is attached in appendix 2.

EPQ-P test items are items number 6, 9, 11, 19, 23, 27, 29, 31, 35, 39, 43, 47, 50, 54, 58, 62, 66, 69, 73, 75, 77, 84, 88, 90, and 91.

EPQ-E test items are items number 1, 10, 14, 16, 18, 22, 26, 30, 34, 38, 42, 46, 49, 53, 57, 61, 72, 80, and 87.

EPQ-N test items are items number 3, 7, 12, 15, 20, 24, 28, 32, 36, 40, 44, 51, 55, 59, 63, 65, 67, 70, 74, 76, 78, 81, and 85.

EPQ-L test items are items number 2, 4, 5, 8, 13, 17, 21, 25, 33, 37, 41, 45, 48, 52, 56, 60, 64, 68, 71, 79, 82, 86, and 89.

Though the four questionnaires were already standardized, a check of their validity and reliability in regard to the Yemeni sample was necessary. Accordingly, the validity of the questionnaires was checked using two ways. The first one was calculating the correlation of every statement score of every questionnaire with the total score of that questionnaire. The last one was to have a factor analyses for these four questionnaires.

Personality questionnaires statements correlations with the total score of the questionnaires:

In order to show the validity of Eysenck Personality Questionnaires, in the case of the Yemeni sample, the correlation between every item score, in every questionnaire, and the total score of the questionnaire was calculated.

First of all, the correlation between the students' score of every statement in EPQ-P and the total score of the questionnaire was calculated. Table No 3 shows the results and the items which have significant or none significant correlation.

Table 3 Psychoticism questionnaire statements and their correlation to the total score of the questionnaire

Statement No.		TOTAL_P	Significance
Q6	Pearson Correlation	0.13	Not significant
	Sig. (2-tailed)	0.097	
	N	164	
Q9	Pearson Correlation	0.121	Not significant
	Sig. (2-tailed)	0.124	
	N	164	
Q11	Pearson Correlation	0.481	Significant
	Sig. (2-tailed)	0	
	N	164	
Q19	Pearson Correlation	0.471	Significant
	Sig. (2-tailed)	0	
	N	164	
Q23	Pearson Correlation	0.502	Significant
	Sig. (2-tailed)	0	
	N	164	
Q27	Pearson Correlation	0.337	Significant
	Sig. (2-tailed)	0	
	N	164	

Q29	Pearson Correlation	0.318	Significant
	Sig. (2-tailed)	0	
	N	164	
Q31	Pearson Correlation	0.386	Significant
	Sig. (2-tailed)	0	
	N	164	
Q35	Pearson Correlation	0.176	Significant
	Sig. (2-tailed)	0.024	
	N	164	
Q39	Pearson Correlation	0.192	Significant
	Sig. (2-tailed)	0.014	
	N	164	
Q43	Pearson Correlation	0.296	Significant
	Sig. (2-tailed)	0	
	N	164	
Q47	Pearson Correlation	0.389	Significant
	Sig. (2-tailed)	0	
	N	164	
Q50	Pearson Correlation	0.5	Significant
	Sig. (2-tailed)	0	
	N	164	
Q54	Pearson Correlation	0.382	Significant
	Sig. (2-tailed)	0	
	N	164	
Q58	Pearson Correlation	0.233	Significant
	Sig. (2-tailed)	0.003	
	N	164	
Q62	Pearson Correlation	0.506	Significant
	Sig. (2-tailed)	0	
	N	164	
Q66	Pearson Correlation	0.423	Significant
	Sig. (2-tailed)	0	
	N	164	
Q69	Pearson Correlation	0.455	Significant
	Sig. (2-tailed)	0	
	N	164	
Q73	Pearson Correlation	0.243	Significant
	Sig. (2-tailed)	0.002	
	N	164	
Q77	Pearson Correlation	0.433	Significant
	Sig. (2-tailed)	0	
	N	164	
Q84	Pearson Correlation	0.555	Significant
	Sig. (2-tailed)	0	
	N	164	
Q75	Pearson Correlation	0.345	Significant
	Sig. (2-tailed)	0	
	N	164	
Q88	Pearson Correlation	0.462	Significant
	Sig. (2-tailed)	0	
	N	164	

Q90	Pearson Correlation	0.16	Significant
	Sig. (2-tailed)	0.041	
	N	164	
Q91	Pearson Correlation	0.281	Significant
	Sig. (2-tailed)	0	
	N	164	
TOTAL_P	Pearson Correlation	1	
	Sig. (2-tailed)	.	
	N	164	

Similarly, Table No 4 shows the results in EPQ-E and the items which have significant or none significant correlation.

Table 4 Extraversion questionnaire statements and their correlation to the total score of the questionnaire

Statement No.		TOTAL_E	Significance
Q1	Pearson Correlation	0.25	Significant
	Sig. (2-tailed)	0.001	
	N	164	
Q10	Pearson Correlation	0.452	Significant
	Sig. (2-tailed)	0	
	N	164	
Q14	Pearson Correlation	0.441	Significant
	Sig. (2-tailed)	0	
	N	164	
Q16	Pearson Correlation	0.462	Significant
	Sig. (2-tailed)	0	
	N	164	
Q18	Pearson Correlation	0.513	Significant
	Sig. (2-tailed)	0	
	N	164	
Q22	Pearson Correlation	0.356	Significant
	Sig. (2-tailed)	0	
	N	164	
Q26	Pearson Correlation	0.421	Significant
	Sig. (2-tailed)	0	
	N	164	
Q30	Pearson Correlation	0.344	Significant
	Sig. (2-tailed)	0	
	N	164	
Q34	Pearson Correlation	0.29	Significant
	Sig. (2-tailed)	0	
	N	164	

Q38	Pearson Correlation	0.581	Significant
	Sig. (2-tailed)	0	
	N	164	
Q42	Pearson Correlation	0.43	Significant
	Sig. (2-tailed)	0	
	N	164	
Q46	Pearson Correlation	0.524	Significant
	Sig. (2-tailed)	0	
	N	164	
Q49	Pearson Correlation	0.33	Significant
	Sig. (2-tailed)	0	
	N	164	
Q53	Pearson Correlation	0.589	Significant
	Sig. (2-tailed)	0	
	N	164	
Q57	Pearson Correlation	0.296	Significant
	Sig. (2-tailed)	0	
	N	164	
Q61	Pearson Correlation	0.312	Significant
	Sig. (2-tailed)	0	
	N	164	
Q72	Pearson Correlation	0.471	Significant
	Sig. (2-tailed)	0	
	N	164	
Q80	Pearson Correlation	0.147	Not significant
	Sig. (2-tailed)	0.06	
	N	164	
Q83	Pearson Correlation	0.425	Significant
	Sig. (2-tailed)	0	
	N	164	
Q87	Pearson Correlation	0.273	Significant
	Sig. (2-tailed)	0	
	N	164	
TOTAL_E	Pearson Correlation	1	
	Sig. (2-tailed)	.	
	N	164	

Also, Table shows the results in EPQ-N and the items which have significant or none significant correlation.

Table 5 Neuroticism questionnaire statements and their correlation to the total score of the questionnaire

Statement No.		TOTAL_N	Significance
Q3	Pearson Correlation	0.51	Significant
	Sig. (2-tailed)	0	
	N	164	
Q7	Pearson Correlation	0.5	Significant
	Sig. (2-tailed)	0	
	N	164	
Q12	Pearson Correlation	0.153	Significant
	Sig. (2-tailed)	0.05	
	N	164	
Q15	Pearson Correlation	0.467	Significant
	Sig. (2-tailed)	0	
	N	164	
Q20	Pearson Correlation	0.606	Significant
	Sig. (2-tailed)	0	
	N	164	
Q24	Pearson Correlation	0.311	Significant
	Sig. (2-tailed)	0	
	N	164	
Q28	Pearson Correlation	0.487	Significant
	Sig. (2-tailed)	0	
	N	164	
Q32	Pearson Correlation	0.6	Significant
	Sig. (2-tailed)	0	
	N	164	
Q36	Pearson Correlation	0.265	Significant
	Sig. (2-tailed)	0.001	
	N	164	
Q40	Pearson Correlation	0.626	Significant
	Sig. (2-tailed)	0	
	N	164	
Q44	Pearson Correlation	0.327	Significant
	Sig. (2-tailed)	0	
	N	164	
Q51	Pearson Correlation	0.357	Significant
	Sig. (2-tailed)	0	
	N	164	
Q55	Pearson Correlation	0.345	Significant
	Sig. (2-tailed)	0	
	N	164	
Q59	Pearson Correlation	0.479	Significant
	Sig. (2-tailed)	0	

	N	164	
Q63	Pearson Correlation	0.495	Significant
	Sig. (2-tailed)	0	
	N	164	
Q65	Pearson Correlation	0.153	Significant
	Sig. (2-tailed)	0.051	
	N	164	
Q67	Pearson Correlation	0.323	Significant
	Sig. (2-tailed)	0	
	N	164	
Q70	Pearson Correlation	0.466	Significant
	Sig. (2-tailed)	0	
	N	164	
Q74	Pearson Correlation	0.326	Significant
	Sig. (2-tailed)	0	
	N	164	
Q76	Pearson Correlation	0.522	Significant
	Sig. (2-tailed)	0	
	N	164	
Q78	Pearson Correlation	0.499	Significant
	Sig. (2-tailed)	0	
	N	164	
Q81	Pearson Correlation	0.426	Significant
	Sig. (2-tailed)	0	
	N	164	
Q85	Pearson Correlation	0.308	Significant
	Sig. (2-tailed)	0	
	N	164	
TOTAL_N	Pearson Correlation	1	
	Sig. (2-tailed)	.	
	N	164	

Lastly, Table No 6 shows the results in EPQ-L and the items which have significant or none significant correlation.

Table 6 Lying questionnaire statements and their correlation to the total score of the questionnaire

Statement No.		TOTAL_L	Significance
Q2	Pearson Correlation	0.272	Significant
	Sig. (2-tailed)	0	
	N	164	

Q4	Pearson Correlation	0.443	Significant
	Sig. (2-tailed)	0	
	N	164	
Q5	Pearson Correlation	0.458	Significant
	Sig. (2-tailed)	0	
	N	164	
Q8	Pearson Correlation	0.38	Significant
	Sig. (2-tailed)	0	
	N	164	
Q13	Pearson Correlation	0.353	Significant
	Sig. (2-tailed)	0	
	N	164	
Q17	Pearson Correlation	0.371	Significant
	Sig. (2-tailed)	0	
	N	164	
Q21	Pearson Correlation	0.472	Significant
	Sig. (2-tailed)	0	
	N	164	
Q25	Pearson Correlation	0.413	Significant
	Sig. (2-tailed)	0	
	N	164	
Q33	Pearson Correlation	0.335	Significant
	Sig. (2-tailed)	0	
	N	164	
Q37	Pearson Correlation	0.386	Significant
	Sig. (2-tailed)	0	
	N	164	
Q41	Pearson Correlation	0.394	Significant
	Sig. (2-tailed)	0	
	N	164	
Q45	Pearson Correlation	0.48	Significant
	Sig. (2-tailed)	0	
	N	164	
Q48	Pearson Correlation	0.412	Significant
	Sig. (2-tailed)	0	
	N	164	
Q52	Pearson Correlation	0.356	Significant
	Sig. (2-tailed)	0	
	N	164	
Q56	Pearson Correlation	0.283	Significant
	Sig. (2-tailed)	0	
	N	164	
Q60	Pearson Correlation	0.533	Significant
	Sig. (2-tailed)	0	
	N	164	
Q64	Pearson Correlation	0.413	Significant
	Sig. (2-tailed)	0	
	N	164	
Q68	Pearson Correlation	0.451	Significant
	Sig. (2-tailed)	0	
	N	164	

Q71	Pearson Correlation	0.293	Significant
	Sig. (2-tailed)	0	
	N	164	
Q79	Pearson Correlation	0.507	Significant
	Sig. (2-tailed)	0	
	N	164	
Q82	Pearson Correlation	0.289	Significant
	Sig. (2-tailed)	0	
	N	164	
Q86	Pearson Correlation	0.347	Significant
	Sig. (2-tailed)	0	
	N	164	
Q89	Pearson Correlation	0.288	Significant
	Sig. (2-tailed)	0	
	N	164	
TOTAL_L	Pearson Correlation	1	
	Sig. (2-tailed)	.	
	N	164	

As it is evident in tables No 3, 4, 5 and 6, only statements No 6 and 9 in EPQ-P and statement No 80 in EPQ-E have not significant correlation with the total scores of the questionnaire. However, they were not deleted from the questionnaires to keep original number and content of the statements of the standardized questionnaires.

Personality Questionnaires Factor Analyses:

Factor analyses were employed on the results of every personality questionnaire to detect the groups of the questionnaire items which are highly correlated with each other, but, on the other hand, they have lower correlation or

no correlation with the other items of the questionnaire. Every single group is called a factor. The Windows SPSS 10.0 Software was used in order to achieve this aim.

However, before carrying out any procedure of factor analysis, 'Kaiser – Meyer – Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity' were used in order to check the probability of having a good factor analysis and to select the appropriate rotation method. After making sure that the questionnaire results are suitable for doing factor analyses, two procedures were carried out for each questionnaire.

First, a number of factors were extracted from every questionnaire using 'Principal Axis Factoring' method and by using Kaiser Rule. The Kaiser rule is to drop all components with eigenvalues under 1.0. The eigenvalue for a given factor measures the variance in all the variables which is accounted for by that factor.

Lastly, the factors were rotated 45 degrees using 'Direct Oblimin' (*oblique rotation*) with Kaiser Normalization in which the satisfactory load of any factor with any item should be at least 0.345, and all loads that are less than this number were

suppressed. This was the last step to be done in the factor analysis and no more analysis was carried out because of the limitations of the thesis.

One last thing to be considered in the factor analyses is that in *oblique rotation*, one gets both a pattern matrix and a structure matrix. The *structure matrix* is simply the factor loading matrix as in orthogonal rotation, representing the variance in a measured variable explained by a factor on both a unique and common contributions basis. In other words, the factor structure matrix represents the correlations between the variables and the factors and is often called the factor loading matrix. The *pattern matrix*, in contrast, contains coefficients which just represent unique contributions (the linear combination of the variables).

a- Psychoticism Questionnaire Factor Analysis

Initially, the psychoticism questionnaire results show an adequate sampling and significant sphericity. This was proved using KMO and Bartlett's Test, and the table below shows the results of the test.

Table 7 KMO and Bartlett's Test for psychoticism questionnaire

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.654
Bartlett's Test of Sphericity	Approx. Chi-Square	620.702
	df	300
	Sig.	.000

As evident from the above table the KMO value is > 0.5 and this makes the data suitable for having a factor analysis. Similarly, the Bartlett's test shows high significance, so the null hypothesis is rejected. Accordingly, the oblique rotation should be used because the factors are related.

Moreover, using the extraction method mentioned above, out of the twenty five items of the psychoticism questionnaire, nine factors were extracted. These factors accounted for 58.6% of the total variance of the questionnaire items. The table below shows the nine factors and their squared loadings before and after rotation.

Table 8 Factor Total Variance for psychoticism questionnaire

Total Variance Explained

		Initial Eigenvalues			Extraction Sums of Squared Loading			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Factor	1	3.660	14.641	14.641	3.064	12.255	12.255	2.317
	2	1.873	7.494	22.134	1.256	5.022	17.277	1.589
	3	1.570	6.280	28.415	.929	3.716	20.994	1.284
	4	1.514	6.055	34.470	.874	3.496	24.489	1.258
	5	1.335	5.342	39.812	.704	2.814	27.303	1.301
	6	1.274	5.095	44.907	.632	2.529	29.832	1.983
	7	1.183	4.731	49.638	.554	2.215	32.048	.739
	8	1.152	4.608	54.246	.504	2.015	34.063	.689
	9	1.086	4.346	58.592	.477	1.909	35.972	.741
	10	.986	3.945	62.537				
	11	.956	3.824	66.361				
	12	.908	3.633	69.994				
	13	.830	3.318	73.312				
	14	.796	3.182	76.494				
	15	.752	3.007	79.501				
	16	.653	2.613	82.114				
	17	.638	2.551	84.665				
	18	.601	2.404	87.069				
	19	.572	2.288	89.357				
	20	.519	2.077	91.434				
	21	.498	1.990	93.425				
	22	.478	1.911	95.335				
	23	.448	1.793	97.128				
	24	.388	1.552	98.680				
	25	.330	1.320	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Also, the figure below shows the eigenvalue of every item in the questionnaire and the place of the nine extracted factors.

Figure 9 Factor Scree Plot for psychoticism questionnaire

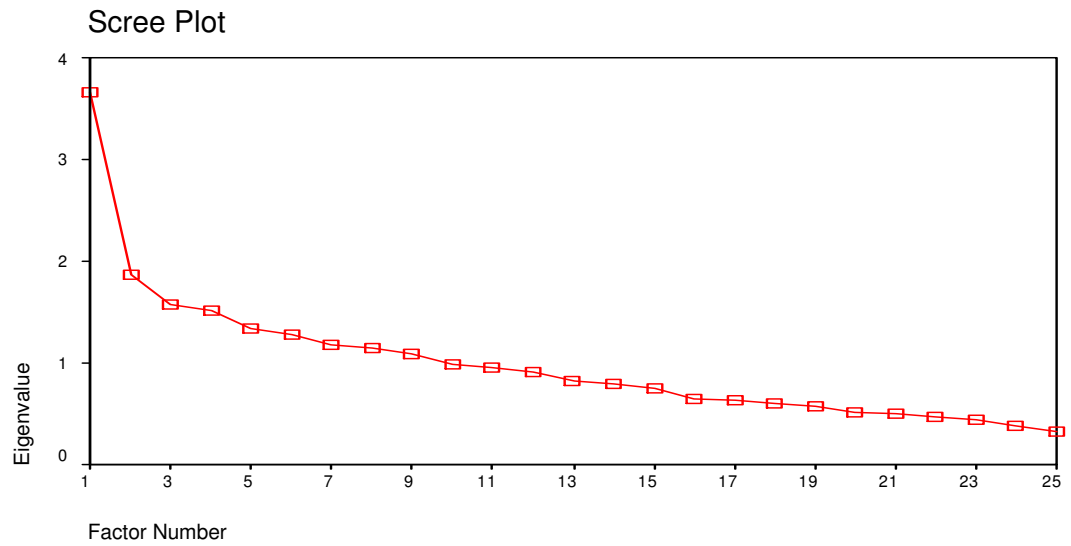


Table 9 factor matrix before rotation for psychoticism questionnaire

Factor Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q62	.534		.361						
Q84	.531					-.347			
Q11	.524								
Q23	.513								
Q19	.499								
Q50	.458								
Q77	.420								
Q88	.404								
Q54	.401	-.363							
Q69	.397								
Q91									
Q43	.376	-.460							
Q66		.394							
Q35		-.368							
Q27		.361							
Q29			.400						
Q31				.356					
Q90				.355					
Q39									
Q58			.370		.427				
Q75					.412				
Q73									
Q47						.427			
Q9									
Q6									.348

Extraction Method: Principal Axis Factoring.

a.9 factors extracted. 22 iterations required.

In order to maximize the factor loading of every item, these nine factors were rotated using the research specified rotation method. The significant correlations between extracted factors and the questionnaire items before rotation

and after rotation are shown below. Insignificant correlations are suppressed automatically by the SPSS programme, and accordingly will not appear in the tables.

Table 10 factor matrix after rotation for psychoticism questionnaire

Pattern Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q84	.764								
Q88	.504								
Q50	.462								
Q77									
Q27									
Q43		-.802							
Q19		-.379							
Q29			.534						
Q62			.498						
Q9			-.427						
Q73				.466					
Q90				.442					
Q54				.388					
Q11				.382					
Q35									
Q39									
Q58					.670				
Q31					.536				
Q69						.707			
Q47						.604			
Q23									
Q75							.573		
Q91								-.401	
Q66								.386	
Q6									.602

Extraction Method: Principal Axis Factoring.
 Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 54 iterations.

The above table (called the Pattern Matrix for oblique rotations) reports the factor loadings for each variable on the

components or factors after rotation. Each number represents the partial correlation between the item and the rotated factor. These correlations can help in formulating an interpretation of the factors or components. This is done by looking for a common thread among the variables that have large loadings for a particular factor or component.

Table 11 factor coefficient correlation with psychoticism questionnaire items

Structure Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q84	.684								
Q88	.502								
Q50	.473								
Q77	.391					.348			
Q27									
Q43		-.720							
Q19		-.501				.436			
Q62	.412		.545						
Q29			.523						
Q9			-.357						
Q39									
Q54				.501	.379				
Q73				.452					
Q11		-.372		.434					
Q90				.405					
Q35				.354					
Q58					.622				
Q31					.523				
Q69						.640			
Q47						.542			
Q23	.427					.448			
Q66	.368					.390		.389	
Q75							.576		
Q91								-.375	
Q6									.553

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

The above table shows the structure matrix for oblique rotations. For orthogonal rotations, the partial correlations found in the Pattern Matrix are the same as the simple variable-factor correlations. However, for oblique rotations, the factors are correlated, so that the partial correlations and the simple correlations are no longer equal. The Structure Matrix shows the simple correlations between variables and factors.

Table 12 factor correlation matrix for psychoticism questionnaire

Factor Correlation Matrix

		1	2	3	4	5	6	7	8	9
Factor	1	1.000	-.172	.241	.115	.318	.543	.161	.031	.097
	2	-.172	1.000	-.248	-.225	-.187	-.233	-.103	.054	.320
	3	.241	-.248	1.000	.019	.081	.268	-.064	.004	-.207
	4	.115	-.225	.019	1.000	.220	.063	-.087	-.184	.069
	5	.318	-.187	.081	.220	1.000	.185	.121	.070	.018
	6	.543	-.233	.268	.063	.185	1.000	.086	.000	.020
	7	.161	-.103	-.064	-.087	.121	.086	1.000	.086	.025
	8	.031	.054	.004	-.184	.070	.000	.086	1.000	.027
	9	.097	.320	-.207	.069	.018	.020	.025	.027	1.000

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

b- Extraversion Questionnaire Factor Analysis

The extraversion questionnaire results show an adequate sampling and significant sphericity. This was proved using KMO and Bartlett's test, so factor analysis can be done and

the oblique rotation must be used. The table below shows the results of the test.

Table 13 KMO and Bartlett's Test for the extraversion questionnaire

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		<i>.696</i>
Bartlett's Test of Sphericity	Approx. Chi-Square	<i>519.607</i>
	df	<i>190</i>
	Sig.	<i>.000</i>

Furthermore, using the principal axes factoring as an extraction method, seven factors were extracted out of the twenty items of the questionnaire. These factors accounted for 58% of the total variance of the questionnaire items. The table below shows the seven factors and their squared loadings before and after rotation.

Table 14 Factor Total Variance for the extraversion questionnaire

Total Variance Explained

		Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Factor	1	3.457	17.284	17.284	2.903	14.516	14.516	1.969
	2	1.769	8.846	26.130	1.171	5.857	20.373	.983
	3	1.635	8.176	34.306	1.079	5.395	25.768	2.106
	4	1.335	6.673	40.979	.729	3.646	29.414	.797
	5	1.191	5.953	46.932	.558	2.791	32.205	1.046
	6	1.118	5.589	52.521	.461	2.307	34.512	1.739
	7	1.089	5.445	57.965	.396	1.981	36.493	.773
	8	.973	4.867	62.833				
	9	.908	4.541	67.374				
	10	.843	4.217	71.591				
	11	.787	3.934	75.524				
	12	.742	3.708	79.232				
	13	.689	3.444	82.676				
	14	.620	3.101	85.778				
	15	.594	2.972	88.750				
	16	.542	2.712	91.462				
	17	.536	2.682	94.144				
	18	.453	2.267	96.412				
	19	.416	2.081	98.492				
	20	.302	1.508	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Also, the figure below shows the eigenvalue of every item in the questionnaire and the place of the seven extracted factors.

Figure 10 Factor Scree Plot for the extraversion questionnaire

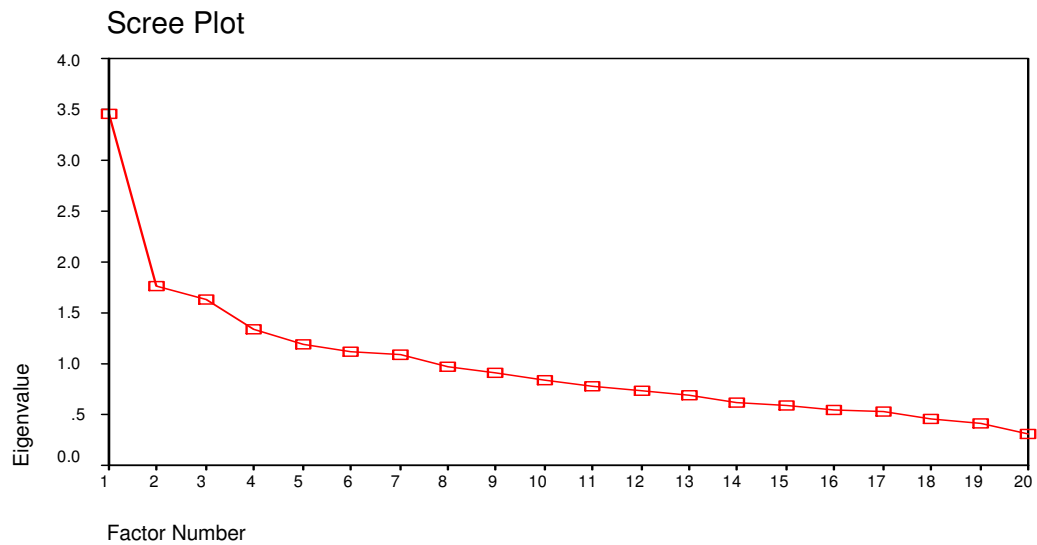


Table 15 factor matrix before rotation for the extraversion questionnaire

Factor Matrix ^a

	Factor						
	1	2	3	4	5	6	7
Q53	.671						
Q38	.650	-.471					
Q18	.499						
Q46	.466						
Q72	.424						
Q16	.418						
Q26	.399		-.359				
Q42	.383						
Q14	.381						
Q30							
Q49							
Q83	.366	.607					
Q10	.378		.543				
Q1			.391				
Q87				.590			
Q57					.571		
Q34							
Q22							-.398
Q61							
Q80							

Extraction Method: Principal Axis Factoring.

a. Attempted to extract 7 factors. More than 25 iterations required. (Convergence=1.822E-03).
Extraction was terminated.

The seven factors were rotated using the research specified rotation method in order to maximize the factor loading of every item. The significant correlations between extracted factors and the questionnaire items before rotation and after rotation are shown in the tables below. On the other hand, all none significant correlations are suppressed automatically by the SPSS programme.

Table 16 factor matrix after rotation for the extraversion questionnaire

Pattern Matrix^a

	Factor						
	1	2	3	4	5	6	7
Q26	.609						
Q30	.504						
Q53	.382	-.374					
Q14							
Q83		.684					
Q46			.529				
Q18	.366		.476				
Q72			.475				
Q49			.470				
Q10			.391				
Q87				.634			
Q57					.675		
Q42							
Q38		-.399				.517	
Q16						.503	
Q34						.417	
Q1						.351	
Q22							-.518
Q61							
Q80							

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 70 iterations.

The above table reports the factor loadings for each variable on the components or factors after rotation. Each number represents the partial correlation between the item and the rotated factor.

Table 17 factor coefficient correlation with extraversion questionnaire items

Structure Matrix

	Factor						
	1	2	3	4	5	6	7
Q26	.583						
Q53	.578	-.350	.426		.416	.428	
Q30	.478						
Q14	.373						
Q42	.367				.364		
Q83		.698	.373				
Q46			.552				
Q18	.462		.519				
Q72			.506				
Q10			.488	.379		.399	
Q49			.408				
Q87				.623			
Q57					.621		
Q38	.480	-.429	.348			.637	
Q16						.519	
Q34						.386	
Q1						.369	
Q22							-.450
Q61							
Q80							

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

The above table shows the structure matrix which shows the simple correlations between variables and factors.

Table 18 factor correlation matrix for the extraversion questionnaire

Factor Correlation Matrix

		1	2	3	4	5	6	7
Factor	1	<i>1.000</i>	<i>-.041</i>	<i>.336</i>	<i>.048</i>	<i>.251</i>	<i>.228</i>	<i>-.274</i>
	2	<i>-.041</i>	<i>1.000</i>	<i>.062</i>	<i>-.054</i>	<i>.050</i>	<i>-.085</i>	<i>-.182</i>
	3	<i>.336</i>	<i>.062</i>	<i>1.000</i>	<i>.159</i>	<i>.213</i>	<i>.363</i>	<i>.066</i>
	4	<i>.048</i>	<i>-.054</i>	<i>.159</i>	<i>1.000</i>	<i>-.110</i>	<i>-.046</i>	<i>.071</i>
	5	<i>.251</i>	<i>.050</i>	<i>.213</i>	<i>-.110</i>	<i>1.000</i>	<i>.281</i>	<i>-.087</i>
	6	<i>.228</i>	<i>-.085</i>	<i>.363</i>	<i>-.046</i>	<i>.281</i>	<i>1.000</i>	<i>.227</i>
	7	<i>-.274</i>	<i>-.182</i>	<i>.066</i>	<i>.071</i>	<i>-.087</i>	<i>.227</i>	<i>1.000</i>

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

c- Neuroticism Questionnaire Factor Analysis

KMO and Bartlett's test of adequate sampling and sphericity makes it clear that the results of the neuroticism questionnaire have an adequate sampling and significant sphericity. Therefore, factor analysis can be done and the oblique rotation must be used. The table below shows the results of the test.

Table 19 KMO and Bartlett's Test for the neuroticism questionnaire

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		<i>.755</i>
Bartlett's Test of Sphericity	Approx. Chi-Square	<i>718.904</i>
	df	<i>253</i>
	Sig.	<i>.000</i>

Moreover, the same extraction method that was used in the previous questionnaire results was used in this questionnaire, and, out of the twenty three items, eight factors were extracted. These factors accounted for 59.9% of the total variance of the questionnaire items. The table below shows the eight factors and their squared loadings before and after rotation.

Table 20 Factor Total Variance for the neuroticism questionnaire

Total Variance Explained

		Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Factor	1	4.438	19.295	19.295	3.887	16.900	16.900	3.203
	2	1.871	8.134	27.429	1.312	5.703	22.603	3.148
	3	1.428	6.208	33.637	.866	3.764	26.367	.812
	4	1.356	5.898	39.535	.819	3.559	29.926	1.359
	5	1.314	5.714	45.249	.695	3.020	32.945	1.232
	6	1.202	5.227	50.476	.599	2.606	35.551	1.032
	7	1.093	4.753	55.229	.578	2.512	38.064	1.034
	8	1.059	4.606	59.835	.459	1.994	40.057	.851
	9	.978	4.253	64.088				
	10	.879	3.822	67.910				
	11	.800	3.476	71.386				
	12	.785	3.414	74.800				
	13	.709	3.083	77.883				
	14	.684	2.972	80.856				
	15	.661	2.873	83.729				
	16	.611	2.656	86.385				
	17	.583	2.534	88.919				
	18	.543	2.361	91.281				
	19	.494	2.146	93.427				
	20	.436	1.894	95.321				
	21	.419	1.821	97.142				
	22	.351	1.526	98.668				
	23	.306	1.332	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Also, the figure below shows the eigenvalue of every item in the questionnaire and the place of the eight extracted factors.

Figure 11 Factor Scree Plot for the neuroticism questionnaire

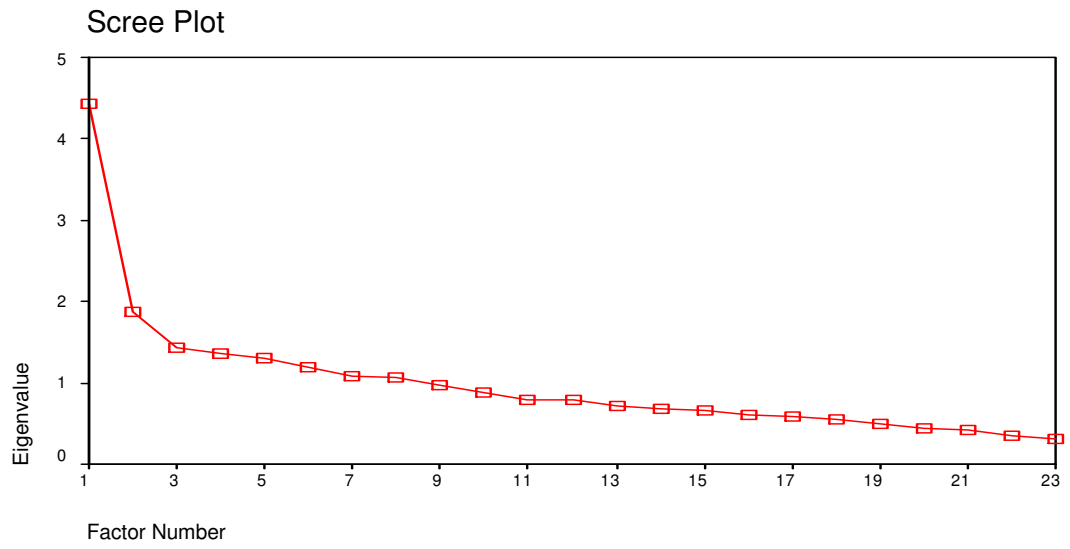


Table 21 factor matrix before rotation for the neuroticism questionnaire

Factor Matrix

	Factor							
	1	2	3	4	5	6	7	8
Q40	.646							
Q20	.625							
Q32	.575							
Q76	.541							
Q3	.539							
Q63	.503							
Q78	.474							
Q7	.451							
Q59	.444							
Q15	.411							
Q70	.409							
Q81	.365	.352						
Q51								
Q55								
Q28	.480	-.518						
Q36								
Q44			.535					
Q65			.533				.381	
Q74								
Q12								
Q67					.479			
Q85								
Q24								

Extraction Method: Principal Axis Factoring.

a. Attempted to extract 8 factors. More than 25 iterations required. (Convergence=7.339 terminated).

In order to maximize the factor loading of every item, these eight factors were rotated using the Direct Oblimin. The significant correlations between extracted factors and the

questionnaire items before rotation and after rotation are shown in the tables below. On the other side, none significant correlations are suppressed automatically by the SPSS programme.

Table 22 factor matrix after rotation for the neuroticism questionnaire

Pattern Matrix^a

	Factor							
	1	2	3	4	5	6	7	8
Q7	.659							
Q32	.555							
Q20	.546							
Q78	.507							
Q59	.492							
Q63	.432							
Q55								
Q70								
Q28		-.833						
Q40		-.779						
Q76		-.721						
Q15		-.524						
Q65			.731					
Q51				.490				
Q36				.459				
Q12								
Q74					.648			
Q67					.508			
Q3						.566		
Q85								
Q44							-.832	
Q24								.456
Q81								.423

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 25 iterations.

The above table reports the factor loadings for each variable on the components or factors after rotation. Each

number represents the partial correlation between the item and the rotated factor.

Table 23 factor coefficient correlation with neuroticism questionnaire items

Structure Matrix

	Factor							
	1	2	3	4	5	6	7	8
Q20	.629	-.387		.371		.415		
Q32	.605	-.496						
Q7	.567							
Q63	.544	-.391						
Q78	.516							
Q59	.477							
Q70	.407							
Q55								
Q40	.453	-.731						
Q28		-.704						
Q76	.418	-.653						
Q15		-.523						
Q65			.685					
Q51				.482				
Q36				.469				
Q12								
Q74					.644			
Q67					.487			
Q85					.361			
Q3	.436	-.502				.639		
Q44							-.786	
Q81				.427				.487
Q24								.459

Extraction Method: Principal Axis Factoring.
 Rotation Method: Oblimin with Kaiser Normalization.

The above table shows the structure matrix which shows the simple correlations between variables and factors.

Table 24 factor correlation matrix for the neuroticism questionnaire

Factor Correlation Matrix

		1	2	3	4	5	6	7	8
Factor	1	1.000	-.605	-.138	.259	.251	.177	-.275	.169
	2	-.605	1.000	-.002	-.137	-.277	-.258	.099	-.209
	3	-.138	-.002	1.000	-.200	-.070	.120	-.068	.039
	4	.259	-.137	-.200	1.000	.160	-.013	.053	.113
	5	.251	-.277	-.070	.160	1.000	.121	.018	.291
	6	.177	-.258	.120	-.013	.121	1.000	-.137	.095
	7	-.275	.099	-.068	.053	.018	-.137	1.000	.047
	8	.169	-.209	.039	.113	.291	.095	.047	1.000

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

d- Lying Questionnaire Factor Analysis

The lying questionnaire results show an adequate sampling and significant sphericity as it was proved using KMO and Bartlett's test. Therefore, factor analysis can be done and the oblique rotation must be used. The table below shows the results of this test.

Table 25 KMO and Bartlett's for the lying questionnaire

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.658
Bartlett's Test of Sphericity	Approx. Chi-Square	521.142
	df	253
	Sig.	.000

In addition, out of the twenty three items, nine factors were extracted using the extraction method used in the thesis. These factors accounted for 60.1% of the total variance of the questionnaire items. The table below shows the nine factors and their squared loadings before and after rotation.

Table 26 Factor Total Variance for the lying questionnaire

Total Variance Explained

		Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Factor	1	3.624	15.758	15.758	2.998	13.037	13.037	2.104
	2	1.549	6.736	22.495	.988	4.294	17.330	1.342
	3	1.430	6.219	28.713	.853	3.710	21.040	1.922
	4	1.394	6.059	34.773	.794	3.451	24.491	1.579
	5	1.349	5.866	40.639	.732	3.181	27.672	.954
	6	1.217	5.291	45.930	.556	2.419	30.091	1.220
	7	1.134	4.930	50.860	.487	2.117	32.208	.824
	8	1.090	4.741	55.601	.454	1.973	34.182	1.981
	9	1.033	4.490	60.090	.430	1.870	36.051	.623
	10	.945	4.110	64.201				
	11	.909	3.951	68.152				
	12	.883	3.839	71.991				
	13	.809	3.519	75.510				
	14	.744	3.236	78.747				
	15	.732	3.183	81.929				
	16	.688	2.993	84.922				
	17	.650	2.826	87.748				
	18	.596	2.591	90.339				
	19	.524	2.278	92.617				
	20	.482	2.097	94.715				
	21	.475	2.067	96.781				
	22	.396	1.724	98.505				
	23	.344	1.495	100.000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Also, the figure below shows the eigenvalue of every item in the questionnaire and the place of the nine extracted factors.

Figure 12 Factor Scree Plot for the lying questionnaire

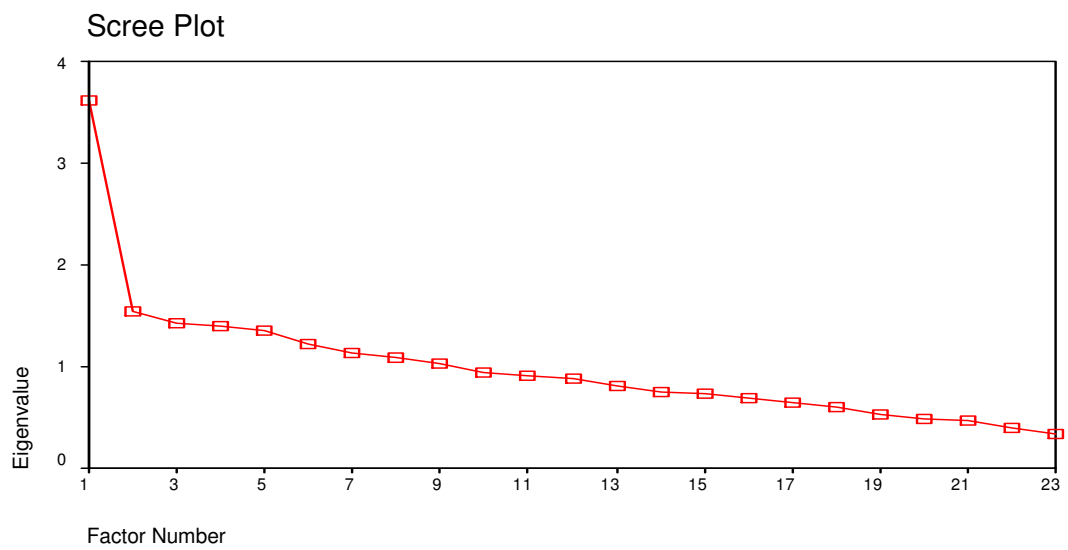


Table 27 factor matrix before rotation for the lying questionnaire

Factor Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q60	.528								
Q79	.492								
Q21	.456								
Q45	.446								
Q68	.423								
Q5	.410				.347				
Q4	.408								
Q25	.404								
Q41	.364								
Q48	.356								
Q8									
Q37									
Q86									
Q33									
Q13		.613		-.350					
Q52									
Q64	.419		-.457						
Q17				-.390					
Q89				.346					
Q82									
Q2							.356		
Q71									
Q56									

Extraction Method: Principal Axis Factoring.

a. Attempted to extract 9 factors. More than 25 iterations required. (Convergence=4.1

In order to maximize the factor loading of every item, these nine factors were rotated using the research specified

rotation method. The significant correlations between extracted factors and the questionnaire items before rotation and after rotation are shown in the tables below, but none significant correlations are suppressed automatically by the SPSS programme.

Table 28 factor matrix after rotation for the lying questionnaire

Pattern Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q25	<i>.611</i>								
Q89	<i>.609</i>								
Q4	<i>.395</i>								
Q79									
Q48									
Q13		<i>.816</i>							
Q60			<i>-.657</i>						
Q64			<i>-.614</i>						
Q82			<i>-.357</i>						
Q17				<i>-.766</i>					
Q45				<i>-.376</i>					
Q86									
Q21					<i>-.601</i>				
Q37					<i>-.413</i>				
Q71						<i>-.580</i>			
Q41						<i>-.391</i>			
Q2							<i>.741</i>		
Q5								<i>.571</i>	
Q52								<i>.554</i>	
Q33								<i>.507</i>	
Q8								<i>.385</i>	
Q68									
Q56									<i>.369</i>

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 47 iterations.

The above table reports the factor loadings for each variable on the components or factors after rotation. Each number represents the partial correlation between the item and the rotated factor.

Table 29 factor coefficient correlation with lying questionnaire items

Structure Matrix

	Factor								
	1	2	3	4	5	6	7	8	9
Q25	.539								
Q89	.502								
Q4	.440								
Q48									
Q13		.765							
Q79	.451	.459	-.362						
Q60			-.635						
Q64			-.623					.352	
Q82			-.380						
Q17				-.677					
Q45	.393			-.489					
Q68				-.393		-.374		.381	
Q86									
Q21					-.584				
Q37					-.405				
Q71						-.539			
Q41	.367	.362				-.490			
Q2							.680		
Q5								.542	
Q52								.499	
Q33								.439	
Q8								.363	
Q56									.357

Extraction Method: Principal Axis Factoring.
 Rotation Method: Oblimin with Kaiser Normalization.

The above table shows the structure matrix which shows the simple correlations between variables and factors.

Table 30 factor correlation matrix for the lying questionnaire

Factor Correlation Matrix

		1	2	3	4	5	6	7	8	9
Factor	1	1.000	.270	-.407	-.345	-.153	-.422	.186	.518	.120
	2	.270	1.000	-.265	-.303	.004	-.098	.126	.278	.002
	3	-.407	-.265	1.000	.311	.345	.196	.034	-.501	-.063
	4	-.345	-.303	.311	1.000	.001	.290	-.129	-.340	.021
	5	-.153	.004	.345	.001	1.000	.080	.238	-.124	-.036
	6	-.422	-.098	.196	.290	.080	1.000	-.009	-.183	.049
	7	.186	.126	.034	-.129	.238	-.009	1.000	.287	.193
	8	.518	.278	-.501	-.340	-.124	-.183	.287	1.000	.173
	9	.120	.002	-.063	.021	-.036	.049	.193	.173	1.000

Extraction Method: Principal Axis Factoring.
 Rotation Method: Oblimin with Kaiser Normalization.

e- The Four Personality Questionnaires Factor Analysis

Factor analyses were also carried out for the correlation between the total of the four personality questionnaires, and the results of the KMO and Bartlett's test show an adequate sampling and significant sphericity. Accordingly, factor analysis can be done and the oblique rotation must be used. The table below shows the results of the test.

Table 31 KMO and Bartlett's Test for the four personality questionnaires

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.529
Bartlett's Test of Sphericity	Approx. Chi-Square	77.102
	df	6
	Sig.	.000

Moreover, using the principal axis factoring as an extraction method, two factors were extracted out of the four figures. These factors accounted for 71.1% of the total variance of the four totals. The table below shows the two factors and their squared loadings before and after rotation.

Table 32 Factor Total Variance for the four personality questionnaires

Total Variance Explained

		Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Factor	1	<i>1.696</i>	<i>42.392</i>	<i>42.392</i>	<i>1.237</i>	<i>30.923</i>	<i>30.923</i>	<i>1.228</i>
	2	<i>1.173</i>	<i>29.317</i>	<i>71.709</i>	<i>.558</i>	<i>13.946</i>	<i>44.868</i>	<i>.591</i>
	3	<i>.660</i>	<i>16.488</i>	<i>88.197</i>				
	4	<i>.472</i>	<i>11.803</i>	<i>100.000</i>				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Also, the figure below shows the eigenvalue of the four totals of the questionnaire and the place of the two extracted factors.

Figure 13 Factor Scree Plot for the four personality questionnaires

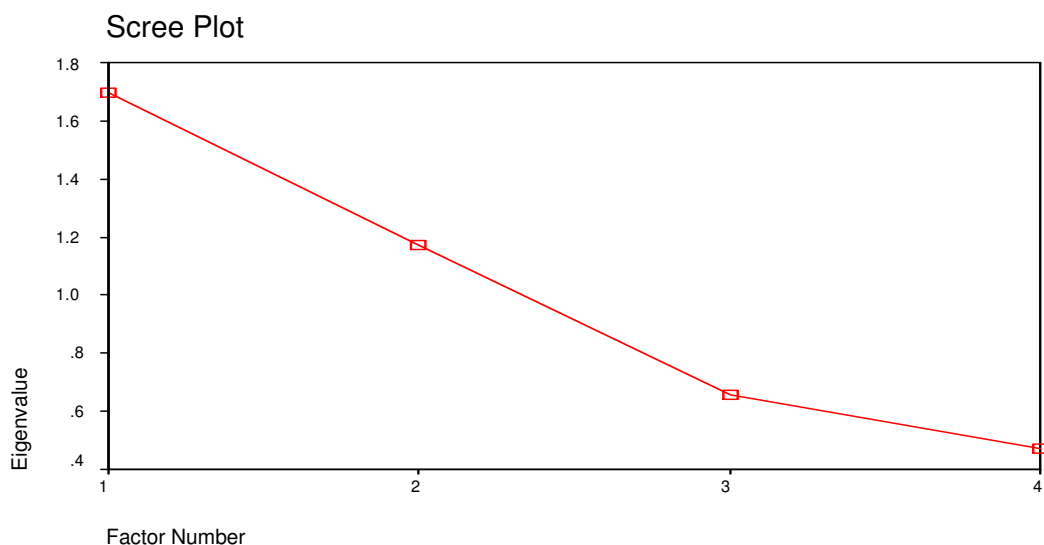


Table 33 factor matrix before rotation for the four personality questionnaires

Factor Matrix ^a

	Factor	
	1	2
TOTAL_L	-.838	
TOTAL_P	.518	
TOTAL_N	.517	-.421
TOTAL_E		.577

Extraction Method: Principal Axis Factoring.

- a. Attempted to extract 2 factors. More than 25 iterations required. (Convergence=2.347E-03). Extraction was terminated.

As the previous questionnaires, in order to maximize the factor loading of every item, these two factors were rotated using the research specified rotation method. The significant correlations between extracted factors and the questionnaire items before rotation and after rotation are shown below, but none significant correlations are suppressed automatically by the SPSS programme.

Table 34 factor matrix after rotation for the four personality questionnaires

Pattern Matrix ^a

	Factor	
	1	2
TOTAL_L	-.867	
TOTAL_P	.526	
TOTAL_E		.575
TOTAL_N	.413	-.481

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

- a. Rotation converged in 4 iterations.

The above table reports the factor loadings for each variable on the components or factors after rotation. Each number represents the partial correlation between the item and the rotated factor.

Table 35 factor coefficient correlation with for the four personality questionnaires total scores

Structure Matrix

	Factor	
	1	2
TOTAL_L	<i>-.856</i>	
TOTAL_P	<i>.524</i>	
TOTAL_E		<i>.560</i>
TOTAL_N	<i>.464</i>	<i>-.525</i>

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

The above table shows the structure matrix which shows the simple correlations between variables and factors.

Table 36 factor correlation matrix for the four personality questionnaires

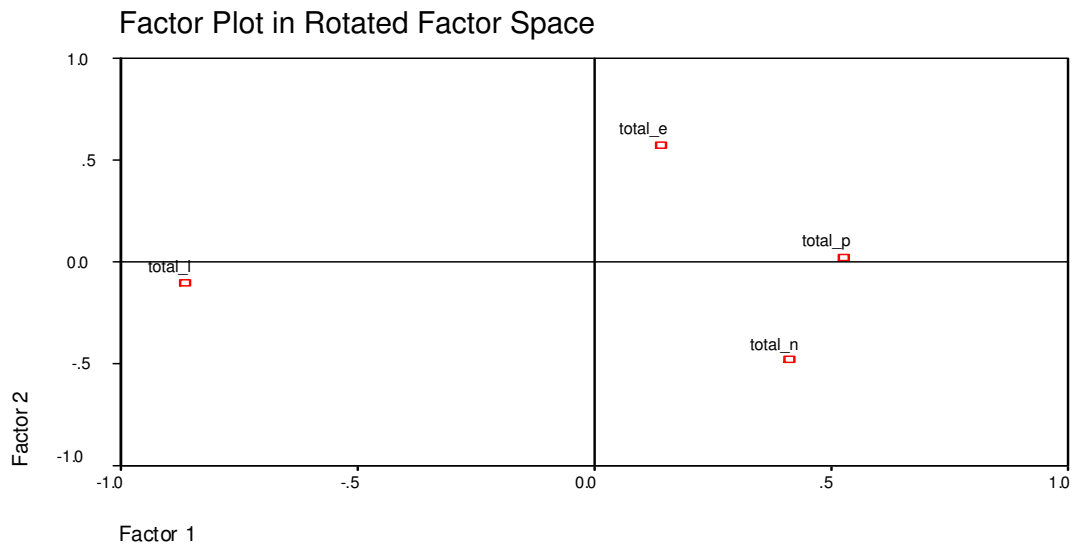
Factor Correlation Matrix

		1	2
Factor	1	<i>1.000</i>	<i>-.106</i>
	2	<i>-.106</i>	<i>1.000</i>

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

Figure 6 Factor Plot in Rotated Factor Space for the four personality questionnaires



As it is evident from the above tables and figures we can concluded that two factors were extracted from these four questionnaires; the first is positively correlated to psychoticism and neurotic dimensions, but it is negatively correlated to lying dimension. The other factor is positively related to extraversion dimension, but it is negatively related to neuroticism dimension. The first factor could be named psychoticism and neuroticism vs. lying dimension and the other factor is extraversion vs. neuroticism dimension.

English Proficiency Test (GPT):

Since the researcher will use a proficiency test of his own, the first thing to be done was to prepare the test and standardize it. The steps of standardizing the tests will be mentioned in details in the following lines.

Procedures of Preparing the Proficiency Test

Preparing an English proficiency test for adult second/foreign language learners should follow systematic procedures that are recommended by specialists in English language testing. Seliger & Shohamy (2004) stated the characteristics of standardized test. They said:

1. The test should be objective.
2. The test should be reliable.
3. The test should be valid.
4. The test should have certain conditions for administration.
5. The test should have guidelines for scoring and interpreting results.
6. The test results should be compared to a normative group.

the Hence, the researcher followed many procedures to come out with the English proficiency test.

Test Designing Procedures:

First of all, the researcher counselled some specialized official websites of English proficiency testing such as www.englishtestprep.com. Moreover, an official TOFEL preparation course - Miller (2001)- was consulted in order to have a sufficient knowledge of areas which should be covered by the test. These areas are the ones in which second/foreign language learners mostly make mistakes. Miller, 2001 stated that there are sixteen types of errors which are "*found in Error Identification questions on the TOEFL CBT structure section*" (Miller, 2001:158).

They are subjects, verbs, nouns, singular and plural, articles, pronouns, appositives, adjectives, adverbs, subordination, noun cases, passive and active modifiers, gerunds and infinitives, prepositions, conjunctions, and comparisons and superlatives.

The researcher made use of Item Response Theory (IRT) which

"provides a superior means for estimating both the ability levels of the test takers and the characteristics of test items (difficulty, discriminations) (Bachman, 1990:7)."

Then the researcher prepared a test containing 120 items that covered all recommended areas. He used some ready-made tests from the internet www.englishprep.com. and some testing items in Miller (2001). Then he designed the items which were not covered by those tests.

The next procedure was to check the reliability and the validity of the test.

Test Content Validity:

In order to check the content validity, the researcher used Expert-Rating Method Bachman (1990). The test was taken to two professors of English in Sana'a University to validate it – Dr Ahmed Al- Qadsi and Professor R. S. Sharma. They recommended other areas to be included in the test as well. After that, a test of 144 items was prepared and given to

Professor Thakur who suggested - based on his professional academic experience - dropping out some weak items (18 items). The rest of the items 126 were organised in a new draft that was taken to the two professors who gave their agreement about the new draft of the test.

Later on, the test was administered to a sample of the third level students in Faculty of Arts. Thirty four students of the third level in the Department of English, Faculty of Arts in Sana'a University were chosen randomly as a sample for standardizing the test. The sample contained seven male students and twenty seven female students.

Test Construct Validity:

The researcher used 'Test Item Analysis' as a tool for checking test construct validity. The test item analysis aims at calculating two important things, the facility value and the discrimination index of every test item.

Test Item Analysis:

After collecting back the test, the students' responses were corrected. The score for a particular item was zero for incorrect answer and one for the correct one. Then the test items were analysed. First, the facility value (facility index) of each item was calculated *"the proportion of difficulty experienced by a group of candidates"* (Child, 2003:402).

Then the discrimination index which, according to Child,

Gives us a measure of how far an item distinguishes between high-scoring and low-scoring candidates (Child, 2003:403).

Those two things were achieved by following many procedures. First, the students' answers were organized according to their scores in the test from the highest to the lowest. Second, the eleven students (%32 of the sample size) who did best in the test were identified and grouped in one group which was called the upper group. Another eleven students who did worst in the test were also identified and grouped in the bottom group. The rest of the students were

considered the medial group. Then for each item in the test, the number of the correct answers of each subgroup was calculated.

After that, the proportion of students responded correctly to an item was considered the facility value of the item. Those items which had facility value less than %15 were dropped because they were considered too difficult items, and those which had more than %85 were also dropped because they were considered too easy items.

Then the differences between the proportion of upper group students who responded correctly and the proportion of bottom group students responded correctly were calculated. i.e. the differences between the total of students in the upper group answered correctly divided by the small (n), which means the total number of the group, and the total of students in the bottom group answered correctly divided by the small (n), which means the total number of the group. The result of this process for each item was considered the discrimination index of that item. Those items which had a discrimination index less than 0.40 were dropped. This way is suitable especially when we have *"the same number of*

participants in both upper and bottom groups" (Child, 2003:404).

The researcher found that there were only 69 items of the test that have shown satisfactory results. Accordingly, the researcher's supervisor advised the researcher to prepare another short test. A test of twenty- five items was prepared and distributed to the same group of the students of the third level. In this time the sample included only thirty three students. The sample contained seven male students and twenty six female students. After collecting the students' responses, the same item analysis was carried out. Fourteen items had got a satisfactory facility value and discrimination index.

Finally, the items that showed satisfactory results in both facility value and discrimination index in both tests (83 items) were chosen to be included in the final draft of the English proficiency test.

The tables No 37& 38 show the eighty three successful items with their facility values and discrimination index.

Table 37: Facility value and discrimination index of test items

Item No	Top Group	Medial Group	Bottom Group	Grand total	Facility Value	Differences	E ₁₋₃
1	8	10	1	19	55.88	7.00	0.64
2	9	7	1	17	50.00	8.00	0.73
3	9	7	1	17	50.00	8.00	0.73
4	9	6	1	16	47.06	8.00	0.73
5	8	6	0	14	41.18	8.00	0.73
6	9	9	1	19	55.88	8.00	0.73
7	8	9	0	17	50.00	8.00	0.73
8	8	9	0	17	50.00	8.00	0.73
9	8	9	0	17	50.00	8.00	0.73
10	8	12	0	20	58.82	8.00	0.73
11	8	7	0	15	44.12	8.00	0.73
12	7	4	0	11	32.35	7.00	0.64
13	7	4	0	11	32.35	7.00	0.64
14	7	6	0	13	38.24	7.00	0.64
15	8	8	0	16	47.06	8.00	0.73
16	8	2	0	10	29.41	8.00	0.73
17	8	12	0	20	58.82	8.00	0.73
18	8	10	1	19	55.88	7.00	0.64
19	7	2	0	9	26.47	7.00	0.64
20	8	10	1	19	55.88	7.00	0.64
21	8	8	0	16	47.06	8.00	0.73
22	8	10	1	19	55.88	7.00	0.64
23	8	9	0	17	50.00	8.00	0.73
24	8	5	0	13	38.24	8.00	0.73
25	7	6	0	13	38.24	7.00	0.64
26	8	4	0	12	35.29	8.00	0.73
27	8	9	0	17	50.00	8.00	0.73
28	7	9	0	16	47.06	7.00	0.64
29	8	10	1	19	55.88	7.00	0.64
30	8	10	0	18	52.94	8.00	0.73
31	8	6	1	15	44.12	7.00	0.64
32	8	5	0	13	38.24	8.00	0.73
33	8	7	0	15	44.12	8.00	0.73
34	8	8	0	16	47.06	8.00	0.73
35	8	12	0	20	58.82	8.00	0.73
36	9	10	1	20	58.82	8.00	0.73
37	8	9	0	17	50.00	8.00	0.73
38	8	10	0	18	52.94	8.00	0.73
39	8	8	0	16	47.06	8.00	0.73
40	8	10	0	18	52.94	8.00	0.73
41	7	3	0	10	29.41	7.00	0.64
42	8	7	0	15	44.12	8.00	0.73
43	7	10	0	17	50.00	7.00	0.64
44	8	10	0	18	52.94	8.00	0.73
45	8	9	0	17	50.00	8.00	0.73
46	8	7	0	15	44.12	8.00	0.73
47	7	5	0	12	35.29	7.00	0.64
48	7	4	0	11	32.35	7.00	0.64

49	7	6	0	13	38.24	7.00	0.64
50	8	11	1	20	58.82	7.00	0.64
51	7	5	0	12	35.29	7.00	0.64
52	7	3	0	10	29.41	7.00	0.64
53	8	10	1	19	55.88	7.00	0.64
54	7	4	0	11	32.35	7.00	0.64
55	8	2	0	10	29.41	8.00	0.73
56	8	11	0	19	55.88	8.00	0.73
57	8	8	0	16	47.06	8.00	0.73
58	8	11	1	20	58.82	7.00	0.64
59	7	7	0	14	41.18	7.00	0.64
60	8	10	1	19	55.88	7.00	0.64
61	8	4	0	12	35.29	8.00	0.73
62	8	2	0	10	29.41	8.00	0.73
63	8	5	0	13	38.24	8.00	0.73
64	8	11	0	19	55.88	8.00	0.73
65	8	3	0	11	32.35	8.00	0.73
66	8	11	0	19	55.88	8.00	0.73
67	8	9	0	17	50.00	8.00	0.73
68	8	9	0	17	50.00	8.00	0.73
69	8	6	0	14	41.18	8.00	0.73

Table 38: Facility value and discrimination index of test items

Item No	Top Group	Medial Group	Bottom Group	Grand total	Facility Value	Differences	E ₁₋₃
70	9	6	2	17	51.52	7.00	0.64
71	10	10	3	23	69.70	7.00	0.64
72	8	3	0	11	33.33	8.00	0.73
73	7	2	0	9	27.27	7.00	0.64
74	8	6	0	14	42.42	8.00	0.73
75	8	8	0	16	48.48	8.00	0.73
76	11	10	3	24	72.73	8.00	0.73
77	6	3	0	9	27.27	6.00	0.55
78	7	2	0	9	27.27	7.00	0.64
79	8	9	0	17	51.52	8.00	0.73
80	9	0	1	10	30.30	8.00	0.73
81	8	7	0	15	45.45	8.00	0.73
82	7	8	0	15	45.45	7.00	0.64
83	7	0	0	7	21.21	7.00	0.64

Test Face Validity:

After finalizing the proficiency test, the researcher distributed it to a small sample of third level students (eleven students)

to check the face validity of the test and if there is any practical difficulties or problems.

The researcher did not come across any difficulties, and he found that the students did not take more than one hour and fifteen minutes to answer the test. The students agreed about the validity of the test as a measure of their English proficiency.

Test Internal- Consistency Reliability:

Two ways were used to check the internal- consistency reliability of the proficiency test. The first one was finding out the test reliability using Cronbach Alpha (α) formula which " *provide an accurate internal consistency estimate*" (Brown, 2001:173).

The second one was using Spearman- Brown's unequal-length split half. The test has achieved a high level of reliability. It has got 0.87 in alpha test and 0.82 in Spearman- Brown unequal- length test.

Thesis Procedures:

After the proficiency test has been prepared and standardized, it has been distributed, in addition to the four personality tests which were combined in a single test, to a small group of students (ten students) to check the practicality of these tests.

After checking the practicality of the tests, the sample was selected randomly and tests were distributed among the respondents.

The respondents were given the necessary instructions for the tests especially for the personality tests. They had been told that there is no correct and incorrect answer, and they have to answer the statements quickly without thinking deeply in their meaning. They have also been told not to leave any item of the test without answer, otherwise the test will be considered not of use. While collecting back the answered sheets, the researcher made sure that there were no items left without answer. When that happened, he drew the attention of the student to the forgotten items.

After collecting back the answers, the data was compiled. The Faculty of Languages was given numeric figure

which was (1). Similarly, Faculty of Education was given the number (2), and the Faculty of Arts was given the number (3). Male students were given (1) as numeric code, and (2) was given to female students.

Proficiency Test Items Correlation with Total Scores:

Concerning the proficiency test, another way to show its validity was carried out by calculating the correlation between every item of the test and the total scores of the test. Table 39 shows the results.

Table 39: Test items correlation with total score of the proficiency test.

Correlations		Total Score	
PROQ1	Pearson Correlation	0.458	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ2	Pearson Correlation	0.315	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ3	Pearson Correlation	0.31	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ4	Pearson Correlation	0.458	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ5	Pearson Correlation	-0.111	
	Sig. (2-tailed)	0.158	not significant
	N	164	
PROQ6	Pearson Correlation	0.177	
	Sig. (2-tailed)	0.024	significant
	N	164	
PROQ7	Pearson Correlation	0.282	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ8	Pearson Correlation	0.337	

	Sig. (2-tailed)	0	significant
	N	164	
PROQ9	Pearson Correlation	0.24	
	Sig. (2-tailed)	0.002	significant
	N	164	
PROQ10	Pearson Correlation	0.454	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ11	Pearson Correlation	0.18	
	Sig. (2-tailed)	0.021	significant
	N	164	
PROQ12	Pearson Correlation	0.261	
	Sig. (2-tailed)	0.001	significant
	N	164	
PROQ13	Pearson Correlation	0.357	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ14	Pearson Correlation	0.297	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ15	Pearson Correlation	0.564	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ16	Pearson Correlation	0.144	
	Sig. (2-tailed)	0.066	not significant
	N	164	
PROQ17	Pearson Correlation	0.182	
	Sig. (2-tailed)	0.02	significant
	N	164	
PROQ18	Pearson Correlation	0.322	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ19	Pearson Correlation	0.132	
	Sig. (2-tailed)	0.092	not significant
	N	164	
PROQ20	Pearson Correlation	0.235	
	Sig. (2-tailed)	0.002	significant
	N	164	
PROQ21	Pearson Correlation	0.096	
	Sig. (2-tailed)	0.22	not significant
	N	164	
PROQ22	Pearson Correlation	0.276	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ23	Pearson Correlation	0.162	
	Sig. (2-tailed)	0.038	significant
	N	164	

PROQ24	Pearson Correlation	0.02	
	Sig. (2-tailed)	0.795	not significant
	N	164	
PROQ25	Pearson Correlation	0.332	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ26	Pearson Correlation	-0.02	
	Sig. (2-tailed)	0.802	not significant
	N	164	
PROQ27	Pearson Correlation	0.474	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ28	Pearson Correlation	0.375	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ29	Pearson Correlation	0.165	
	Sig. (2-tailed)	0.035	significant
	N	164	
PROQ30	Pearson Correlation	0.191	
	Sig. (2-tailed)	0.014	significant
	N	164	
PROQ31	Pearson Correlation	0.502	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ32	Pearson Correlation	0.295	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ33	Pearson Correlation	0.469	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ34	Pearson Correlation	0.337	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ35	Pearson Correlation	0.202	
	Sig. (2-tailed)	0.01	significant
	N	164	
PROQ36	Pearson Correlation	0.403	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ37	Pearson Correlation	0.172	
	Sig. (2-tailed)	0.027	significant
	N	164	
PROQ38	Pearson Correlation	0.511	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ39	Pearson Correlation	0.07	
	Sig. (2-tailed)	0.371	not significant
	N	164	

PROQ40	Pearson Correlation	0.457	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ41	Pearson Correlation	0.023	
	Sig. (2-tailed)	0.77	not significant
	N	164	
PROQ42	Pearson Correlation	0.145	
	Sig. (2-tailed)	0.065	not significant
	N	164	
PROQ43	Pearson Correlation	0.117	
	Sig. (2-tailed)	0.135	not significant
	N	164	
PROQ44	Pearson Correlation	0.334	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ45	Pearson Correlation	0.444	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ46	Pearson Correlation	0.327	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ47	Pearson Correlation	0.122	
	Sig. (2-tailed)	0.12	not significant
	N	164	
PROQ48	Pearson Correlation	0.185	
	Sig. (2-tailed)	0.018	significant
	N	164	
PROQ49	Pearson Correlation	0.183	
	Sig. (2-tailed)	0.019	significant
	N	164	
PROQ50	Pearson Correlation	0.363	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ51	Pearson Correlation	0.377	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ52	Pearson Correlation	0.457	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ53	Pearson Correlation	0.459	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ54	Pearson Correlation	0.256	
	Sig. (2-tailed)	0.001	significant
	N	164	
PROQ55	Pearson Correlation	0.265	
	Sig. (2-tailed)	0.001	significant
	N	164	

PROQ56	Pearson Correlation	0.403	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ57	Pearson Correlation	0.293	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ58	Pearson Correlation	0.374	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ59	Pearson Correlation	0.116	
	Sig. (2-tailed)	0.139	not significant
	N	164	
PROQ60	Pearson Correlation	0.422	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ61	Pearson Correlation	0.492	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ62	Pearson Correlation	0.28	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ63	Pearson Correlation	0.237	
	Sig. (2-tailed)	0.002	significant
	N	164	
PROQ64	Pearson Correlation	0.449	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ65	Pearson Correlation	0.313	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ66	Pearson Correlation	0.375	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ67	Pearson Correlation	0.323	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ68	Pearson Correlation	0.2	
	Sig. (2-tailed)	0.01	significant
	N	164	
PROQ69	Pearson Correlation	0.334	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ70	Pearson Correlation	0.465	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ71	Pearson Correlation	0.31	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ72	Pearson Correlation	0.296	
	Sig. (2-tailed)	0	significant
	N	164	

PROQ73	Pearson Correlation	0.311	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ74	Pearson Correlation	0.49	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ75	Pearson Correlation	0.263	
	Sig. (2-tailed)	0.001	significant
	N	164	
PROQ76	Pearson Correlation	0.474	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ77	Pearson Correlation	-0.058	
	Sig. (2-tailed)	0.457	not significant
	N	164	
PROQ78	Pearson Correlation	0.164	
	Sig. (2-tailed)	0.035	significant
	N	164	
PROQ79	Pearson Correlation	0.207	
	Sig. (2-tailed)	0.008	significant
	N	164	
PROQ80	Pearson Correlation	0.285	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ81	Pearson Correlation	0.495	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ82	Pearson Correlation	0.342	
	Sig. (2-tailed)	0	significant
	N	164	
PROQ83	Pearson Correlation	-0.054	
	Sig. (2-tailed)	0.49	not significant
	N	164	
Total Score	Pearson Correlation	1	
	Sig. (2-tailed)	.	
	N	164	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As it is evident from the figures in the table (39), all the items have proved a significant correlation with the total scores except 10 items which were not significant and 4 items were very close to significant.

The proficiency test was corrected by giving one mark for the correct answer and zero for the incorrect answer. In regard to EPQ-P, EPQ-E, EPQ-N, EPQ-L they have Key-answer tables. Every answer that a student gave to an item was compared with the answer given in the tables, and if they are the same, a mark was given to the student's answer of this particular item. If they are different, the student was given zero. Key -answer tables are attached in appendix 3 of the thesis. Then the total marks for every test was calculated. Lastly, the data was put and analyzed using "SPSS 10.0 for windows" programme. The mean, median, mode, range and standard deviation of every variable were calculated in different levels.

First, they were calculated for the students' scores in English proficiency in case of female students in Faculty of Arts. Then they were calculated for the students' scores in English proficiency in case of male students in Faculty of Arts. After that, they were calculated for the students' scores in English proficiency in case of all students in Faculty of Arts. Independent T-test was used to check if there are significant differences between male and female students in

the Faculty of Arts. These procedures were repeated in Faculty of Education and in Faculty of Languages. Then the differences among the three faculties were checked using ANOVA Test that uses Leven's Test for equality of variance and T-Test for equality of means. Lastly, Post Hoc Range Test (multiple comparisons) was used to determine which mean exactly differs.

All the previous procedures were followed for every other variable, i.e. psychoticism, extraversion, neuroticism, and lying.

After finishing the descriptive statistics and group differences, Pearson Product Moment Correlation was used as a correlation analytic technique to check the correlation between English proficiency and personality traits. This technique was selected because in Language studies the results of attitude and personality questionnaires are considered "*interval scale*" (Brown, 2001, 18). The correlation was calculated in many levels. The correlation was calculated first between the personality traits of third level male students in the Department of English in every Faculty and their English proficiency.

Second, the correlation between the personality traits of the third level female students and their English proficiency was calculated.

Then the correlation between the personality traits of the third level students - males and females taken together- in every faculty and their English proficiency was calculated.

After that, the correlation between the personality traits of the third level male students in the three faculties and their English proficiency was calculated.

Then the correlation between the personality traits of the third level female students in the three faculties and their English proficiency was calculated.

Lastly, the correlation between the personality traits of the third level students – males and females - in the three faculties and their English proficiency was calculated.

Reliability Analysis of Research Data Collection Tools:

The reliability of every test – the four personality tests and the proficiency test- was calculated using two formulas. The first one was finding out the test reliability using Cronbach Alpha (α) formula. The second one was using Spearman- Brown's unequal-length split half.

Table 40 shows the values that every test had achieved. As it is shown in the table all tests have achieved good reliability level especially the proficiency test.

Table 40: Reliability tests of personality and the proficiency tests

	EPQ-P	EPQ-E	EPQ-N	EPQ-L	EPT
Alpha	.7044	.7224	.7892	.7462	.8650
Spearman- Brown Unequal-length	.7426	.6812	.8147	.7299	.8198

EPQ-P = Psychoticism
 EPQ-E = Extraversion
 EPQ-N = Neuroticism
 EPQ-L = Lying
 EPT= English Proficiency Test

On the basis of the figures in the above table, Eysenck Personality Questionnaire – Psychoticism has achieved 0.70 in Alpha test and 0.74 in Spearman- Brown unequal- length test. Both results are considered acceptable reliability in personality tests.

Similarly, Eysenck Personality Questionnaire – Extraversion has achieved 0.72 in alpha test and 0.68 in Spearman- Brown unequal- length test, and they both are acceptable in psychological studies.

Moreover, Eysenck Personality Questionnaire – Neuroticism showed 0.78 in alpha test and 0.81 in Spearman- Brown unequal- length test, and these results are considered more than accepted in psychological tests.

Furthermore, Eysenck Personality Questionnaire – Lying has achieved 0.75 in alpha test and 0.73 in Spearman- Brown unequal length test, and they both are acceptable in psychological studies.

In regard to the English proficiency test (EPT), it has achieved the highest level of reliability in the five tests. It has got 0.87 in alpha test and 0.82 in Spearman- Brown unequal-length test.

Chapter IV: Data Analysis

1) Students' Proficiency in English:

a) Faculty of Arts:

b) Faculty of Education:

c) Faculty of Languages:

2) Students' Personality Traits:

a) Psychoticism:

b) Extraversion:

c) Neuroticism:

d) Lying:

3) Correlation between Personality and English proficiency:

a) Psychoticism and English proficiency:

b) Extraversion and English proficiency:

c) Neuroticism and English proficiency:

d) Lying and proficiency in English:

1) Students' Proficiency in English:

a) Faculty of Arts:

Table 41: Females in the Faculty of Arts and their score in proficiency test

Case Summaries

a

	SID	Total Score
1	103	66
2	104	55
3	105	32
4	106	31
5	107	40
6	108	37
7	109	37
8	110	36
9	111	38
10	112	48
11	113	49
12	114	43
13	115	42
14	116	42
15	117	48
16	118	58
17	119	42
18	120	46
19	121	37
20	122	42
21	123	53
22	124	41
23	125	29
24	126	30
25	127	55
26	128	39
27	129	40
28	130	64
29	131	46
30	132	52
31	133	62
32	134	50
33	135	43
34	136	66
35	137	44
36	138	36
37	139	60
38	140	23
39	141	38
40	142	59
41	143	42
42	144	39
43	145	43
44	146	17
45	147	29
Total	N	45

a. SEX = female, FACULTY = Faculty of Arts

Table 42: Descriptive statistics for proficiency scores of female students in the Faculty of Arts

Statistics ^a

<i>Total Score</i>		
N	Valid	45
	Missing	0
Mean		43.76
Median		42.00
Mode		42
Std. Deviation		11.12
Range		49

a. SEX = female, FACULTY = Faculty of Arts

Table 43: Males in the Faculty of Arts and their score in proficiency Test

Case Summaries ^a

		SID	Total Score
1		148	25
2		149	39
3		150	45
4		151	19
5		152	33
6		153	56
7		154	51
Total	N	7	7

a. SEX = male, FACULTY = Faculty of Arts

Table 44: Descriptive statistics for proficiency scores of male students in the Faculty of Arts

Statistics ^b

<i>Total Score</i>		
N	Valid	7
	Missing	0
Mean		38.29
Median		39.00
Mode		19 ^a
Std. Deviation		13.52
Range		37

a. Multiple modes exist. The smallest value is shown

b. SEX = male, FACULTY = Faculty of Arts

Table 45: Descriptive statistics for proficiency scores of all students in the Faculty of Arts

Statistics ^a

Total Score

N	Valid	52
	Missing	0
Mean		43.02
Median		42.00
Mode		42
Std. Deviation		11.48
Range		49

a. FACULTY = Faculty of Arts

Table 46: Males and females differences in proficiency score in the Faculty of Arts

Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total Score	Equal variances assumed	.623	.434	-1.177	50	.245	-5.47	4.65	-14.80	3.86
	Equal variances not assumed			-1.018	7.318	.341	-5.47	5.37	-18.07	7.13

a. FACULTY = Faculty of Arts

As it is evident from the tables above, i.e. table 41, table 42, table 43, table 44, and table 46, students' proficiency in English has no significant differences between males and females in the Faculty of Arts.

b) Faculty of Education:

Table 47: Females in the Faculty of Education and their score in proficiency test

Case Summaries

a

	SID	Total Score
1	44	29
2	45	30
3	46	37
4	47	45
5	48	44
6	49	48
7	50	35
8	51	29
9	52	25
10	53	39
11	54	48
12	55	36
13	56	32
14	57	44
15	58	42
16	59	33
17	60	38
18	61	30
19	62	37
20	63	36
21	64	35
22	65	34
23	66	35
24	67	22
25	68	45
26	69	46
27	70	40
28	71	30
29	72	37
30	73	46
31	74	30
32	75	31
33	76	42
34	77	33
35	78	32
36	79	47
37	80	60
38	81	26
39	82	27
40	83	41
41	84	42
42	85	50
43	86	34
44	87	39
45	88	36
46	89	41
47	90	31
48	91	65
49	92	40
50	93	34
51	94	30
52	95	47
53	96	42
54	97	49
55	98	37
56	99	32
57	100	33
58	101	31
59	102	44
Total	N	59

a. SEX = female, FACULTY = Faculty of Education

Table 48: Descriptive statistics for proficiency scores of female students in the Faculty of Education

Statistics ^a

Total Score

N	Valid	59
	Missing	0
Mean		37.85
Median		37.00
Mode		30
Std. Deviation		8.16
Range		43

a. SEX = female, FACULTY = Faculty of Education

Table 49: Males in the Faculty of Education and their score in proficiency test

Case Summaries ^a

	SID	Total Score
1	155	34
2	156	36
3	157	31
4	158	50
5	159	37
6	160	50
7	161	36
8	162	51
9	163	60
10	164	49
Total	N	10

a. SEX = male, FACULTY = Faculty of Education

Table 50: Descriptive statistics for proficiency scores of male students in the Faculty of Education

Statistics ^b

Total Score

N	Valid	10
	Missing	0
Mean		43.40
Median		43.00
Mode		36 ^a
Std. Deviation		9.69
Range		29

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Education

Table 51: Descriptive statistics for proficiency scores of all students in the Faculty of Education

Statistics ^b

Total Score

N	Valid	69
	Missing	0
Mean		38.65
Median		37.00
Mode		30 ^a
Std. Deviation		8.55
Range		43

- a. Multiple modes exist. The smallest value is shown
- b. FACULTY = Faculty of Education

Table 52: Males and females differences in proficiency score in the Faculty of Education

Independent Samples^aTest

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Total Score	Equal variances assumed	.764	.189	1.938	67	.057	5.55	2.86	-17	11.27
	Equal variances not assumed			1.713	11.267	.114	5.55	3.24	-1.56	12.67

a. FACULTY = Faculty of Education

The figures in the five tables listed above, i.e. table 47, table 48, table 49, table 50, and table 52, make it evident that students' proficiency in English has significant differences between male and female students in the Faculty of Education in favour of male students.

c) Faculty of Languages:

Table 53: Females in the Faculty of Languages and their score in proficiency test

Case Summaries ^a

	SID	Total Score
1	1	49
2	2	50
3	3	57
4	4	34
5	5	22
6	6	74
7	7	27
8	8	38
9	9	41
10	10	40
11	11	48
12	12	51
13	13	44
14	14	64
15	15	29
16	16	43
17	17	52
18	18	39
19	19	39
20	20	37
21	21	60
22	22	70
23	23	63
24	24	32
25	25	37
26	26	38
27	27	28
28	28	34
29	29	46
Total	N	29

a. SEX = female, FACULTY = Faculty of Languages

Table 54: Descriptive statistics for proficiency scores of female students in the Faculty of Languages

Statistics ^b

Total Score

N	Valid	29
	Missing	0
Mean		44.34
Median		41.00
Mode		34 ^a
Std. Deviation		13.09
Range		52

- a. Multiple modes exist. The smallest value is shown
- b. SEX = female, FACULTY = Faculty of Languages

Table 55: Males in the Faculty of Languages and their score in proficiency test

Case Summaries ^a

		SID	Total Score
1		30	49
2		31	38
3		32	40
4		33	42
5		34	53
6		35	63
7		36	67
8		37	45
9		38	35
10		39	66
11		40	65
12		41	60
13		42	57
14		43	42
Total	N	14	14

- a. SEX = male, FACULTY = Faculty of Languages

Table 56: Descriptive statistics for proficiency scores of male students in the Faculty of Languages

Statistics ^a

Total Score

N	Valid	14
	Missing	0
Mean		51.57
Median		51.00
Mode		42
Std. Deviation		11.39
Range		32

a. SEX = male, FACULTY = Faculty of Languages

Table 57: Descriptive statistics for proficiency scores of all students in the Faculty of Languages

Statistics ^a

Total Score

N	Valid	43
	Missing	0
Mean		46.70
Median		44.00
Mode		38
Std. Deviation		12.89
Range		52

a. FACULTY = Faculty of Languages

Table 58: Males and females differences in proficiency score in the Faculty of Languages

Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total Score	Equal variances assumed	.046	.832	1.766	41	.085	7.23	4.09	-1.04	15.49
	Equal variances not assumed			1.856	29.333	.074	7.23	3.89	-.73	15.19

a. FACULTY = Faculty of Languages

On the basis of the figures in the five tables listed above, i.e., table 53, table 54, table 55, table 56, and table 58, we can conclude that students' proficiency in English has

differences close to significant between male and female students in the Faculty of Languages in favour of male students.

Table 59: Males and females differences in English proficiency

Independent Samples Test

		Levene's Test for equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Total Score	Equal variances assumed	1.930	.167	2.114	162	.036	4.67	2.21	.31	9.04
	Equal variances not assumed			1.946	41.385	.058	4.67	2.40	-.17	9.52

The figures in the table listed above make it evident that, English proficiency has significant males and females differences in the three faculties in favour of male students.

Differences among faculties in English proficiency

Table 60: Descriptive table of the proficiency scores in the three faculties

Descriptives

Total Score

	N	Mean	Std. Deviation	Std. Error	% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Faculty of Language	43	46.70	12.89	1.97	42.73	50.66	22	74
Faculty of Education	69	38.65	8.55	1.03	36.60	40.71	22	65
Faculty of Arts	52	43.02	11.48	1.59	39.82	46.22	17	66
Total	164	42.15	11.20	.87	40.42	43.87	17	74

Table 61: ANOVA test for the proficiency scores in the three faculties

ANOVA

Total Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1772.785	2	886.393	7.646	.001
Within Groups	18663.703	161	115.924		
Total	20436.488	163			

The figures in the tables listed above make it evident that, English Proficiency has significant differences among the three faculties.

Table 62: Post Hoc Tests for the proficiency test in the three faculties

Multiple Comparisons

Dependent Variable: Total Score

Tamhane

				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
(I) FACULTY	Faculty of Language	(J) FACULTY	Faculty of Education	8.05*	2.09	.002	2.61	13.48
			Faculty of Arts	3.68	2.22	.385	-2.48	9.84
	Faculty of Education	(J) FACULTY	Faculty of Language	-8.05*	2.09	.002	-13.48	-2.61
			Faculty of Arts	-4.37	1.98	.069	-8.98	.24
	Faculty of Arts	(J) FACULTY	Faculty of Language	-3.68	2.22	.385	-9.84	2.48
			Faculty of Education	4.37	1.98	.069	-.24	8.98

*. The mean difference is significant at the .05 level.

The figures in the table listed above make it evident that students' proficiency in English has significant differences between the Faculty of Education and the Faculty of languages, but no significant differences in students' English proficiency are found between the Faculty of Arts and the other two faculties.

2) Students' Personality Traits:

a) Psychoticism:

Table 63: Females in the Faculty of Arts and their score in psychoticism test

Case Summaries a

	SID	TOTAL_P
1	103	2
2	104	1
3	105	9
4	106	1
5	107	4
6	108	2
7	109	4
8	110	8
9	111	4
10	112	2
11	113	2
12	114	3
13	115	2
14	116	0
15	117	2
16	118	3
17	119	3
18	120	4
19	121	4
20	122	4
21	123	3
22	124	3
23	125	2
24	126	4
25	127	2
26	128	5
27	129	3
28	130	1
29	131	0
30	132	4
31	133	3
32	134	1
33	135	5
34	136	1
35	137	4
36	138	3
37	139	1
38	140	2
39	141	1
40	142	2
41	143	2
42	144	4
43	145	4
44	146	10
45	147	7
Total	N	45

a. SEX = female, FACULTY = Faculty of Arts

Table 64: Descriptive statistics for psychoticism scores of female students in the Faculty of Arts

Statistics ^b

TOTAL_P

N	Valid	45
	Missing	0
Mean		3.13
Median		3.00
Mode		2 ^a
Std. Deviation		2.14
Range		10

- a. Multiple modes exist. The smallest value is shown
- b. SEX = female, FACULTY = Faculty of Arts

Table 65: Males in the Faculty of Arts and their score in psychoticism test

Case Summaries ^a

		SID	TOTAL_P
1		148	10
2		149	5
3		150	17
4		151	4
5		152	9
6		153	1
7		154	2
Total	N	7	7

- a. SEX = male, FACULTY = Faculty of Arts

Table 66: Descriptive statistics for psychoticism scores of male students in the Faculty of Arts

Statistics ^b

TOTAL_P

N	Valid	7
	Missing	0
Mean		6.86
Median		5.00
Mode		1 ^a
Std. Deviation		5.58
Range		16

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Arts

Table 67: Descriptive statistics for psychoticism scores of all students in the Faculty of Arts

Statistics ^b

TOTAL_P

N	Valid	52
	Missing	0
Mean		3.63
Median		3.00
Mode		2 ^a
Std. Deviation		3.04
Range		17

- a. Multiple modes exist. The smallest value is shown
- b. FACULTY = Faculty of Arts

Table 68: Males and females differences in psychoticism in the Faculty of Arts

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_P	Equal variances assumed	17.163	.000	3.290	50	.002	3.72	1.13	1.45	6.00
	Equal variances not assumed			1.746	6.277	.129	3.72	2.13	-1.44	8.89

- a. FACULTY = Faculty of Arts

On the basis of the figures in the five tables listed above, i.e., table 63, table 64, table 65, table 66, and table 68, we can conclude that students' scores in psychoticism have significant differences between male and female students in Faculty of Arts in favour of male students.

Table 69: Females in the Faculty of Education and their score in psychoticism test

Case Summaries

a

	SID	TOTAL_P
1	44	1
2	45	5
3	46	10
4	47	7
5	48	1
6	49	1
7	50	0
8	51	5
9	52	3
10	53	6
11	54	3
12	55	4
13	56	0
14	57	1
15	58	2
16	59	5
17	60	3
18	61	3
19	62	2
20	63	4
21	64	3
22	65	2
23	66	5
24	67	5
25	68	8
26	69	6
27	70	6
28	71	6
29	72	3
30	73	4
31	74	2
32	75	10
33	76	2
34	77	2
35	78	5
36	79	4
37	80	1
38	81	3
39	82	5
40	83	5
41	84	0
42	85	6
43	86	9
44	87	2
45	88	7
46	89	5
47	90	3
48	91	4
49	92	4
50	93	9
51	94	2
52	95	5
53	96	2
54	97	4
55	98	3
56	99	2
57	100	2
58	101	4
59	102	5
Total	N	59

a. SEX = female, FACULTY = Faculty of Education

Table 70: Descriptive statistics for psychoticism scores of female students in the Faculty of Education

Statistics ^b

TOTAL_P

N	Valid	59
	Missing	0
Mean		3.92
Median		4.00
Mode		2 ^a
Std. Deviation		2.39
Range		10

- a. Multiple modes exist. The smallest value is shown
 b. SEX = female, FACULTY = Faculty of Education

Table 71: Males in the Faculty of Education and their score in psychoticism test

Case Summaries ^a

	SID	TOTAL_P
1	155	8
2	156	16
3	157	13
4	158	4
5	159	4
6	160	7
7	161	4
8	162	3
9	163	2
10	164	6
Total	N	10

- a. SEX = male, FACULTY = Faculty of Education

Table 72: Descriptive statistics for psychoticism scores of male students in the Faculty of Education

Statistics ^a

TOTAL_P

N	Valid	10
	Missing	0
Mean		6.70
Median		5.00
Mode		4
Std. Deviation		4.55
Range		14

a. SEX = male, FACULTY = Faculty of Education

Table 73: Descriptive statistics for psychoticism scores of all students in the Faculty of Education

Statistics ^a

TOTAL_P

N	Valid	69
	Missing	0
Mean		4.32
Median		4.00
Mode		2
Std. Deviation		2.93
Range		16

a. FACULTY = Faculty of Education

Table 74: Males and females differences in psychoticism in the Faculty of Education

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_P	Equal variances assumed	7.264	.009	2.927	67	.005	2.78	.95	.89	4.68
	Equal variances not assumed			1.893	9.863	.088	2.78	1.47	-.50	6.07

a. FACULTY = Faculty of Education

The figures in the five tables listed above, i.e. table 69, table 70, table 71, table 72, and table 74, make it evident that students' scores in psychoticism have significant differences between male and female students in the Faculty of Education in favour of male students.

Table 75: Females in the Faculty of Languages and their score in psychoticism test

Case Summaries ^a

	SID	TOTAL_P
1	1	2
2	2	3
3	3	0
4	4	0
5	5	1
6	6	3
7	7	1
8	8	1
9	9	3
10	10	3
11	11	9
12	12	1
13	13	1
14	14	7
15	15	9
16	16	1
17	17	1
18	18	8
19	19	2
20	20	13
21	21	5
22	22	4
23	23	3
24	24	7
25	25	4
26	26	5
27	27	3
28	28	0
29	29	1
Total	N	29

a. SEX = female, FACULTY = Faculty of Languages

Table 76: Descriptive statistics for psychoticism scores of female students in the Faculty of Languages

Statistics ^a

TOTAL_P

N	Valid	29
	Missing	0
Mean		3.48
Median		3.00
Mode		1
Std. Deviation		3.24
Range		13

a. SEX = female, FACULTY = Faculty of Languages

Table 77: Males in the Faculty of Languages and their score in psychoticism test

Case Summaries ^a

	SID	TOTAL_P
1	30	7
2	31	12
3	32	4
4	33	5
5	34	5
6	35	13
7	36	11
8	37	4
9	38	1
10	39	6
11	40	1
12	41	0
13	42	6
14	43	5
Total	N	14

a. SEX = male, FACULTY = Faculty of Languages

Table 78: Descriptive statistics for psychoticism scores of male students in the Faculty of Languages

Statistics ^a

TOTAL_P

N	Valid	14
	Missing	0
Mean		5.71
Median		5.00
Mode		5
Std. Deviation		3.99
Range		13

a. SEX = male, FACULTY = Faculty of Languages

Table 79: Descriptive statistics for psychoticism scores of all students in the Faculty of Languages

Statistics ^a

TOTAL_P

N	Valid	43
	Missing	0
Mean		4.21
Median		3.00
Mode		1
Std. Deviation		3.61
Range		13

a. FACULTY = Faculty of Languages

Table 80: Males and females differences in psychoticism in the Faculty of Languages

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_P	Equal variances assumed	.424	.519	1.963	41	.056	2.23	1.14	-6.39E-02	4.53
	Equal variances not assumed			1.823	21.563	.082	2.23	1.22	-.31	4.77

a. FACULTY = Faculty of Languages

As it is evident from the tables above, i.e. table 75, table 76, table 77, table 78, and table 80, students' scores in psychoticism have significant differences between male and Females in the Faculty of Languages in favour of male students.

Table 81: Males and females differences in psychoticism

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_P	Equal variances assumed	17.075	.000	4.612	162	.000	2.73	.59	1.56	3.90
	Equal variances not assumed			3.314	34.680	.002	2.73	.83	1.06	4.41

As it is evident from the table above, psychoticism, the variable No 1 in Eysenck Personality Questionnaire, had significant males and females differences in the three faculties in favour of male students.

Differences among faculties in psychoticism dimension

Table 82: Descriptive table for psychoticism scores in the three faculties

Descriptives

TOTAL_P

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Faculty of Languages	43	4.21	3.61	.55	3.10	5.32	0	13
Faculty of Education	69	4.32	2.93	.35	3.61	5.02	0	16
Faculty of Arts	52	3.63	3.04	.42	2.79	4.48	0	17
Total	164	4.07	3.15	.25	3.59	4.56	0	17

Table 83: ANOVA test for psychoticism in the three faculties

ANOVA

TOTAL_P

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.962	2	7.481	.751	.474
Within Groups	1604.159	161	9.964		
Total	1619.122	163			

On the basis of the figures in the tables listed above, i.e. table 82, and table 83, we can conclude that psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has no significant differences among the three faculties.

Table 84: Post Hoc Tests for psychoticism in the three faculties

Multiple Comparisons

Dependent Variable: TOTAL_P
Tamhane

				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
(I) FACULTY	Faculty of Languages	(J) FACULTY	Faculty of Education	-.11	.61	.998	-1.71	1.49
			Faculty of Arts	.57	.65	.794	-1.12	2.26
	Faculty of Education	(J) FACULTY	Faculty of Languages	.11	.61	.998	-1.49	1.71
			Faculty of Arts	.68	.58	.519	-.65	2.02
	Faculty of Arts	(J) FACULTY	Faculty of Languages	-.57	.65	.794	-2.26	1.12
			Faculty of Education	-.68	.58	.519	-2.02	.65

As it is evident from the table above, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has no significant differences among the three faculties even when only two of them are compared.

b) Extraversion:

Table 85: Females in the Faculty of Arts and their score in extraversion test

Case Summaries

a

	SID	TOTAL_E
1	103	4
2	104	17
3	105	5
4	106	12
5	107	12
6	108	12
7	109	17
8	110	6
9	111	4
10	112	12
11	113	10
12	114	16
13	115	16
14	116	14
15	117	9
16	118	6
17	119	15
18	120	11
19	121	9
20	122	14
21	123	12
22	124	10
23	125	12
24	126	17
25	127	2
26	128	13
27	129	11
28	130	15
29	131	12
30	132	16
31	133	8
32	134	4
33	135	18
34	136	6
35	137	9
36	138	16
37	139	9
38	140	17
39	141	15
40	142	3
41	143	11
42	144	10
43	145	12
44	146	17
45	147	10
Total	N	45

a. SEX = female, FACULTY = Faculty of Arts

Table 86: Descriptive statistics for extraversion scores of female students in the Faculty of Arts

Statistics ^a

TOTAL_E

N	Valid	45
	Missing	0
Mean		11.24
Median		12.00
Mode		12
Std. Deviation		4.36
Range		16

a. SEX = female, FACULTY = Faculty of Arts

Table 87: Males in the Faculty of Arts and their score in extraversion test

Case Summaries ^a

		SID	TOTAL_E
1		148	10
2		149	15
3		150	7
4		151	13
5		152	17
6		153	15
7		154	9
Total	N	7	7

a. SEX = male, FACULTY = Faculty of Arts

Table 88: Descriptive statistics for extraversion scores of male students in the Faculty of Arts

Statistics ^a

TOTAL_E

N	Valid	7
	Missing	0
Mean		12.29
Median		13.00
Mode		15
Std. Deviation		3.68
Range		10

a. SEX = male, FACULTY = Faculty of Arts

Table 89: Descriptive statistics for extraversion scores of all students in the Faculty of Arts

Statistics ^a

TOTAL_E

N	Valid	52
	Missing	0
Mean		11.38
Median		12.00
Mode		12
Std. Deviation		4.26
Range		16

a. FACULTY = Faculty of Arts

Table 90: Males and females differences in extraversion in the Faculty of Arts

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_E	Equal variances assumed	.178	.675	.598	50	.552	1.04	1.74	-2.46	4.54
	Equal variances not assumed			.678	8.842	.515	1.04	1.54	-2.44	4.53

a. FACULTY = Faculty of Arts

The figures in the five tables listed above, i.e. table 85, table 86, table 87, table 88, and table 90, make it evident that students' scores in extraversion have no significant differences between male and female students in Faculty of Arts.

Table 91: Females in the Faculty of Education and their score in extraversion test

		Case Summaries	
		a	
		SID	TOTAL_E
1		44	12
2		45	17
3		46	9
4		47	8
5		48	5
6		49	12
7		50	11
8		51	16
9		52	13
10		53	8
11		54	8
12		55	8
13		56	15
14		57	14
15		58	9
16		59	15
17		60	10
18		61	9
19		62	15
20		63	17
21		64	17
22		65	9
23		66	12
24		67	10
25		68	14
26		69	16
27		70	15
28		71	12
29		72	7
30		73	9
31		74	11
32		75	15
33		76	10
34		77	12
35		78	10
36		79	15
37		80	12
38		81	14
39		82	18
40		83	14
41		84	16
42		85	16
43		86	11
44		87	5
45		88	10
46		89	10
47		90	8
48		91	7
49		92	14
50		93	14
51		94	13
52		95	13
53		96	10
54		97	10
55		98	11
56		99	11
57		100	14
58		101	8
59		102	10
Total	N	59	59

a. SEX = female, FACULTY = Faculty of Education

Table 92: Descriptive statistics for extraversion scores of female students in the Faculty of Education

Statistics ^a

TOTAL_E

N	Valid	59
	Missing	0
Mean		11.76
Median		12.00
Mode		10
Std. Deviation		3.18
Range		13

a. SEX = female, FACULTY = Faculty of Education

Table 93: Males in the Faculty of Education and their score in extraversion test

Case Summaries ^a

		SID	TOTAL_E
1		155	12
2		156	15
3		157	9
4		158	10
5		159	15
6		160	3
7		161	7
8		162	17
9		163	11
10		164	13
Total	N	10	10

a. SEX = male, FACULTY = Faculty of Education

Table 94: Descriptive statistics for extraversion scores of male students in the Faculty of Education

Statistics ^a

TOTAL_E

N	Valid	10
	Missing	0
Mean		11.20
Median		11.50
Mode		15
Std. Deviation		4.18
Range		14

a. SEX = male, FACULTY = Faculty of Education

Table 95: Descriptive statistics for extraversion scores of all students in the Faculty of Education

Statistics ^a

TOTAL_E

N	Valid	69
	Missing	0
Mean		11.68
Median		12.00
Mode		10
Std. Deviation		3.31
Range		15

a. FACULTY = Faculty of Education

Table 96: Males and females differences in extraversion in the Faculty of Education

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_E	Equal variances assumed	.707	.403	-.494	67	.623	-.56	1.14	-2.84	1.71
	Equal variances not assumed			-.406	10.832	.693	-.56	1.39	-3.62	2.49

a. FACULTY = Faculty of Education

On the basis of the figures in the five tables listed above, i.e., table 91, table 92, table 93, table 94, and table 96, we can conclude that students' scores in extraversion have no significant differences between male and female students in the Faculty of Education.

Table 97: Females in the Faculty of Languages and their score in extraversion test

Case Summaries ^a

	SID	TOTAL_E
1	1	13
2	2	14
3	3	10
4	4	13
5	5	9
6	6	6
7	7	11
8	8	11
9	9	14
10	10	9
11	11	11
12	12	12
13	13	15
14	14	10
15	15	12
16	16	10
17	17	16
18	18	19
19	19	12
20	20	15
21	21	4
22	22	15
23	23	15
24	24	18
25	25	4
26	26	10
27	27	11
28	28	7
29	29	5
Total	N	29

a. SEX = female, FACULTY = Faculty of Languages

Table 98: Descriptive statistics for extraversion scores of female students in the Faculty of Languages

Statistics ^b

TOTAL_E

N	Valid	29
	Missing	0
Mean		11.41
Median		11.00
Mode		10 ^a
Std. Deviation		3.84
Range		15

- a. Multiple modes exist. The smallest value is shown
 b. SEX = female, FACULTY = Faculty of Languages

Table 99: Males in the Faculty of Languages and their score in extraversion test

Case Summaries ^a

	SID	TOTAL_E
1	30	10
2	31	14
3	32	10
4	33	11
5	34	10
6	35	7
7	36	19
8	37	12
9	38	14
10	39	12
11	40	16
12	41	16
13	42	13
14	43	12
Total	N	14

- a. SEX = male, FACULTY = Faculty of Languages

Table 100: Descriptive statistics for extraversion scores of male students in the Faculty of Languages

Statistics ^b

TOTAL_E

N	Valid	14
	Missing	0
Mean		12.57
Median		12.00
Mode		10 ^a
Std. Deviation		3.08
Range		12

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Languages

Table 101: Descriptive statistics for extraversion scores of all students in the Faculty of Languages

Statistics ^a

TOTAL_E

N	Valid	43
	Missing	0
Mean		11.79
Median		12.00
Mode		10
Std. Deviation		3.62
Range		15

- a. FACULTY = Faculty of Languages

Table 102: Males and females differences in extraversion in the Faculty of Languages

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_E	Equal variances assumed	.724	.400	.983	41	.331	1.16	1.18	-1.22	3.54
	Equal variances not assumed			1.063	31.569	.296	1.16	1.09	-1.06	3.38

- a. FACULTY = Faculty of Languages

As it is evident from the tables above, i.e. table 97, table 98, table 99, table 100, and table 102, students' scores in extraversion have no significant differences between male and Females in the Faculty of Languages.

Table 103: Males and females differences in extraversion dimension
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_E	Equal variances assumed	.323	.570	.750	162	.454	.55	.74	-.90	2.01
	Equal variances not assumed			.777	46.988	.441	.55	.71	-.88	1.99

The figures in the table listed above make it evident that, extraversion, the variable No 2 in Eysenck Personality Questionnaire, has no significant Males and females differences.

Differences among faculties in extraversion dimension

Table 104: Descriptive table for extraversion in the three faculties

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Faculty of Languages	43	11.79	3.62	.55	10.68	12.90	4	19
Faculty of Education	69	11.68	3.31	.40	10.88	12.48	3	18
Faculty of Arts	52	11.38	4.26	.59	10.20	12.57	2	18
Total	164	11.62	3.69	.29	11.05	12.19	2	19

Table 105: ANOVA test for extraversion in the three faculties

ANOVA

TOTAL_E

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.389	2	2.195	.159	.853
Within Groups	2220.409	161	13.791		
Total	2224.799	163			

The figures in the table listed above make it evident that, extraversion, the variable No 2 in Eysenck Personality Questionnaire, has no significant differences among the three faculties.

Table 106: Post Hoc Tests for extraversion in the three faculties

Multiple Comparisons

Dependent Variable: TOTAL_E
Tamhane

				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
(I) FACULTY	Faculty of Languages	(J) FACULTY	Faculty of Education	.11	.72	.998	-1.55	1.77
			Faculty of Arts	.41	.77	.944	-1.56	2.37
	Faculty of Education	(J) FACULTY	Faculty of Languages	-.11	.72	.998	-1.77	1.55
			Faculty of Arts	.30	.68	.967	-1.44	2.03
	Faculty of Arts	(J) FACULTY	Faculty of Languages	-.41	.77	.944	-2.37	1.56
			Faculty of Education	-.30	.68	.967	-2.03	1.44

The figures in the table listed above make it evident that, extraversion, the variable No 2 in Eysenck Personality Questionnaire, has no significant differences among the three faculties even when only any two of them are compared separately.

c) Neuroticism:

Table 107: Females in the Faculty of Arts and their scores in neuroticism test

Case Summaries

a

	SID	TOTAL_N
1	103	20
2	104	11
3	105	16
4	106	11
5	107	11
6	108	15
7	109	16
8	110	19
9	111	19
10	112	8
11	113	8
12	114	14
13	115	14
14	116	7
15	117	13
16	118	18
17	119	10
18	120	22
19	121	11
20	122	22
21	123	10
22	124	19
23	125	8
24	126	15
25	127	9
26	128	13
27	129	11
28	130	5
29	131	13
30	132	14
31	133	14
32	134	11
33	135	14
34	136	14
35	137	15
36	138	22
37	139	11
38	140	12
39	141	13
40	142	14
41	143	17
42	144	11
43	145	15
44	146	12
45	147	8
Total	N	45

a. SEX = female, FACULTY = Faculty of Arts

Table 108: Descriptive statistics for neuroticism scores of female students in the Faculty of Arts

Statistics ^a

TOTAL_N

N	Valid	45
	Missing	0
Mean		13.44
Median		13.00
Mode		11
Std. Deviation		4.10
Range		17

a. SEX = female, FACULTY = Faculty of Arts

Table 109: Males in the Faculty of Arts and their scores in neuroticism test

Case Summaries ^a

		SID	TOTAL_N
1		148	11
2		149	13
3		150	13
4		151	8
5		152	14
6		153	7
7		154	9
Total	N	7	7

a. SEX = male, FACULTY = Faculty of Arts

Table 110: Descriptive statistics for neuroticism scores of male students in the Faculty of Arts

Statistics ^a

TOTAL_N

N	Valid	7
	Missing	0
Mean		10.71
Median		11.00
Mode		13
Std. Deviation		2.75
Range		7

a. SEX = male, FACULTY = Faculty of Arts

Table 111: Descriptive statistics for neuroticism scores of all students in the Faculty of Arts

Statistics ^a

TOTAL_N

N	Valid	52
	Missing	0
Mean		13.08
Median		13.00
Mode		11
Std. Deviation		4.04
Range		17

a. FACULTY = Faculty of Arts

Table 112: Males and females differences in neuroticism in the Faculty of Arts

Independent Samples Test^a

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_N	Equal variances assumed	.829	.367	-1.694	50	.096	-2.73	1.61	-5.97	.51
	Equal variances not assumed			-2.263	10.696	.046	-2.73	1.21	-5.40	-6.52E-02

a. FACULTY = Faculty of Arts

On the basis of the figures in the five tables listed above, i.e., table 107, table 108, table 109, table 110, and table 112, we can conclude that students' scores in neuroticism have close to significant differences between male and female students in the Faculty of Arts in favour of female students.

Table 113: Females in the Faculty of Education and their scores in neuroticism test

Case Summaries

a

	SID	TOTAL_N
1	44	14
2	45	16
3	46	22
4	47	21
5	48	20
6	49	13
7	50	11
8	51	6
9	52	12
10	53	15
11	54	16
12	55	18
13	56	10
14	57	4
15	58	16
16	59	12
17	60	10
18	61	14
19	62	21
20	63	14
21	64	7
22	65	12
23	66	16
24	67	15
25	68	13
26	69	12
27	70	16
28	71	12
29	72	15
30	73	21
31	74	9
32	75	21
33	76	12
34	77	11
35	78	15
36	79	11
37	80	16
38	81	7
39	82	15
40	83	16
41	84	11
42	85	11
43	86	20
44	87	21
45	88	18
46	89	19
47	90	9
48	91	11
49	92	12
50	93	23
51	94	14
52	95	13
53	96	18
54	97	15
55	98	16
56	99	18
57	100	10
58	101	15
59	102	11
Total	N	59

a. SEX = female, FACULTY = Faculty of Education

Table 114: Descriptive statistics for neuroticism scores of female students in the Faculty of Education

Statistics ^a

TOTAL_N

N	Valid	59
	Missing	0
Mean		14.27
Median		14.00
Mode		16
Std. Deviation		4.23
Range		19

a. SEX = female, FACULTY = Faculty of Education

Table 115: Males in the Faculty of Education and their scores in neuroticism test

Case Summaries ^a

		SID	TOTAL_N
1		155	11
2		156	14
3		157	14
4		158	16
5		159	11
6		160	15
7		161	2
8		162	1
9		163	12
10		164	6
Total	N	10	10

a. SEX = male, FACULTY = Faculty of Education

Table 116: Descriptive statistics for neuroticism scores of male students in the Faculty of Education

Statistics ^b

TOTAL_N

N	Valid	10
	Missing	0
Mean		10.20
Median		11.50
Mode		11 ^a
Std. Deviation		5.37
Range		15

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Education

Table 117: Descriptive statistics for neuroticism scores of all students in the Faculty of Education

Statistics ^b

TOTAL_N

N	Valid	69
	Missing	0
Mean		13.68
Median		14.00
Mode		11 ^a
Std. Deviation		4.60
Range		22

- a. Multiple modes exist. The smallest value is shown
- b. FACULTY = Faculty of Education

Table 118: Males and females differences in neuroticism in the Faculty of Education

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_N	Equal variances assumed	1.134	.291	-2.703	67	.009	-4.07	1.51	-7.08	-1.07
	Equal variances not assumed			-2.280	10.977	.044	-4.07	1.79	-8.00	-.14

- a. FACULTY = Faculty of Education

As it is evident from the tables above, i.e. table 113, table 114, table 115, table 116, and table 118, students' scores in neuroticism have close to significant differences between male and Females in the Faculty of Education in favour of female students.

Table 119: Females in the Faculty of Languages and their scores in neuroticism test

Case Summaries

a

	SID	TOTAL_N
1	1	10
2	2	14
3	3	21
4	4	18
5	5	18
6	6	13
7	7	15
8	8	9
9	9	22
10	10	16
11	11	11
12	12	13
13	13	12
14	14	19
15	15	23
16	16	17
17	17	5
18	18	12
19	19	13
20	20	16
21	21	16
22	22	10
23	23	18
24	24	11
25	25	16
26	26	8
27	27	14
28	28	20
29	29	13
Total	N	29

a. SEX = female, FACULTY = Faculty of Languages

Table 120: Descriptive statistics for neuroticism scores of female students in the Faculty of Languages

Statistics ^b

TOTAL_N

N	Valid	29
	Missing	0
Mean		14.59
Median		14.00
Mode		13 ^a
Std. Deviation		4.32
Range		18

- a. Multiple modes exist. The smallest value is shown
 b. SEX = female, FACULTY = Faculty of Languages

Table 121: Males in the Faculty of Languages and their scores in neuroticism test

Case Summaries ^a

	SID	TOTAL_N
1	30	19
2	31	22
3	32	17
4	33	13
5	34	15
6	35	19
7	36	13
8	37	17
9	38	7
10	39	19
11	40	7
12	41	13
13	42	9
14	43	12
Total	N	14

- a. SEX = male, FACULTY = Faculty of Languages

Table 122: Descriptive statistics for neuroticism scores of male students in the Faculty of Languages

Statistics ^b

TOTAL_N

N	Valid	14
	Missing	0
Mean		14.43
Median		14.00
Mode		13 ^a
Std. Deviation		4.69
Range		15

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Languages

Table 123: Descriptive statistics for neuroticism scores of all students in the Faculty of Languages

Statistics ^a

TOTAL_N

N	Valid	43
	Missing	0
Mean		14.53
Median		14.00
Mode		13
Std. Deviation		4.39
Range		18

- a. FACULTY = Faculty of Languages

Table 124: Males and females differences in neuroticism in the Faculty of Languages

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_N	Equal variances assumed	.199	.658	-.109	41	.914	-.16	1.45	-3.08	2.76
	Equal variances not assumed			-.106	23.993	.916	-.16	1.49	-3.23	2.91

- a. FACULTY = Faculty of Languages

The figures in the five tables listed above, i.e. table 119 table 120, table 121, table 122, and table 124, make it evident that students' scores in neuroticism have no significant differences between male and female students in the Faculty of Languages.

Table 125: Males and females differences in neuroticism dimension

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_N	Equal variances assumed	.563	.454	-2.121	162	.035	-1.83	.86	-3.54	-.13
	Equal variances not assumed			-1.931	40.975	.060	-1.83	.95	-3.75	8.38E-02

On the basis of the figures in the table listed above, we can conclude that neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has significant Males and females differences in favour of female students.

Differences among faculties in neuroticism dimension

Table 126: Descriptive table of neuroticism in the three faculties

Descriptives

TOTAL_N

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Faculty of Languages	43	14.53	4.39	.67	13.18	15.89	5	23
Faculty of Education	69	13.68	4.60	.55	12.58	14.79	1	23
Faculty of Arts	52	13.08	4.04	.56	11.95	14.20	5	22
Total	164	13.71	4.38	.34	13.04	14.39	1	23

Table 127: ANOVA test for the neuroticism in the three faculties

ANOVA

TOTAL_N

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	50.155	2	25.077	1.310	.273
Within Groups	3081.375	161	19.139		
Total	3131.530	163			

As it is evident from the tables above, i.e. table 92 and table 93, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has no significant differences among the three faculties.

Table 128: Post Hoc Tests for the neuroticism in the three faculties

Multiple Comparisons

Dependent Variable: TOTAL_N
Tamhane

				Mean Difference (I-J)	Std. Error	Sig.	95 % Confidence Interval	
							Lower Bound	Upper Bound
(I) FACULTY	Faculty of Languages	(J) FACULTY	Faculty of Education	.85	.85	.697	-1.26	2.97
			Faculty of Arts	1.46	.90	.267	-.67	3.58
	Faculty of Education	(J) FACULTY	Faculty of Languages	-.85	.85	.697	-2.97	1.26
			Faculty of Arts	.60	.80	.829	-1.30	2.51
	Faculty of Arts	(J) FACULTY	Faculty of Languages	-1.46	.90	.267	-3.58	.67
			Faculty of Education	-.60	.80	.829	-2.51	1.30

As it is evident from the table above, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has no significant differences among the three faculties, even when any pair are compared separately.

d) Lying:

Table 129: Females in the Faculty of Arts and their scores in lying test

Case Summaries a

	SID	TOTAL_L
1	103	14
2	104	19
3	105	12
4	106	19
5	107	20
6	108	13
7	109	11
8	110	12
9	111	11
10	112	17
11	113	16
12	114	21
13	115	16
14	116	14
15	117	18
16	118	19
17	119	15
18	120	10
19	121	13
20	122	12
21	123	15
22	124	15
23	125	18
24	126	5
25	127	11
26	128	19
27	129	12
28	130	17
29	131	17
30	132	13
31	133	12
32	134	17
33	135	9
34	136	16
35	137	10
36	138	10
37	139	18
38	140	20
39	141	11
40	142	16
41	143	7
42	144	12
43	145	11
44	146	6
45	147	16
Total	N	45

a. SEX = female, FACULTY = Faculty of Arts

Table 130: Descriptive statistics for lying scores of female students in the Faculty of Arts

Statistics ^a

TOTAL_L

N	Valid	45
	Missing	0
Mean		14.11
Median		14.00
Mode		12
Std. Deviation		3.89
Range		16

a. SEX = female, FACULTY = Faculty of Arts

Table 131: Males in the Faculty of Arts and their scores in lying test

Case Summaries ^a

		SID	TOTAL_L
1		148	15
2		149	17
3		150	12
4		151	21
5		152	13
6		153	12
7		154	15
Total	N	7	7

a. SEX = male, FACULTY = Faculty of Arts

Table 132: Descriptive statistics for lying scores of male students in the Faculty of Arts

Statistics ^b

TOTAL_L

N	Valid	7
	Missing	0
Mean		15.00
Median		15.00
Mode		12 ^a
Std. Deviation		3.21
Range		9

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Arts

Table 133: Descriptive statistics for lying scores of all students in the Faculty of Arts

Statistics ^a

TOTAL_L

N	Valid	52
	Missing	0
Mean		14.23
Median		14.50
Mode		12
Std. Deviation		3.79
Range		16

- a. FACULTY = Faculty of Arts

Table 134: Males and females differences in lying in the Faculty of Arts

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_L	Equal variances assumed	1.389	.244	.573	50	.569	.89	1.55	-2.23	4.00
	Equal variances not assumed			.660	8.984	.526	.89	1.35	-2.16	3.94

- a. FACULTY = Faculty of Arts

The figures in the five tables listed above, i.e. table 129 table 130, table 131, table 132, and table 134, make it evident that students' scores in lying have no significant differences between male and female students in the Faculty of Arts.

Table 135: Females in the Faculty of Education and their scores in lying test

		Case Summaries	
		a	
		SID	TOTAL_L
1		44	17
2		45	21
3		46	8
4		47	18
5		48	16
6		49	19
7		50	19
8		51	15
9		52	19
10		53	13
11		54	17
12		55	17
13		56	21
14		57	16
15		58	14
16		59	11
17		60	19
18		61	10
19		62	15
20		63	17
21		64	12
22		65	16
23		66	11
24		67	16
25		68	17
26		69	12
27		70	9
28		71	12
29		72	17
30		73	11
31		74	18
32		75	5
33		76	11
34		77	15
35		78	15
36		79	13
37		80	17
38		81	21
39		82	16
40		83	7
41		84	15
42		85	11
43		86	8
44		87	16
45		88	15
46		89	13
47		90	12
48		91	15
49		92	5
50		93	8
51		94	19
52		95	15
53		96	19
54		97	14
55		98	15
56		99	16
57		100	18
58		101	16
59		102	15
Total	N	59	59

a. SEX = female, FACULTY = Faculty of Education

Table 136: Descriptive statistics for lying scores of female students in the Faculty of Education

Statistics ^a

TOTAL_L

N	Valid	59
	Missing	0
Mean		14.54
Median		15.00
Mode		15
Std. Deviation		3.84
Range		16

a. SEX = female, FACULTY = Faculty of Education

Table 137: Males in the Faculty of Education and their scores in lying test

Case Summaries ^a

	SID	TOTAL_L
1	155	12
2	156	14
3	157	14
4	158	15
5	159	15
6	160	15
7	161	22
8	162	19
9	163	14
10	164	15
Total	N	10

a. SEX = male, FACULTY = Faculty of Education

Table 138: Descriptive statistics for lying scores of male students in the Faculty of Education

Statistics ^a

TOTAL_L

N	Valid	10
	Missing	0
Mean		15.50
Median		15.00
Mode		15
Std. Deviation		2.88
Range		10

a. SEX = male, FACULTY = Faculty of Education

Table 139: Descriptive statistics for lying scores of all students in the Faculty of Education

Statistics ^a

TOTAL_L

N	Valid	69
	Missing	0
Mean		14.68
Median		15.00
Mode		15
Std. Deviation		3.72
Range		17

a. FACULTY = Faculty of Education

Table 140: Males and females differences in lying in the Faculty of Education

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
TOTAL_L	Equal variances assumed	1.837	.180	.751	67	.455	.96	1.27	-1.59	3.50
	Equal variances not assumed			.922	15.053	.371	.96	1.04	-1.25	3.17

a. FACULTY = Faculty of Education

As it is evident from the tables above, i.e. table 135, table 136, table 137, table 138, and table 140, students' scores in lying have no significant differences between male and Females in the Faculty of Education.

Table 141: Females in the Faculty of Languages and their scores in lying test

Case Summaries a

	SID	TOTAL_L
1	1	18
2	2	19
3	3	15
4	4	16
5	5	19
6	6	19
7	7	15
8	8	22
9	9	11
10	10	15
11	11	12
12	12	11
13	13	15
14	14	18
15	15	3
16	16	15
17	17	20
18	18	9
19	19	20
20	20	8
21	21	11
22	22	16
23	23	6
24	24	5
25	25	18
26	26	21
27	27	20
28	28	20
29	29	18
Total	N	29

a. SEX = female, FACULTY = Faculty of Languages

Table 142: Descriptive statistics for lying scores of female students in the Faculty of Languages

Statistics ^a

TOTAL_L

N	Valid	29
	Missing	0
Mean		15.00
Median		16.00
Mode		15
Std. Deviation		5.13
Range		19

a. SEX = female, FACULTY = Faculty of Languages

Table 143: Males in the Faculty of Languages and their scores in lying test

Case Summaries ^a

	SID	TOTAL_L
1	30	12
2	31	10
3	32	14
4	33	19
5	34	8
6	35	8
7	36	10
8	37	17
9	38	18
10	39	15
11	40	15
12	41	18
13	42	15
14	43	10
Total	N	14

a. SEX = male, FACULTY = Faculty of Languages

Table 144: Descriptive statistics for lying scores of male students in the Faculty of Languages

Statistics ^b

TOTAL_L

N	Valid	14
	Missing	0
Mean		13.50
Median		14.50
Mode		10 ^a
Std. Deviation		3.82
Range		11

- a. Multiple modes exist. The smallest value is shown
- b. SEX = male, FACULTY = Faculty of Languages

Table 145: Descriptive statistics for lying scores of all students in the Faculty of Languages

Statistics ^a

TOTAL_L

N	Valid	43
	Missing	0
Mean		14.51
Median		15.00
Mode		15
Std. Deviation		4.75
Range		19

- a. FACULTY = Faculty of Languages

Table 146: Males and females differences in lying in the Faculty of Languages

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_L	Equal variances assumed	.802	.376	-.969	41	.338	-1.50	1.55	-4.63	1.63
	Equal variances not assumed			-1.074	33.684	.290	-1.50	1.40	-4.34	1.34

- a. FACULTY = Faculty of Languages

On the basis of the figures in the five tables listed above, i.e., table 141, table 142, table 143, table 144, and table 146, we can conclude that students' scores in lying have no significant differences between male and female students in the Faculty of Languages.

Table 147: Males and females differences in lying dimension

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL_L	Equal variances assumed	3.149	.078	-.015	162	.988	-1.24E-02	.80	-1.60	1.57
	Equal variances not assumed			-.017	52.676	.986	-1.24E-02	.71	-1.44	1.42

As it is evident from the table above, lying, the variable No 4 in Eysenck's Personality Questionnaire, has not significant Males and females differences.

Differences among faculties in lying dimension

Table 148: Descriptive table for lying in the three faculties

Descriptives

TOTAL_L

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Faculty of Languages	43	14.51	4.75	.72	13.05	15.97	3	22
Faculty of Education	69	14.68	3.72	.45	13.79	15.57	5	22
Faculty of Arts	52	14.23	3.79	.53	13.18	15.29	5	21
Total	164	14.49	4.01	.31	13.87	15.11	3	22

Table 149: ANOVA test for lying in the three faculties

ANOVA

TOTAL_L

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.033	2	3.017	.185	.831
Within Groups	2620.960	161	16.279		
Total	2626.994	163			

On the basis of the figures in the tables listed above, i.e. table 148 and table 149, we can conclude that lying, the variable No 4 in Eysenck's Personality Questionnaire, has no significant differences among the three faculties.

Table 150: Post Hoc Tests for lying in the three faculties

Multiple Comparisons

*Dependent Variable: TOTAL_L
Tamhane*

				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
(I) FACULTY	Faculty of Languages	(J) FACULTY	Faculty of Education	-.17	.78	.996	-2.25	1.91
			Faculty of Arts	.28	.83	.985	-1.90	2.46
	Faculty of Education	(J) FACULTY	Faculty of Languages	.17	.78	.996	-1.91	2.25
			Faculty of Arts	.45	.74	.886	-1.22	2.12
	Faculty of Arts	(J) FACULTY	Faculty of Languages	-.28	.83	.985	-2.46	1.90
			Faculty of Education	-.45	.74	.886	-2.12	1.22

On the basis of the figures in the table listed above, we can conclude that lying, the variable No 4 in Eysenck's Personality Questionnaire, has no significant differences among the three faculties, even when any pair is compared separately.

3) Correlation between Personality and English proficiency:

a) Psychoticism and English proficiency:

Table 151: Females' scores in the proficiency test and psychoticism test in the Faculty of Arts

Case Summaries ^a

	SID	TOTAL_P	Total Score
1	103	2	66
2	104	1	55
3	105	9	32
4	106	1	31
5	107	4	40
6	108	2	37
7	109	4	37
8	110	8	36
9	111	4	38
10	112	2	48
11	113	2	49
12	114	3	43
13	115	2	42
14	116	0	42
15	117	2	48
16	118	3	58
17	119	3	42
18	120	4	46
19	121	4	37
20	122	4	42
21	123	3	53
22	124	3	41
23	125	2	29
24	126	4	30
25	127	2	55
26	128	5	39
27	129	3	40
28	130	1	64
29	131	0	46
30	132	4	52
31	133	3	62
32	134	1	50
33	135	5	43
34	136	1	66
35	137	4	44
36	138	3	36
37	139	1	60
38	140	2	23
39	141	1	38
40	142	2	59
41	143	2	42
42	144	4	39
43	145	4	43
44	146	10	17
45	147	7	29
Total	N	45	45

a. Sex = Female, Faculty = Faculty of Arts

Table 152: Pearson correlation between female students' proficiency and their psychoticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>-.510**</i>
	Sig. (2-tailed)	.	.000
	N	45	45
		**	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Sex = Female, Faculty = Faculty of Arts

The figures in the two tables listed above make it evident that, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Arts, a significant negative correlation with students' proficiency in English.

Table 153: Male students' scores in the proficiency and psychoticism tests in the Faculty of Arts

Case Summaries ^a

		SID	TOTAL_P	Total Score
1		<i>148</i>	<i>10</i>	<i>25</i>
2		<i>149</i>	<i>5</i>	<i>39</i>
3		<i>150</i>	<i>17</i>	<i>45</i>
4		<i>151</i>	<i>4</i>	<i>19</i>
5		<i>152</i>	<i>9</i>	<i>33</i>
6		<i>153</i>	<i>1</i>	<i>56</i>
7		<i>154</i>	<i>2</i>	<i>51</i>
Total	N	7	7	7

a. Sex = Male, Faculty = Faculty of Arts

Table 154: Pearson correlation between male students' proficiency and their psychoticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	1.000	-.214
	Sig. (2-tailed)	.	.646
	N	7	7

a. Sex = Male, Faculty = Faculty of Arts

As it is evident from the two tables above, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 155: Pearson correlation between all students' proficiency and their psychoticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	1.000	-.423**
	Sig. (2-tailed)	.	.002
	N	52	52
	Pearson Correlation	**	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Faculty = Faculty of Arts

On the basis of the figures in the three tables listed above, i.e., Table No 151, Table No 153 and Table No 155, we can conclude that psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Arts, a significant negative correlation with students' proficiency in English.

Table 156: Females' scores in the proficiency test and psychoticism test in the Faculty of Education

Case Summaries ^a

	SID	TOTAL_P	Total Score
1	44	1	29
2	45	5	30
3	46	10	37
4	47	7	45
5	48	1	44
6	49	1	48
7	50	0	35
8	51	5	29
9	52	3	25
10	53	6	39
11	54	3	48
12	55	4	36
13	56	0	32
14	57	1	44
15	58	2	42
16	59	5	33
17	60	3	38
18	61	3	30
19	62	2	37
20	63	4	36
21	64	3	35
22	65	2	34
23	66	5	35
24	67	5	22
25	68	8	45
26	69	6	46
27	70	6	40
28	71	6	30
29	72	3	37
30	73	4	46
31	74	2	30
32	75	10	31
33	76	2	42
34	77	2	33
35	78	5	32
36	79	4	47
37	80	1	60
38	81	3	26
39	82	5	27
40	83	5	41
41	84	0	42
42	85	6	50
43	86	9	34
44	87	2	39
45	88	7	36
46	89	5	41
47	90	3	31
48	91	4	65
49	92	4	40
50	93	9	34
51	94	2	30
52	95	5	47
53	96	2	42
54	97	4	49
55	98	3	37
56	99	2	32
57	100	2	33
58	101	4	31
59	102	5	44
Total	N	59	59

a. Sex = Female, Faculty = Faculty of Education

Table 157: Pearson correlation between female students' proficiency and their psychoticism scores in the Faculty of Education

Correlations^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>-.048</i>
	Sig. (2-tailed)	.	<i>.716</i>
	N	<i>59</i>	<i>59</i>

a. Sex = Female, Faculty = Faculty of Education

The figures in the two tables listed above make it evident that, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 158: male students' scores in the proficiency and psychoticism tests in the Faculty of Education

Case Summaries^a

		SID	TOTAL_P	Total Score
1		<i>155</i>	<i>8</i>	<i>34</i>
2		<i>156</i>	<i>16</i>	<i>36</i>
3		<i>157</i>	<i>13</i>	<i>31</i>
4		<i>158</i>	<i>4</i>	<i>50</i>
5		<i>159</i>	<i>4</i>	<i>37</i>
6		<i>160</i>	<i>7</i>	<i>50</i>
7		<i>161</i>	<i>4</i>	<i>36</i>
8		<i>162</i>	<i>3</i>	<i>51</i>
9		<i>163</i>	<i>2</i>	<i>60</i>
10		<i>164</i>	<i>6</i>	<i>49</i>
Total	N	<i>10</i>	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

Table 159: Pearson correlation between male students' proficiency and their psychoticism scores in the Faculty of Education

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>-.625</i>
	Sig. (2-tailed)	.	<i>.053</i>
	N	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

As it is evident from the two tables above, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Education, near to significant correlation with students' proficiency in English.

Table 160: Pearson correlation between all students' proficiency and their psychoticism scores in the Faculty of Education

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>-.100</i>
	Sig. (2-tailed)	.	<i>.414</i>
	N	<i>69</i>	<i>69</i>

a. Faculty = Faculty of Education

On the basis of the figures in the three tables listed above, i.e., Table No 156, Table No 158 and Table No 160, we can conclude that psychoticism, the variable No 1 in

Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 161: Female students' scores in the proficiency and psychoticism tests in the Faculty of Languages

Case Summaries ^a

	SID	TOTAL_P	Total Score
1	1	2	49
2	2	3	50
3	3	0	57
4	4	0	34
5	5	1	22
6	6	3	74
7	7	1	27
8	8	1	38
9	9	3	41
10	10	3	40
11	11	9	48
12	12	1	51
13	13	1	44
14	14	7	64
15	15	9	29
16	16	1	43
17	17	1	52
18	18	8	39
19	19	2	39
20	20	13	37
21	21	5	60
22	22	4	70
23	23	3	63
24	24	7	32
25	25	4	37
26	26	5	38
27	27	3	28
28	28	0	34
29	29	1	46
Total	N	29	29

a. Sex = Female, Faculty = Faculty of Languages

Table 162: Pearson correlation between female students' proficiency and their psychoticism scores in the Faculty of Languages

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>-.013</i>
	Sig. (2-tailed)	.	<i>.945</i>
	N	<i>29</i>	<i>29</i>

a. Sex = Female, Faculty = Faculty of Languages

The figures in the two tables listed above make it evident that, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 163: male students' scores in the proficiency and psychoticism tests in the Faculty of Languages

Case Summaries ^a

		SID	TOTAL_P	Total Score
1		<i>30</i>	<i>7</i>	<i>49</i>
2		<i>31</i>	<i>12</i>	<i>38</i>
3		<i>32</i>	<i>4</i>	<i>40</i>
4		<i>33</i>	<i>5</i>	<i>42</i>
5		<i>34</i>	<i>5</i>	<i>53</i>
6		<i>35</i>	<i>13</i>	<i>63</i>
7		<i>36</i>	<i>11</i>	<i>67</i>
8		<i>37</i>	<i>4</i>	<i>45</i>
9		<i>38</i>	<i>1</i>	<i>35</i>
10		<i>39</i>	<i>6</i>	<i>66</i>
11		<i>40</i>	<i>1</i>	<i>65</i>
12		<i>41</i>	<i>0</i>	<i>60</i>
13		<i>42</i>	<i>6</i>	<i>57</i>
14		<i>43</i>	<i>5</i>	<i>42</i>
Total	N	<i>14</i>	<i>14</i>	<i>14</i>

a. Sex= Male , Faculty= Faculty of Languages

Table 164: Pearson correlation between male students' proficiency and their psychoticism scores in the Faculty of Languages

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>.156</i>
	Sig. (2-tailed)	.	<i>.594</i>
	N	<i>14</i>	<i>14</i>

a. Sex= Male , Faculty= Faculty of Languages

As it is evident from the two tables above, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 165: Pearson correlation between all students' proficiency and their psychoticism scores in the Faculty of Languages

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>.117</i>
	Sig. (2-tailed)	.	<i>.455</i>
	N	<i>43</i>	<i>43</i>

a. Faculty = Faculty of Languages

On the basis of the figures in the three tables listed above, i.e., Table No 161, Table No 163 and Table No 165, we can conclude that psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of all

students (males and females) in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 166: Pearson correlation between all male students' proficiency and their psychoticism scores in the three faculties

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	1.000	-.207
	Sig. (2-tailed)	.	.264
	N	31	31

a. Sex = Male

As it is evident from the four tables listed above, i.e., Table No 153, Table No 158, Table No 163 and Table No 166, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the male students in the three faculties, no significant correlation with students' proficiency in English.

Table 167: Pearson correlation between all female students' proficiency and their psychoticism scores in the three faculties

Correlations ^a

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	1.000	-.203*
	Sig. (2-tailed)	.	.019
	N	133	133
	Pearson Correlation	*	

*. Correlation is significant at the 0.05 level (2-tailed).

a. Sex = Female

The figures in the four tables listed above, i.e., Table No 157, Table No 159, Table No 161 and Table No 167 make it evident that, psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of the female students in the three faculties, a significant negative correlation with students' proficiency in English.

Table 168: Pearson correlation between all students' proficiency and their psychoticism scores in the three faculties

		TOTAL_P	Total Score
TOTAL_P	Pearson Correlation	<i>1.000</i>	<i>-.130</i>
	Sig. (2-tailed)	.	<i>.097</i>
	N	<i>164</i>	<i>164</i>

On the basis of the figures in the seven tables listed above, i.e., Table No 151, Table No 153, Table No 156, Table No 158, Table No 161, Table No 163 and Table No 168, we can conclude that psychoticism, the variable No 1 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the three faculties, no significant correlation with students' proficiency in English.

b) Extraversion and English proficiency:

Table 169: Female students' scores in the proficiency and extraversion tests in the Faculty of Arts

Case Summaries ^a

	SID	TOTAL_E	Total Score
1	103	4	66
2	104	17	55
3	105	5	32
4	106	12	31
5	107	12	40
6	108	12	37
7	109	17	37
8	110	6	36
9	111	4	38
10	112	12	48
11	113	10	49
12	114	16	43
13	115	16	42
14	116	14	42
15	117	9	48
16	118	6	58
17	119	15	42
18	120	11	46
19	121	9	37
20	122	14	42
21	123	12	53
22	124	10	41
23	125	12	29
24	126	17	30
25	127	2	55
26	128	13	39
27	129	11	40
28	130	15	64
29	131	12	46
30	132	16	52
31	133	8	62
32	134	4	50
33	135	18	43
34	136	6	66
35	137	9	44
36	138	16	36
37	139	9	60
38	140	17	23
39	141	15	38
40	142	3	59
41	143	11	42
42	144	10	39
43	145	12	43
44	146	17	17
45	147	10	29
Total	N	45	45

a. Sex = Female, Faculty = Faculty of Arts

Table 170: Pearson correlation between female students' proficiency and their extraversion scores in the the Faculty of Arts

Correlations^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>-.407**</i>
	Sig. (2-tailed)	.	.005
	N	45	45
		**	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Sex = Female, Faculty = Faculty of Arts

The figures in the two tables listed above make it evident that, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Arts, a significant negative correlation with students' proficiency in English.

Table 171: Male students' scores in the proficiency and extraversion tests in the Faculty of Arts

Case Summaries^a

		SID	TOTAL_E	Total Score
1		<i>148</i>	<i>10</i>	<i>25</i>
2		<i>149</i>	<i>15</i>	<i>39</i>
3		<i>150</i>	<i>7</i>	<i>45</i>
4		<i>151</i>	<i>13</i>	<i>19</i>
5		<i>152</i>	<i>17</i>	<i>33</i>
6		<i>153</i>	<i>15</i>	<i>56</i>
7		<i>154</i>	<i>9</i>	<i>51</i>
Total	N	7	7	7

a. Sex = Male, Faculty = Faculty of Arts

Table 172: Pearson correlation between male students' proficiency and their extraversion scores in the the Faculty of Arts

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	1.000	-.119
	Sig. (2-tailed)	.	.799
	N	7	7

a. Sex = Male, Faculty = Faculty of Arts

As it is evident from the two tables above, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 173: Pearson correlation between all students' proficiency and their extraversion scores in the Faculty of Arts

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	1.000	-.377**
	Sig. (2-tailed)	.	.006
	N	52	52
	Pearson Correlation	**	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Faculty = Faculty of Arts

On the basis of the figures in the three tables listed above, i.e., Table No 169, Table No 171 and Table No 173, we can conclude that extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of all

students (males and females) in the Faculty of Arts, a significant negative correlation with students' proficiency in English.

Table 174: Female students' scores in the proficiency and extraversion tests in the Faculty of Education

Case Summaries ^a

	SID	TOTAL_E	Total Score
1	44	12	29
2	45	17	30
3	46	9	37
4	47	8	45
5	48	5	44
6	49	12	48
7	50	11	35
8	51	16	29
9	52	13	25
10	53	8	39
11	54	8	48
12	55	8	36
13	56	15	32
14	57	14	44
15	58	9	42
16	59	15	33
17	60	10	38
18	61	9	30
19	62	15	37
20	63	17	36
21	64	17	35
22	65	9	34
23	66	12	35
24	67	10	22
25	68	14	45
26	69	16	46
27	70	15	40
28	71	12	30
29	72	7	37
30	73	9	46
31	74	11	30
32	75	15	31
33	76	10	42
34	77	12	33
35	78	10	32
36	79	15	47
37	80	12	60
38	81	14	26
39	82	18	27
40	83	14	41
41	84	16	42
42	85	16	50
43	86	11	34
44	87	5	39
45	88	10	36
46	89	10	41
47	90	8	31
48	91	7	65
49	92	14	40
50	93	14	34
51	94	13	30
52	95	13	47
53	96	10	42
54	97	10	49
55	98	11	37
56	99	11	32
57	100	14	33
58	101	8	31
59	102	10	44
Total	N	59	59

a. Sex = Female, Faculty = Faculty of Education

Table 175: Pearson correlation between female students' proficiency and their extraversion scores in the Faculty of Education

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>-.190</i>
	Sig. (2-tailed)	.	<i>.150</i>
	N	<i>59</i>	<i>59</i>

a. Sex = Female, Faculty = Faculty of Education

The figures in the two tables listed above make it evident that, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 176: Male students' scores in the proficiency and extraversion tests in the Faculty of Education

Case Summaries ^a

		SID	TOTAL_E	Total Score
1		<i>155</i>	<i>12</i>	<i>34</i>
2		<i>156</i>	<i>15</i>	<i>36</i>
3		<i>157</i>	<i>9</i>	<i>31</i>
4		<i>158</i>	<i>10</i>	<i>50</i>
5		<i>159</i>	<i>15</i>	<i>37</i>
6		<i>160</i>	<i>3</i>	<i>50</i>
7		<i>161</i>	<i>7</i>	<i>36</i>
8		<i>162</i>	<i>17</i>	<i>51</i>
9		<i>163</i>	<i>11</i>	<i>60</i>
10		<i>164</i>	<i>13</i>	<i>49</i>
Total	N	<i>10</i>	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

Table 177: Pearson correlation between male students' proficiency and their extraversion scores in the Faculty of Education

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>-.035</i>
	Sig. (2-tailed)	.	<i>.923</i>
	N	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

As it is evident from the two tables above, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 178: Pearson correlation between all students' proficiency and their extraversion scores in the Faculty of Education

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>-.169</i>
	Sig. (2-tailed)	.	<i>.166</i>
	N	<i>69</i>	<i>69</i>

a. Faculty = Faculty of Education

On the basis of the figures in the three tables listed above, i.e., Table No 174, Table No 176 and Table No 178, we can conclude that extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 179: Female students' scores in the proficiency and extraversion tests in the Faculty of Languages

Case Summaries ^a

	SID	TOTAL_E	Total Score
1	1	13	49
2	2	14	50
3	3	10	57
4	4	13	34
5	5	9	22
6	6	6	74
7	7	11	27
8	8	11	38
9	9	14	41
10	10	9	40
11	11	11	48
12	12	12	51
13	13	15	44
14	14	10	64
15	15	12	29
16	16	10	43
17	17	16	52
18	18	19	39
19	19	12	39
20	20	15	37
21	21	4	60
22	22	15	70
23	23	15	63
24	24	18	32
25	25	4	37
26	26	10	38
27	27	11	28
28	28	7	34
29	29	5	46
Total	N	29	29

a. Sex = Female, Faculty = Faculty of Languages

Table 180: Pearson correlation between female students' proficiency and their extraversion scores in the Faculty of Languages

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>-.078</i>
	Sig. (2-tailed)	.	<i>.689</i>
	N	<i>29</i>	<i>29</i>

a. Sex = Female, Faculty = Faculty of Languages

The figures in the two tables listed above make it evident that, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 181: Male students' scores in proficiency and extraversion tests in the Faculty of Languages

Case Summaries ^a

		SID	TOTAL_E	Total Score
1		<i>30</i>	<i>10</i>	<i>49</i>
2		<i>31</i>	<i>14</i>	<i>38</i>
3		<i>32</i>	<i>10</i>	<i>40</i>
4		<i>33</i>	<i>11</i>	<i>42</i>
5		<i>34</i>	<i>10</i>	<i>53</i>
6		<i>35</i>	<i>7</i>	<i>63</i>
7		<i>36</i>	<i>19</i>	<i>67</i>
8		<i>37</i>	<i>12</i>	<i>45</i>
9		<i>38</i>	<i>14</i>	<i>35</i>
10		<i>39</i>	<i>12</i>	<i>66</i>
11		<i>40</i>	<i>16</i>	<i>65</i>
12		<i>41</i>	<i>16</i>	<i>60</i>
13		<i>42</i>	<i>13</i>	<i>57</i>
14		<i>43</i>	<i>12</i>	<i>42</i>
Total	N	<i>14</i>	<i>14</i>	<i>14</i>

a. Sex= Male , Faculty= Faculty of Languages

Table 182: Pearson correlation between male students' proficiency and their extraversion scores in the Faculty of Languages

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>.260</i>
	Sig. (2-tailed)	.	<i>.370</i>
	N	<i>14</i>	<i>14</i>

a. Sex= Male , Faculty= Faculty of Languages

As it is evident from the two tables above, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 183: Pearson correlation between all students' proficiency and their extraversion scores in the Faculty of Languages

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>.045</i>
	Sig. (2-tailed)	.	<i>.774</i>
	N	<i>43</i>	<i>43</i>

a. Faculty = Faculty of Languages

On the basis of the figures in the three tables listed above, i.e., Table No 179, Table No 181 and Table No 183, we can conclude that extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of all

students (males and females) in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 184: Pearson correlation between all male students' proficiency and their extraversion scores in the three faculties

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	1.000	.092
	Sig. (2-tailed)	.	.622
	N	31	31

a. Sex = Male

As it is evident from the four tables listed above, i.e., Table No 171, Table No 176, Table No 181 and Table No 184, extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of the male students in the three faculties, no significant correlation with students' proficiency in English.

Table 185: Pearson correlation between all female students' proficiency and their extraversion scores in the three faculties

Correlations ^a

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	1.000	-.254**
	Sig. (2-tailed)	.	.003
	N	133	133
	Pearson Correlation	**	

** . Correlation is significant at the 0.01 level (2-tailed).

a. Sex = Female

The figures in the four tables listed above, i.e., Table No 169, Table No 174, Table No 179 and Table No 185, make it evident that, extraversion, the variable No 2 in Eysenck's

Personality Questionnaire, has, in the case of the female students in the three faculties, a significant negative correlation with students' proficiency in English.

Table 186: Pearson correlation between all students' proficiency and their extraversion scores in the three faculties

Correlations

		TOTAL_E	Total Score
TOTAL_E	Pearson Correlation	<i>1.000</i>	<i>-.173*</i>
	Sig. (2-tailed)	.	<i>.027</i>
	N	<i>164</i>	<i>164</i>
	Pearson Correlation	*	

*. Correlation is significant at the 0.05 level (2-tailed).

On the basis of the figures in the seven tables listed above, i.e., Table No 169 Table No 171, Table No 174, Table No 176, Table No 179, Table No 181 and Table No 186, we can conclude that extraversion, the variable No 2 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the three faculties, a significant negative correlation with students' proficiency in English.

c) Neuroticism and English proficiency:

Table 187: Female students' scores in proficiency and neuroticism tests in the Faculty of Arts

Case Summaries ^a

	SID	TOTAL_N	Total Score
1	103	20	66
2	104	11	55
3	105	16	32
4	106	11	31
5	107	11	40
6	108	15	37
7	109	16	37
8	110	19	36
9	111	19	38
10	112	8	48
11	113	8	49
12	114	14	43
13	115	14	42
14	116	7	42
15	117	13	48
16	118	18	58
17	119	10	42
18	120	22	46
19	121	11	37
20	122	22	42
21	123	10	53
22	124	19	41
23	125	8	29
24	126	15	30
25	127	9	55
26	128	13	39
27	129	11	40
28	130	5	64
29	131	13	46
30	132	14	52
31	133	14	62
32	134	11	50
33	135	14	43
34	136	14	66
35	137	15	44
36	138	22	36
37	139	11	60
38	140	12	23
39	141	13	38
40	142	14	59
41	143	17	42
42	144	11	39
43	145	15	43
44	146	12	17
45	147	8	29
Total	N	45	45

a. Sex = Female, Faculty = Faculty of Arts

Table 188: Pearson correlation between female students' proficiency and their neuroticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	1.000	-.027
	Sig. (2-tailed)	.	.858
	N	45	45

a. Sex = Female, Faculty = Faculty of Arts

The figures in the two tables listed above make it evident that, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 189: Male students' scores in proficiency and neuroticism tests in the Faculty of Arts

Case Summaries ^a

		SID	TOTAL_N	Total Score
1		148	11	25
2		149	13	39
3		150	13	45
4		151	8	19
5		152	14	33
6		153	7	56
7		154	9	51
Total	N	7	7	7

a. Sex = Male, Faculty = Faculty of Arts

Table 190: Pearson correlation between male students' proficiency and their neuroticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>-.177</i>
	Sig. (2-tailed)	.	<i>.705</i>
	N	7	7

a. Sex = Male, Faculty = Faculty of Arts

As it is evident from the two tables above, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 191: Pearson correlation between all students' proficiency and their neuroticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>-.002</i>
	Sig. (2-tailed)	.	<i>.990</i>
	N	52	52

a. Faculty = Faculty of Arts

On the basis of the figures in the three tables listed above, i.e., Table No 187, Table No 189 and Table No 191, we can conclude that neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 192: Female students' scores in proficiency and neuroticism tests in the Faculty of Education

Case Summaries ^a

	SID	TOTAL_N	Total Score
1	44	14	29
2	45	16	30
3	46	22	37
4	47	21	45
5	48	20	44
6	49	13	48
7	50	11	35
8	51	6	29
9	52	12	25
10	53	15	39
11	54	16	48
12	55	18	36
13	56	10	32
14	57	4	44
15	58	16	42
16	59	12	33
17	60	10	38
18	61	14	30
19	62	21	37
20	63	14	36
21	64	7	35
22	65	12	34
23	66	16	35
24	67	15	22
25	68	13	45
26	69	12	46
27	70	16	40
28	71	12	30
29	72	15	37
30	73	21	46
31	74	9	30
32	75	21	31
33	76	12	42
34	77	11	33
35	78	15	32
36	79	11	47
37	80	16	60
38	81	7	26
39	82	15	27
40	83	16	41
41	84	11	42
42	85	11	50
43	86	20	34
44	87	21	39
45	88	18	36
46	89	19	41
47	90	9	31
48	91	11	65
49	92	12	40
50	93	23	34
51	94	14	30
52	95	13	47
53	96	18	42
54	97	15	49
55	98	16	37
56	99	18	32
57	100	10	33
58	101	15	31
59	102	11	44
Total	N	59	59

a. Sex = Female, Faculty = Faculty of Education

Table 193: Pearson correlation between female students' proficiency and their neuroticism scores in the Faculty of Education

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>.069</i>
	Sig. (2-tailed)	.	<i>.603</i>
	N	<i>59</i>	<i>59</i>

a. Sex = Female, Faculty = Faculty of Education

The figures in the two tables listed above make it evident that, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 194: Male students' scores in proficiency and neuroticism tests in the Faculty of Education

Case Summaries ^a

		SID	TOTAL_N	Total Score
1		<i>155</i>	<i>11</i>	<i>34</i>
2		<i>156</i>	<i>14</i>	<i>36</i>
3		<i>157</i>	<i>14</i>	<i>31</i>
4		<i>158</i>	<i>16</i>	<i>50</i>
5		<i>159</i>	<i>11</i>	<i>37</i>
6		<i>160</i>	<i>15</i>	<i>50</i>
7		<i>161</i>	<i>2</i>	<i>36</i>
8		<i>162</i>	<i>1</i>	<i>51</i>
9		<i>163</i>	<i>12</i>	<i>60</i>
10		<i>164</i>	<i>6</i>	<i>49</i>
Total	N	<i>10</i>	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

Table 195: Pearson correlation between male students' proficiency and their neuroticism scores in the Faculty of Arts

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>-.044</i>
	Sig. (2-tailed)	.	<i>.903</i>
	N	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

As it is evident from the two tables above, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 196: Pearson correlation between all students' proficiency and their neuroticism scores in the Faculty of Education

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>-.028</i>
	Sig. (2-tailed)	.	<i>.818</i>
	N	<i>69</i>	<i>69</i>

a. Faculty = Faculty of Education

On the basis of the figures in the three tables listed above, i.e., Table No 192, Table No 194 and Table No 196, we can conclude that neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 197: Female students' scores in the proficiency and neuroticism tests in the Faculty of Languages

Case Summaries ^a

	SID	TOTAL_N	Total Score
1	1	10	49
2	2	14	50
3	3	21	57
4	4	18	34
5	5	18	22
6	6	13	74
7	7	15	27
8	8	9	38
9	9	22	41
10	10	16	40
11	11	11	48
12	12	13	51
13	13	12	44
14	14	19	64
15	15	23	29
16	16	17	43
17	17	5	52
18	18	12	39
19	19	13	39
20	20	16	37
21	21	16	60
22	22	10	70
23	23	18	63
24	24	11	32
25	25	16	37
26	26	8	38
27	27	14	28
28	28	20	34
29	29	13	46
Total	N	29	29

a. Sex = Female, Faculty = Faculty of Languages

Table 198: Pearson correlation between female students' proficiency and their neuroticism scores in the Faculty of Languages

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	1.000	-.151
	Sig. (2-tailed)	.	.433
	N	29	29

a. Sex = Female, Faculty = Faculty of Languages

The figures in the two tables listed above make it evident that, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 199: Male students' scores in proficiency and neuroticism tests in the Faculty of Languages

Case Summaries ^a

		SID	TOTAL_N	Total Score
1		30	19	49
2		31	22	38
3		32	17	40
4		33	13	42
5		34	15	53
6		35	19	63
7		36	13	67
8		37	17	45
9		38	7	35
10		39	19	66
11		40	7	65
12		41	13	60
13		42	9	57
14		43	12	42
Total	N	14	14	14

a. Sex= Male , Faculty= Faculty of Languages

Table 200: Pearson correlation between male students' proficiency and their neuroticism scores in the Faculty of Languages

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	1.000	-.065
	Sig. (2-tailed)	.	.824
	N	14	14

a. Sex= Male , Faculty= Faculty of Languages

As it is evident from the two tables above, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 201: Pearson correlation between all students' proficiency and their neuroticism scores in the Faculty of Languages

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	1.000	-.125
	Sig. (2-tailed)	.	.426
	N	43	43

a. Faculty = Faculty of Languages

On the basis of the figures in the three tables listed above, i.e., Table No 197, Table No 199 and Table No 201, we can conclude that neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of all students

(males and females) in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 202: Pearson correlation between all male students' proficiency and their neuroticism scores in the three faculties

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>.111</i>
	Sig. (2-tailed)	.	<i>.552</i>
	N	<i>31</i>	<i>31</i>

a. Sex = Male

As it is evident from the four tables listed above, i.e., Table No 189, Table No 194, Table No 199 and Table No 202, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the male students in the three faculties, no significant correlation with students' proficiency in English.

Table 203: Pearson correlation between all female students' proficiency and their neuroticism scores in the three faculties

Correlations ^a

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>-.037</i>
	Sig. (2-tailed)	.	<i>.673</i>
	N	<i>133</i>	<i>133</i>

a. Sex = Female

The figures in the four tables listed above, i.e., Table No 187, Table No 192, Table No 197 and Table No 203, make it evident that, neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of the female

students in the three faculties, no significant correlation with students' proficiency in English.

Table 204: Pearson correlation between all students' proficiency and their neuroticism scores in the three faculties

Correlations

		TOTAL_N	Total Score
TOTAL_N	Pearson Correlation	<i>1.000</i>	<i>-.030</i>
	Sig. (2-tailed)	.	<i>.708</i>
	N	<i>164</i>	<i>164</i>

On the basis of the figures in the seven tables listed above, i.e., Table No 187, Table No 189, Table No 192, Table No 194, Table No 197, Table No 199 and Table No 204, we can conclude that neuroticism, the variable No 3 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the three faculties, no significant correlation with students' proficiency in English.

d) Lying and proficiency in English:

Table 205: Female students' scores in the proficiency and lying tests in the Faculty of Arts

Case Summaries ^a

	SID	TOTAL_L	Total Score
1	103	14	66
2	104	19	55
3	105	12	32
4	106	19	31
5	107	20	40
6	108	13	37
7	109	11	37
8	110	12	36
9	111	11	38
10	112	17	48
11	113	16	49
12	114	21	43
13	115	16	42
14	116	14	42
15	117	18	48
16	118	19	58
17	119	15	42
18	120	10	46
19	121	13	37
20	122	12	42
21	123	15	53
22	124	15	41
23	125	18	29
24	126	5	30
25	127	11	55
26	128	19	39
27	129	12	40
28	130	17	64
29	131	17	46
30	132	13	52
31	133	12	62
32	134	17	50
33	135	9	43
34	136	16	66
35	137	10	44
36	138	10	36
37	139	18	60
38	140	20	23
39	141	11	38
40	142	16	59
41	143	7	42
42	144	12	39
43	145	11	43
44	146	6	17
45	147	16	29
Total	N	45	45

a. Sex = Female, Faculty = Faculty of Arts

Table 206: Pearson correlation between female students' proficiency and their lying scores in the Faculty of Arts

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>.259</i>
	Sig. (2-tailed)	.	<i>.086</i>
	N	<i>45</i>	<i>45</i>

a. Sex = Female, Faculty = Faculty of Arts

The figures in the two tables listed above make it evident that, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 207: male students' scores in proficiency and lying tests in Faculty of Arts

Case Summaries ^a

		SID	TOTAL_L	Total Score
1		<i>148</i>	<i>15</i>	<i>25</i>
2		<i>149</i>	<i>17</i>	<i>39</i>
3		<i>150</i>	<i>12</i>	<i>45</i>
4		<i>151</i>	<i>21</i>	<i>19</i>
5		<i>152</i>	<i>13</i>	<i>33</i>
6		<i>153</i>	<i>12</i>	<i>56</i>
7		<i>154</i>	<i>15</i>	<i>51</i>
Total	N	<i>7</i>	<i>7</i>	<i>7</i>

a. Sex = Male, Faculty = Faculty of Arts

Table 208: Pearson correlation between male students' proficiency and their lying scores in the Faculty of Arts

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>-.679</i>
	Sig. (2-tailed)	.	<i>.094</i>
	N	7	7

a. Sex = Male, Faculty = Faculty of Arts

As it is evident from the two tables above, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 209: Pearson correlation between all students' proficiency and their lying scores in the Faculty of Arts

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>.129</i>
	Sig. (2-tailed)	.	<i>.361</i>
	N	52	52

a. Faculty = Faculty of Arts

On the basis of the figures in the three tables listed above, i.e., Table No 205, Table No 207 and Table No 209, we can conclude that lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Arts, no significant correlation with students' proficiency in English.

Table 210: Female students' scores in the proficiency and lying tests in the Faculty of Education

Case Summaries ^a

	SID	TOTAL_L	Total Score
1	44	17	29
2	45	21	30
3	46	8	37
4	47	18	45
5	48	16	44
6	49	19	48
7	50	19	35
8	51	15	29
9	52	19	25
10	53	13	39
11	54	17	48
12	55	17	36
13	56	21	32
14	57	16	44
15	58	14	42
16	59	11	33
17	60	19	38
18	61	10	30
19	62	15	37
20	63	17	36
21	64	12	35
22	65	16	34
23	66	11	35
24	67	16	22
25	68	17	45
26	69	12	46
27	70	9	40
28	71	12	30
29	72	17	37
30	73	11	46
31	74	18	30
32	75	5	31
33	76	11	42
34	77	15	33
35	78	15	32
36	79	13	47
37	80	17	60
38	81	21	26
39	82	16	27
40	83	7	41
41	84	15	42
42	85	11	50
43	86	8	34
44	87	16	39
45	88	15	36
46	89	13	41
47	90	12	31
48	91	15	65
49	92	5	40
50	93	8	34
51	94	19	30
52	95	15	47
53	96	19	42
54	97	14	49
55	98	15	37
56	99	16	32
57	100	18	33
58	101	16	31
59	102	15	44
Total	N	59	59

a. Sex = Female, Faculty = Faculty of Education

Table 211: Pearson correlation between female students' proficiency and their lying scores in the Faculty of Education

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>-.086</i>
	Sig. (2-tailed)	<i>.</i>	<i>.515</i>
	N	<i>59</i>	<i>59</i>

a. Sex = Female, Faculty = Faculty of Education

The figures in the two tables listed above make it evident that, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 212: Male students' scores in the proficiency and lying tests in the Faculty of Education

Case Summaries ^a

		SID	TOTAL_L	Total Score
1		<i>155</i>	<i>12</i>	<i>34</i>
2		<i>156</i>	<i>14</i>	<i>36</i>
3		<i>157</i>	<i>14</i>	<i>31</i>
4		<i>158</i>	<i>15</i>	<i>50</i>
5		<i>159</i>	<i>15</i>	<i>37</i>
6		<i>160</i>	<i>15</i>	<i>50</i>
7		<i>161</i>	<i>22</i>	<i>36</i>
8		<i>162</i>	<i>19</i>	<i>51</i>
9		<i>163</i>	<i>14</i>	<i>60</i>
10		<i>164</i>	<i>15</i>	<i>49</i>
Total	N	<i>10</i>	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

Table 213: Pearson correlation between male students' proficiency and their lying scores in the Faculty of Education

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>.040</i>
	Sig. (2-tailed)	.	<i>.913</i>
	N	<i>10</i>	<i>10</i>

a. Sex = Male, Faculty = Faculty of Education

As it is evident from the two tables above, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 214: Pearson correlation between all students' proficiency and their lying scores in the Faculty of Education

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>-.047</i>
	Sig. (2-tailed)	.	<i>.701</i>
	N	<i>69</i>	<i>69</i>

a. Faculty = Faculty of Education

On the basis of the figures in the three tables listed above, i.e., Table No 205, Table No 212 and Table No 214, we can conclude that lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of all students

(males and females) in the Faculty of Education, no significant correlation with students' proficiency in English.

Table 215: Female students' scores in the proficiency and lying tests in the Faculty of Languages

Case Summaries ^a

	SID	TOTAL_L	Total Score
1	1	18	49
2	2	19	50
3	3	15	57
4	4	16	34
5	5	19	22
6	6	19	74
7	7	15	27
8	8	22	38
9	9	11	41
10	10	15	40
11	11	12	48
12	12	11	51
13	13	15	44
14	14	18	64
15	15	3	29
16	16	15	43
17	17	20	52
18	18	9	39
19	19	20	39
20	20	8	37
21	21	11	60
22	22	16	70
23	23	6	63
24	24	5	32
25	25	18	37
26	26	21	38
27	27	20	28
28	28	20	34
29	29	18	46
Total	N	29	29

a. Sex = Female, Faculty = Faculty of Languages

Table 216: Pearson correlation between femal students' proficiency and their lying scores in the Faculty of Languages

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>.029</i>
	Sig. (2-tailed)	.	<i>.880</i>
	N	<i>29</i>	<i>29</i>

a. Sex = Female, Faculty = Faculty of Languages

The figures in the two tables listed above make it evident that, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the female students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 217: Male students' scores in the proficiency and lying tests in the Faculty of Languages

Case Summaries ^a

		SID	TOTAL_L	Total Score
1		<i>30</i>	<i>12</i>	<i>49</i>
2		<i>31</i>	<i>10</i>	<i>38</i>
3		<i>32</i>	<i>14</i>	<i>40</i>
4		<i>33</i>	<i>19</i>	<i>42</i>
5		<i>34</i>	<i>8</i>	<i>53</i>
6		<i>35</i>	<i>8</i>	<i>63</i>
7		<i>36</i>	<i>10</i>	<i>67</i>
8		<i>37</i>	<i>17</i>	<i>45</i>
9		<i>38</i>	<i>18</i>	<i>35</i>
10		<i>39</i>	<i>15</i>	<i>66</i>
11		<i>40</i>	<i>15</i>	<i>65</i>
12		<i>41</i>	<i>18</i>	<i>60</i>
13		<i>42</i>	<i>15</i>	<i>57</i>
14		<i>43</i>	<i>10</i>	<i>42</i>
Total	N	<i>14</i>	<i>14</i>	<i>14</i>

a. Sex= Male , Faculty= Faculty of Languages

Table 218: Pearson correlation between male students' proficiency and their lying scores in the Faculty of Languages

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>-.191</i>
	Sig. (2-tailed)	.	<i>.513</i>
	N	<i>14</i>	<i>14</i>

a. Sex= Male , Faculty= Faculty of Languages

As it is evident from the two tables above, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the male students in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 219: Pearson correlation between all students' proficiency and their lying scores in the Faculty of Languages

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>-.060</i>
	Sig. (2-tailed)	.	<i>.700</i>
	N	<i>43</i>	<i>43</i>

a. Faculty = Faculty of Languages

On the basis of the figures in the three tables listed above, i.e., Table No 215, Table No 217 and Table No 219, we can conclude that lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the Faculty of Languages, no significant correlation with students' proficiency in English.

Table 220: Pearson correlation between all male students' proficiency and their lying scores in the three faculties

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	1.000	-.321
	Sig. (2-tailed)	.	.078
	N	31	31

a. Sex = Male

As it is evident from the four tables listed above, i.e., Table No 207, Table No 212, Table No 217 and Table No 220, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the male students in the three faculties, near to significant correlation with students' proficiency in English.

Table 221: Pearson correlation between all female students' proficiency and their lying scores in the three faculties

Correlations ^a

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	1.000	.065
	Sig. (2-tailed)	.	.458
	N	133	133

a. Sex = Female

The figures in the four tables listed above, i.e., Table No 205, Table No 210, Table No 215 and Table No 221, make it evident that, lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of the female students in the

three faculties, no significant correlation with students' proficiency in English.

Table 222: Pearson correlation between all students' proficiency and their lying scores in the three faculties

Correlations

		TOTAL_L	Total Score
TOTAL_L	Pearson Correlation	<i>1.000</i>	<i>-.003</i>
	Sig. (2-tailed)	.	<i>.967</i>
	N	<i>164</i>	<i>164</i>

On the basis of the figures in the seven tables listed above, i.e., Table No 205, Table No 207, Table No 210, Table No 212, Table No 215, Table No 217 and Table No 222, we can conclude that lying, the variable No 4 in Eysenck's Personality Questionnaire, has, in the case of all students (males and females) in the three faculties, no significant correlation with students' proficiency in English.

Chapter v: Discussion

Students' English Proficiency:

Students' Personality Traits:

Students' English Proficiency Correlation with their Personality Traits:

Students' English Proficiency:

In regard to English proficiency, significant differences between male and female students are found in the Faculty of Education and in the three faculties taken together. In Faculty of Languages, the differences are close to significant in favour of male students. On the other hand, no significant differences are found in the case of the Faculty of Arts.

Furthermore, the multiple comparisons among the three faculties make it evident that there are significant differences between students' proficiency in the Faculty of Education and students' proficiency in the Faculty of Languages, but no such differences occur between the students' proficiency in the Faculty of Arts and the students' proficiency in the other two faculties.

The differences between male and female students in regard to language learning and proficiency have been studied well. Some people justify these differences as a result of cultural differences, others say that they are a result of neurological differences, and the last party say that they are a result of cognitive differences (Al- Dhubaibi, 2001).

In his review he added;

Previous studies have shown that there are significant differences in favour of female students in regard to learning language (Al Dhubaibi, 2001: 137).

The result in this thesis contradicts these studies and it shows the differences in favour of male students. This may refer to the kind of test which only tests the language structure proficiency. According to Ullman & Yee;

Men may rely more on the procedural system than women, while women rely more on declarative memory than men (Al- Dhubaibi, 2001: 135).

Students' Personality Traits:

In regard to psychoticism, the first personality trait, there are significant differences between male and female students in the three faculties whether taken separately or collectively in favour of male students. Also, the multiple comparisons among the three faculties make it evident that there are no

significant differences among these faculties concerning the students' scores in psychoticism.

Concerning extraversion, the second personality trait, there are no significant differences between male and female students in the three faculties taken separately or together. Moreover, the multiple comparisons among the three faculties make it evident that there are no significant differences among these faculties concerning the students' scores in extraversion.

Regarding neuroticism, the third personality trait, significant differences between male and female students occur in the three faculties taken together, and they were close to significant in the Faculty of Arts and the Faculty of Education in favour of female students. In the Faculty of Languages there were no such differences. In addition, the multiple comparisons among the three faculties make it evident that there are no significant differences among these faculties concerning the students' scores in neuroticism.

In case of lying, the fourth personality trait, no Males and females differences occur in the three faculties whether taken collectively or separately. Also, the multiple

comparisons among the three faculties make it evident that there are no significant differences among these faculties concerning the students' scores in lying.

Students' English Proficiency Correlation with their Personality Traits:

The correlation between the students' scores in the psychoticism test and their scores in English proficiency is of a negative significance in the case of female students in the Faculty of Arts, in the case of all students in the Faculty of Arts, and in the case of female students in the three faculties taken together. In the case of male students in the Faculty of Education, the correlation is near significant. On the other hand, in all other cases no significant correlation of any kind is recorded.

The research evidence tends to support Eysenck's suggestion. He suggested that psychoticism may be related to male hormones (Eysenck & Gudjonsson, 1989).

Furthermore, the research supports Schultz & Schultz (2005) who state that;

Men as a group generally score higher than women do on psychoticism dimension (Schultz &Schultz, 2005: 291).

Fewer studies have addressed the other-more controversial traits, with findings for Psychoticism (part of Eysenck's three trait theory) as follows: High Psychotics use more time and cognitive references, more varied vocabulary, refer more to other people and less to themselves. They also avoid non-standard punctuation features and references to work, and are less likely to refer to intimate relationships, and show different collocations of verbs, adverbs and nouns (Gill, 2005).

Regarding the students' scores in the extraversion test, they correlate negatively with the students' scores in the English proficiency test in the case of female students in the Faculty of Arts, all students in the Faculty of Arts, female students in the three faculties, and all the students in the three faculties taken together. In the all other cases there is no correlation of any kind.

This result seems to agree with Eysenck's predications. According to him, an extravert is capable of high inhibition, whereas an introvert possesses poorer inhibition faculties. The level of cortical arousal combined with the reactive inhibition mechanism makes for a complex picture with regard to learning in general and language learning in particular. Eysenck's theory have traditionally predicted introverts to be the better learners on the basis that they have more mental concentration and can thus focus more on the task at hand.

High arousal produces an active memory trace of longer duration; this in turn leads to consolidation and long-term memory. However, during the time that the process of consolidation is continuing, there is a transient inhibition of retrieval (referred to as "action decrement") which protects the active memory trace from disruption. As a consequence, although high arousal is beneficial for long-term retention, it impairs short term retention for periods of time up to several minutes after learning (Eysenck & Eysenck, 1985: 260).

These predictions seem contrary to the predictions of many SLA theorists, who have traditionally claimed that extraverts are the better language learners. They have higher input and output generators than introverts (Krashen, 1985; Brown, 2000; Swain, 1993).

In reviewing the literature on effects of extraversion on second language acquisition, Ellis (1994: 520) identified two major positions. The first advocates that “*extroverted learners will do better in acquiring basic interpersonal communication skills*”. The second maintains that: “*introverted learners will do better at developing cognitive academic language ability*”.

Furthermore, although extraverted learners have a limited long term-memory, they possess a more efficient short-term or working memory. They might, then, be worse at explicit (academic) learning, but outperform the introverts on more communicative oral skills, where retrieval from long-term memory through working memory and parallel processing capacities play a crucial role (Dewaele & Furnham, 1999).

In regard to lying, the fourth personality trait, there is near significant negative correlation between students' scores in lying test and their English proficiency in the case of male students in the three faculties taken together, but in the all other cases no significant correlation of any kind is found.

As regards the students' scores in neuroticism test, there is no significant correlation of any kind is found in any case. This result contradicts Karaphillis who thinks that the student who is neurotic type (high neurotic) get anxious by concentrating on their task and, thus, lead to poor performance. On the other hand, low neurotic little anxiety makes their performance high. (Karaphillis, 2003)

According to Gill (2005):

High Neurotics refer more to themselves, use more negation and are more negative in their use of emotion words and in their references to groups and relationships, use more concrete and shorter words common to speech, and are highly repetitious. They also use fewer articles and positive emotion words but use more long chains

of punctuation features (exclamation and ellipsis). At a grammatical level High Neurotics are characterised by multiple punctuation patterns and an avoidance of proper noun references, Low Neurotics are differentiated by adverb and verb patterns (Gill, 2005).

Chapter VI: Conclusion

Findings:

Recommendations:

Findings:

This chapter is intended to summarize, highlight and inter-relate the significant observations made during the discussion of the data and its statistical interpretation in the earlier chapter of this thesis. These findings can be listed under two headings: (i) findings of universal and theoretical importance and (ii) findings of local and temporal importance.

The findings of theoretical importance are as follows:

(1)- In the case of female students, there was a mild positive correlation between psychoticism and their proficiency in English as defined for the purpose of the thesis ($r= 0.2$ & $\text{sig.}= 0.01$). In the case of male students, however, there was no noticeable positive or negative correlation between psychoticism and proficiency in English ($r= -0.2$ & $\text{sig.}= 0.26$).

(2)- In the case of students in general (male and female taken together) there was no significant correlation (positive or negative) between extraversion and their proficiency in English ($r= -0.2$ & $\text{sig.}= 0.02$).

(3)- In the case of female students, the correlation between these two variables (extraversion and proficiency in English) was higher than what it was in the case of students in general ($r = -0.3$ & $\text{sig.} = 0.003$).

(4)- In the case of male students, there was no significant positive or negative correlation between extraversion and their proficiency in English ($r = 0.09$ & $\text{sig.} = 0.62$).

(5)- There was no correlation between neuroticism and students' proficiency in English when both male and female students were considered together as constituting one single sample ($r = -0.03$ & $\text{sig.} = 0.7$).

(6)- There was no correlation between neuroticism and proficiency in English in the case of female students.

(7)- There was no correlation between neuroticism and proficiency in English in the case of male students either.

(8)- If we take lying as an independent trait of personality, we can say that there was no correlation between students (both male and female taken together) proficiency in English and their lying score.

(9)- If we take male students and female students as two separate samples, we can say that there was no noticeable positive or negative correlation between students' proficiency in English and their lying score in either of these two samples considered separately.

(10)- Male students had a higher level of proficiency in English than female students. This finding may surprise some people. Common observation shows that female students have not only outnumbered but outperformed male students in English in all the three faculties in Sana'a University. Findings of this research show something opposite, probably because proficiency in this thesis is defined exclusively in terms of students' ability to handle grammatical rules and concepts.

The findings of a local and temporary importance were the following:

- (1) The level of proficiency of students in the Faculty of Languages was significantly higher than the level of proficiency of students in the Faculty of Education.
- (2) The difference between the level of proficiency between the Faculty of Languages and Faculty of Arts was not statistically significant.

Recommendations:

As was pointed out earlier, proficiency in English has been for the purpose of this thesis defined exclusively in terms of students' ability to handle the rules and concepts of grammar. It would be naïve to say that proficiency in English can be defined only like this. Proficiency, for example, can be defined in terms of abilities like the ability to use a free and flowing style, the ability to make an effective use of literary figures of speech and the ability to make an effective use of cohesive devices. It is recommended that future researchers

in this area should try to standardize tests of proficiency in these areas of language and to ascertain thereby whether there is a correlation between these language abilities and personality traits as conceptualized by Eysenck. It is also recommended that further researches should be conducted on a larger sample of students in different countries, in different language communities and in different cultural contexts so that at a future stage of research in this area one can say with a high level of confidence whether proficiency in English has a high positive or negative correlation with personality variables like extraversion, psychoticism, neuroticism and lying as conceptualized by Eysenck. This researcher also recommends that further researches should be carried out to find out why the correlation between students' personality types and their proficiency appeared strongly in some faculties and disappeared in others.

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Appendixes:

1- ENGLISH PROFICIENCY TEST

2- EYSENCK'S PERSONALITY QUESTIONNAIRE

3- EYSENCK'S PERSONALITY QUESTIONNAIRE KEY- ANSWERS

4- LIST OF THE NAMES OF THE JUDGES

Appendix 1
A Test of Proficiency in English

Student's Name:..... Level:.....
Sex:

Choose the best of the four items to complete the sentence.

أختر الأفضل من الخيارات الأربعة لإكمال الجملة :

Example:

- John will bein my absence.

- charging
- on charge
- in charge
- for charge

1- Do you enjoy?

- to swim
- swimming
- swim
- to swimming

2- Itto build a road a round the village.

- has decided
- decided
- has been decided
- has been deciding

3- We have not got everythingordered.

- what you
- that you
- that you been
- you that

4- By the time you get home, Ithe house from top to bottom.

- will clean
- will be cleaning
- will have cleaned
- will have been cleaning

5- She speaksEnglish.

- very good
- a very good
- the very good
- some very good

- 6- II did not intend to stand for election.
- replay that
 - replied that
 - replied
 - has replied
- 7- Heover the fence last week.
- is seen climbing
 - saw climbing
 - sees climbing
 - was seen climbing
- 8- The childrento the zoo.
- enjoyed to be taken
 - are enjoying taken
 - enjoyed taken
 - enjoy taken
- 9- He isever to win the Olympic gold.
- the eldest athlete
 - an old athlete
 - the oldest athlete
 - an oldest athlete
- 10- Neil Adams,are both teachers, won the first prize in the competition.
- whose parents
 - which parents
 - who parents
 - that parents
- 11- Tell Patabout John and Susie.
- a story
 - stories
 - story
 - the story
- 12- Iin bad trouble if Jane had not helped me.
- will have been
 - will be
 - would have been
 - would be
- 13- Sally married George,Paul very unhappy.
- who make
 - which made
 - which make
 - who made

- 14-has nearly doubled in price.
- Oil
 - An oil
 - The oil
 - Oils
- 15- Do you haveto do today? We could have a long lunch if not.
- many work
 - much work
 - many works
 - much works
- 16- When will the meeting?
- hold on
 - hold place
 - take on
 - take place
- 17- The board meeting was held
- at Tuesday
 - on Tuesday
 - with Tuesday
 - in Tuesday
- 18- That awful accident occurred
- before three weeks
 - three weeks before
 - three weeks ago
 - three weeks past
- 19- The social workerthe two old sisters who were ill.
- called to the house of
 - called on the house of
 - called to
 - called on
- 20- Tomorrow is Paul's birthday. Let'sit.
- celebrate
 - praise
 - honor
 - congratulate
- 21- If you don't understand the text, don't hesitate
- ask a question
 - asking a question
 - to ask a question
 - to asking a question

22- It's snowing. Would you like toon Saturday or Sunday?

- skiing
- go to ski
- go skiing
- go ski

23- Our company didn't payfor that better advertisement.

- much funds
- many funds
- many money
- much money

24- Do you feel likenow?

- swimming
- to swim
- swim
- to go swimming

25- "It is not very cold. I don't think we need these big jackets."

"I don't think so,"

- anyway
- neither
- either
- too

26- "Excuse me. Do you know where the bus terminal is?"

"It isthe large police station."

- opposite
- opposed to
- opposite with
- opposite to

27- "You are welcome to order the goods now."

"But payment should be made"

- for advance
- advancing
- in advance
- to advance

28- "Why are you driving so fast?"

"I'm"

- must be hurry
- in hurry
- in a hurry
- hurrying

29- I have your music CD. I think Iyour concert video.

- also have
- have too
- too have
- have further

30- I really have to go now. I havethe doctor.

- appointments to
- an appointment to
- appointment with
- an appointment with

31- I can meet you at Central Station. Will?

- convenient for you
- that convenient
- that be convenient
- you be convenient

32- I would rathera quiet cup of coffee in the office than sit in a noisy café.

- have
- to have
- prefer
- prefer to have

33- Would you do me a small favour? Ivery much.

- appreciate it
- would appreciate
- would be appreciative
- would appreciate it

34- I am familiar with that product. I don't knowtimes I've seen it advertised on TV.

- how many
- how often
- how much
- many often

35- "Whenleaving for Toronto, Canada?"

"We are planning to set out at 10 o'clock."

- are we
- will we
- will us
- are us

- 36- I asked Robert when he could fix my leaking tap. He said that he would come round and fix it
- as much as possible
 - as possible as he could
 - as fast as he could possibly
 - as soon as possible
- 37- The man told us that the next train would arrive
- at three thirty
 - at three thirty o'clock
 - in three thirty
 - in three thirty o'clock
- 38- That is the cityworse crime record.
- on the
 - in the
 - with the
 - for the
- 39- I am slow to
- express my opinion
 - express my viewing
 - make my views
 - make my opinion
- 40- I have to have this report finished
- by Friday
 - until Friday
 - Friday before
 - Friday beginning
- 41- We were fortunate enough to visit the Grand Canyon. It has
- beautiful scenery that is much
 - many beautiful landscapes
 - many beautiful sceneries
 - much beautiful scenery
- 42- The ski resorts are usually crowded. There are many peopleskiing.
- enjoy
 - that enjoying
 - who enjoy
 - who enjoying
- 43- Mary's house isthe hair saloon. Do you think you can find it?
- along
 - near to
 - against
 - next to

- 44- Do you havemoney to last us the week?
- a lot of
 - plentiful
 - plenty
 - enough
- 45- Itto me whether we meet them or not.
- makes no difference
 - makes no a difference
 - is indifferent
 - is not a difference
- 46- We wereafter all the hard work.
- wear out
 - outworn
 - weary out
 - worn out
- 47- We sawwild animals while on vacation.
- quite a few
 - quite much
 - quite many
 - quite some
- 48- You had betterthe tourist information office.
- inquire at
 - inquiring at
 - inquire to
 - inquiring to
- 49- They will beat the party.
- present
 - presents
 - presenting
 - at present
- 50- Many excited women couldat the department store sale.
- seen
 - be seen
 - be seeing
 - be see
- 51- The sink in the locker room tends to
- flow
 - overflow
 - flow over
 - over flowing

- 52- How long did the baseball game?
- last
 - endure
 - survive
 - continue
- 53- We mustthe annual board meeting tomorrow.
- attend
 - attend to
 - attend in
 - attending
- 54- When we woke up, everywhere wassnow.
- covered
 - covered by
 - covered with
 - covering
- 55- We had betterbefore it begins to rain.
- leave
 - leaving
 - to leave
 - to leaving
- 56- A large crowdin front of the railway station.
- gathering
 - to gather
 - had gathered
 - had gathering
- 57- In winter, driving accidents occur quiteon the highways.
- frequently
 - many
 - much
 - a few
- 58- Most people at some stage have a feeling
- responsible
 - responsibility
 - of responsibility
 - to be responsible
- 59- “What kind of work are you doing for that company?”
“I’mas an administrator.”
- worked
 - occupied
 - hired
 - employed

- 60- I don't want to buy anything, do you?"
 "Yes, I'd like to buy"
- pencil
 - much pencils
 - any pencils
 - some pencils
- 61-the hotel rooms are reserved throughout peak season.
- almost
 - almost of
 - almost all of
 - most of all
- 62- "Where did you work before?"
 "I worked only minutesrailroad track."
- from
 - from the
 - near
 - away
- 63- "Who did you meet at the community dinner dance?"
 "I met manypeople."
- grandly
 - celebration
 - fame
 - prominent
- 64- Whowhen John is likely to turn up.
- know
 - do know
 - is knowing
 - knows
- 65- The theatre performance
- succeed
 - successful
 - was success
 - was a success
- 66- How is hethese days? I hope he is doing well.
- get along
 - get to along
 - getting along
 - to getting along

67- We are going tothe Town Games for fun.

- part take in
- take part in
- take part with
- taking in part

68- Since the rainstorm came, it did a lot of damage in the area.

- surprisingly
- rapid
- in hurry
- suddenly

69- The new teacher loves poems and makes us

- learn them heartily
- heartily learn them
- learn them by heart
- learning by heart them

70- Tom did not go to school,.....

- and Marry did not too
- and either did Marry
- and neither did Marry
- and so did Marry

71- They did not pick up the tickets,.....?

- did they
- don't they
- didn't they
- isn't they

72- If his company takes ours, they will have a monopoly.

- out
- up
- over
- down

73- Production has showed down because they have run difficulty with a particular component.

- out of
- against
- on
- into

74- Do you regret?

- not passing the exam
- don't pass the exam
- passing not the exam
- not pass the exam

75- There's no question that theydelighted when they see her tomorrow.

- have been
- will be
- had been
- will have been

76- Do you mindthe door as I find it very hot in here?

- to open
- opened
- opens
- opening

77- An eagle, if pressed for food, mighta small baby that had been left in the open unprotected, but such an opportunity must occur very rarely.

- carry off
- carry through
- carry on with
- carry out

78- China's cultural industry was given a boost last week after the government announced its plan tocultural reform in more than twenty provincial areas.

- carry away
- carry through
- carry off
- carry out

79- I really appreciate yourme at this difficult time.

- helps
- help
- helped
- helping

80- I will finish now and I look forward toyou again soon.

- seeing
- see
- seen
- having seen

81- I am afraid I can't goyour decision; I think you are wrong.

- into
- over to
- up to
- along with

82- Many students study English in Canadastudy French.

- Others
- The others
- Another one
- Each one

83- We tried a new marketing idea, but it did not come

- off
- up
- through
- on

Thanks

Appendix 2

استخبار " أيزنك " للشخصية

المهنة:
العمر:
تاريخ
التطبيق:

الاسم:
الجنس:
الجنسية:

تعليمات: أجب من فضلك عن كل سؤال من الأسئلة التالية بوضع دائرة حول كلمة " نعم " أو كلمة " لا " التي تلي السؤال. ليست هناك إجابات صحيحة و أخرى خاطئة. كما لا توجد بينها أسئلة خادعة، أجب بسرعة ولا تفكر كثيراً حول المعنى الدقيق للسؤال.

م	العبارات	نعم	لا
1	هل لك هوايات كثيرة و متنوعة؟	نعم	لا
2	هل تتوقف لكي تفكر في الأمر كثيراً قبل أن تقوم بعمل أي شيء؟	نعم	لا
3	هل يتقلب مزاجك كثيراً؟	نعم	لا
4	هل حدث مرة أن قبلت المديح و الثناء على شيء كنت تعرف أن شخصاً غيرك قام به فعلاً؟	نعم	لا
5	هل أنت شخص كثير الكلام؟	نعم	لا
6	هل يقلبك أن تكون عليك ديون؟	نعم	لا
7	هل تشعر أحياناً بالنعاس بدون سبب؟	نعم	لا
8	هل حدث في أي موقف أن كنت جشعاً (طماعاً) فأخذت لنفسك من أي شيء أكثر مما يخصك؟	نعم	لا
9	هل تغلق بيتك بعناية في الليل؟	نعم	لا
10	هل أنت مفعم (ملئ) بالحيوية و النشاط؟	نعم	لا
11	هل يزعجك كثيراً أن ترى طفلاً أو حيواناً يتألم؟	نعم	لا
12	هل تقلق في كثير من الأحيان على أمور لم يكن ينبغي أن تفعلها أو تقلها؟	نعم	لا
13	إذا قلت بإنك ستعمل شيئاً ، فهل تحافظ دائماً على وعدك مهما يكن ذلك متعباً لك؟	نعم	لا
14	هل تستطيع أن تنطلق عادة و تستمتع إذا ذهبت إلى حفلة مرحة؟	نعم	لا
15	هل أنت شخص سريع الغضب؟	نعم	لا
16	هل تستمتع بقاء أشخاص لم تكن تعرفهم من قبل؟	نعم	لا
17	هل كل عاداتك حسنة و محببة؟	نعم	لا
18	هل تميل إلى البقاء بعيداً عن الأضواء في المناسبات الاجتماعية؟	نعم	لا
19	هل يمكن أن تأخذ عقاقير أو مركبات قد يكون لها آثار غريبة أو خطيرة؟	نعم	لا
20	هل تشعر كثيراً بأنك زهقان (طهقان)؟	نعم	لا
21	هل حدث أن أخذت شيئاً (حتى ولو كان ديوساً أو زراراً) يخص شخص آخر؟	نعم	لا
22	هل تحب الخروج كثيراً؟	نعم	لا
23	هل تستمتع بإذاء الأشخاص الذين تحبهم؟	نعم	لا
24	هل يضايقك دوماً شعورك بالذنب؟	نعم	لا
25	هل يحدث أحياناً أن تتكلم عن أشياء أو موضوعات لا تعرف عنها شيئاً؟	نعم	لا
26	هل تفضل القراءة أكثر من مقابلة الناس؟	نعم	لا
27	هل لك أعداء يريدون أيدائك؟	نعم	لا
28	هل تعتبر نفسك شخصاً عصبياً؟	نعم	لا
29	هل تعتذر دائماً عندما تنتصرف تصرفاً غير مهذب؟	نعم	لا
30	هل لك أصدقاء كثيرون؟	نعم	لا
31	هل تجد متعة في تدبير المقالب التي يمكن أن تؤذي الآخرين أحياناً؟	نعم	لا
32	هل أنت مهموم باستمرار؟	نعم	لا

لا	نعم	عندما كنت طفلاً هل كنت تنفذ ما يطلب منك فوراً و دون تذمر؟	33
لا	نعم	هل تعتبر نفسك شخصاً فضفاضاً و لا تشيل الهموم؟	34
لا	نعم	هل العادات الحميدة والنظافة لها أهمية كبيرة عندك؟	35
لا	نعم	هل تقلق على ما يحتمل أن يحدث من أمور فضيعة؟	36
لا	نعم	هل حدث و أن كسرت أو ضيعت شيئاً يملكه شخص آخر؟	37
لا	نعم	هل تبادل عادة بتكوين أصدقاء جدد؟	38
لا	نعم	هل تستطيع ن تفهم بسهولة مشاعر الآخرين عندما يكلمونك عن مشاكلهم؟	39
لا	نعم	هل تعتبر نفسك متوتراً أو أن أعصابك مشدودة؟	40
لا	نعم	هل تلقي بالأوراق المهملة على الأرض عندما لا تكون هناك سلة مهملات قريبة منك؟	41
لا	نعم	هل تلزم الصمت غالباً و أنت مع أشخاص آخرين؟	42
لا	نعم	هل تعتقد أن الزواج موضة قديمة و يجب التخلص منه؟	43
لا	نعم	هل تشعر بالأسف على نفسك من حين لآخر؟	44
لا	نعم	هل تفاخر بنفسك من حين لآخر؟	45
لا	نعم	هل يمكنك بسهولة أن تشبع جواً من الحيوية على حفلة مملّة؟	46
لا	نعم	هل يضايقك أن يقودون سياراتهم بحرص؟	47
لا	نعم	هل حدث و أن قلت شيئاً سيئاً أو قبيحاً عن أي شخص؟	48
لا	نعم	هل تحب أن تقول نكتاً و حكايات مسلية لأصدقائك؟	49
لا	نعم	هل تتساوى في نظرك معظم الأمور بحيث تجد لها طعماً واحداً؟	50
لا	نعم	هل تشعر بأنك متضايق أحياناً؟	51
لا	نعم	عندما كنت طفلاً ، هل حدث مرة أن كنت وقحاً مع والديك؟	52
لا	نعم	هل تحب الأختلاط بالناس؟	53
لا	نعم	هل تشعر بالقلق إذا عرفت أن هناك أخطاء في عملك؟	54
لا	نعم	هل تعاني من قلة النوم؟	55
لا	نعم	هل تغسل يديك دائماً قبل الأكل؟	56
لا	نعم	هل لديك في معظم الأحيان إجابة جاهزة عندما يكلمك الآخرون؟	57
لا	نعم	هل تحب أن تصل قبل مواعيدك بوقت كاف؟	58
لا	نعم	هل تشعر دائماً بالتعب والأرهاق بدون سبب؟	59
لا	نعم	هل حدث مرة أن لجأت إلى الغش في أي لعبة أو مباراة؟	60
لا	نعم	هل تحب أن تعمل الأشياء التي تحتاج إلى سرعة في أدائها؟	61
لا	نعم	هل والدتك سيّدة طيبة؟	62
لا	نعم	هل تشعر دائماً بأن الحياة مملّة جداً؟	63
لا	نعم	هل حدث أن قمت بإستغلال شخص ما؟	64
لا	نعم	هل تقبل غالباً بأعمال تحتاج إلى وقت أكثر مما لديك؟	65
لا	نعم	هل هناك أشخاص كثيرون حريصون على أن يتجنبوك؟	66
لا	نعم	هل تقلق كثيراً بسبب مظهرك؟	67
لا	نعم	هل أنت مهذب حتى مع الأشخاص السخفاء؟	68
لا	نعم	هل تعتقد أن الناس يضيعون وقتاً كثيراً في حماية مستقبلهم عن طريق الأذخار و التأمين؟	69
لا	نعم	هل حدث أن تمنيت لو كنت ميتاً؟	70
لا	نعم	هل تتهرب من الضرائب لو تأكدت أنك لن تضبط إطلاقاً؟	71
لا	نعم	هل يمكنك أن تحافظ على إستمرار حيوية حفلة؟	72
لا	نعم	هل تحاول الا تكون عنيفاً و خشناً مع الناس؟	73

لا	نعم	هل تقلق لمدة طويلة جداً بعد مرورك بتجربة محرجة؟	74
لا	نعم	عندما تريد السفر بالطائرة هل تصل غالباً في آخر دقيقة؟	75
لا	نعم	هل تعاني من التوتر العصبي؟	76
لا	نعم	هل تنهار صداقاتك بسهولة دون أن تكون سبباً في أنهيارها؟	77
لا	نعم	هل تشعر غالباً بالوحدة؟	78
لا	نعم	هل تفعل غالباً ما تتصح به غيرك؟	79
لا	نعم	هل تحب أن تتحرش أو تضايق الحيوانات أحياناً؟	80
لا	نعم	هل يسهل على الناس جرح مشاعرك حين يجدون فيك أو في عملك عيباً أو خطأ؟	81
لا	نعم	هل حدث مرة أن تأخرت عن موعد أو عمل؟	82
لا	نعم	هل تحب أن تجد الكثير من الصخب (الهيضة) و الإثارة من حولك؟	83
لا	نعم	هل تحب أن يخاف منك الآخرون؟	84
لا	نعم	هل تكون أحياناً مليئاً بالنشاط و أحياناً أخرى خاملاً جداً؟	85
لا	نعم	هل تؤجل أحياناً عمل اليوم إلى الغد؟	86
لا	نعم	هل يراك الآخرون شخصاً مليئاً بالحيوية و النشاط؟	87
لا	نعم	هل يكذب عليك الناس كثيراً؟	88
لا	نعم	هل أنت مستعد للإعتراف بالخطأ إذا صدر عنك؟	89
لا	نعم	هل تشعر بحزن شديد على حيوان وقع في المصيدة؟	90
لا	نعم	هل شعرت بالضيق عند إجابتك عن هذه الأسئلة؟	91

Appendix 3

مفتاح أستخبار أيزنك للبالغين

الذهانية (p):

نعم: ٩١-٨٨-٨٤-٧٧-٧٥-٦٩-٦٦-٥٠-٤٧-٤٣-٣١-٢٧-٢٣-١٩
لا: ٩٠-٧٣-٦٢-٥٨-٥٤-٣٩-٣٥-٢٩-١١-٩-٦

الإنبساط (E):

نعم: ٨٧-٨٣-٨٠-٧٢-٦١-٥٧-٥٣-٤٩-٤٦-٣٨-٣٤-٣٠-٢٢-١٦-١٤-١٠-١
لا: ٤٢-٢٦-١٨

العصابية (N):

نعم: ٧٦-٧٤-٧٠-٦٧-٦٥-٦٣-٥٩-٥٥-٥١-٤٤-٤٠-٣٦-٣٢-٢٨-٢٤-٢٠-١٥-١٢-٧-٣
لا: ٨٥-٨١-٧٨

الكذب (L):

نعم: ٨٩-٧٩-٦٨-٥٦-٣٣-١٧-١٣-٢
لا: ٨٦-٨٢-٧١-٦٤-٦٠-٥٢-٤٨-٤٥-٤١-٣٧-٢٥-٢١-٨-٥-٤

Appendix 4

Judges' names of the proficiency test in English:

- 1- Dr. Ahmed Al-Qadsi
- 2- Professor Damodar Thakur
- 3- Professor R. S. Sharma