KIBOGORA POLYTECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF LANGUAGES

INFLUENCE OF INDIVIDUAL PERSONALITY ON SECONDARY SCHOOL STUDENTS' ENGLISH LEARNING AND PERFORMANCE:

Case of G.S Rugarama in Rugarama sector, Burera District

Undergraduate Research Project presented in partial fulfillment of the requirements for the Bachelor's Degree in English -Kinyarwanda with Education

PREPARED BY:

MWIZERA Ruth (2100506)

&

INGABIRE Febronie (1800224)

SUPERVISION : NDEZE Jean Claude (MED: Eng. & Lit.)

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DECLARATION

Declaration by the Candidate

We MWIZERA Ruth and INGABIRE Febronie hereby declare that this is our own original work and not a duplication of any similar academic work. It has therefore not been previously or concurrently submitted for any other degree, diploma or other qualification to Kibogora Polytechnic or any other institution. All materials cited in this paper which are not our own have been duly acknowledged.

Signed…………………………   Signed…………………………

MWIZERA Ruth   INGABIRE Febronie

Date……………………………   Date……………………………

Declaration by Supervisor

I declare that this work has been submitted for examination with my approval as KP Supervisor

Supervisor's name: NDEZE Jean Claude (MED: Eng. & Lit.)

Signed………………………………………………………

Date…………………………………………………………

ABSTARCT

This study examined the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda. The objectives that guided the study included: i) to find out types of personality traits of G.S Rugarama learners while learning English; ii) to investigate on students 'challenges in English learning and performance and iii) to examine the influence of individual personality on learning English at G.S Rugarama. The study adopted a case study design and a cross-sectional survey design also deploying both qualitative and quantitative techniques to analyze data. The study population was 781 (2 school staff, 10 teachers and 769 learners). The sample size was 101. The main research instrument was questionnaire, complemented by interview and document review. Data was analyzed using frequencies, percentages, mean and standard deviations. The study found a extraversion (60.0 % of the teaching staff and 40.6% of learners) and agreeableness/ thoughtfulness/ kindness (20.0% of respondents) were was the positive personality traits p of learners at G.S Rugarama. However, introversion personality trait (47.8% of learners and 70.0% of teacher respondents) and pessimistic individual personality trait (14.5% of learners and 20.0 % of teachers) were the negative personalities of learners at G.S Rugarama. Moreover, unfavorable learning environment (32.9%) poor and lacking learners-learner's collaboration in learning English (26.2%) and fear of speaking and debate in English (20.2%) were the potential challenges that affect learners' learning activities and performance in English at G.S Rugarama. Furthermore, extraversion and Conscientiousness as positive personalities have a high extent on students learning as reflected by a considerable mean value of 3.99 and 3.97. Findings in table 9 revealed that, introverted reaction (mean value: 4.00 and Pessimistic (mean value: 3.68) as well as aggressive (mean value: 3.78) were individual traits affect negatively learners' achievement and performance while learning English. Lastly, the results indicate a mean score of 3.73 that shows the respondents agreed that the academic performance of the school is good and students with negative personality traits perform poorly with a mean of 4.10 approaching maximum value 4 (i.e. agreeing). Finally, individual personality traits influence learners' achievement and performance in English at 79.1% at G.S Rugarama. the study recommends that the teachers and school staff at G.S Rugarama should use appropriate English teaching methodologies that may

best combine different learners' personality traits to create a potential for success, which the learner can decide to boost through hard work and practice.

DEDICATION

To the Almighty God,

To our parents,

To my beloved husbands and children,

To our sisters and brothers,

To our close friends and relatives.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

D.V   : Dependent Variable

EFL   : English as a Foreign Language

G. S   : *Groupe Scolaire*

I.V   : Independent Variable

LKK   : Literature Kiswahili and Kinyarwanda

MINEDUC   : Ministry of Education

SEO   : Sector Education Officer

SLA   : Second Language Learning

SPSS   : Statistical Package for Social Sciences

US   : United State

CHAPTER ONE: GENERAL INTRODUCTION

1.0 INTRODUCTION

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, the significance of the study and the organization of the study.

1.1 BACKGROUND TO THE STUDY

According to Brady & Tsay (2010), one of the languages used in many classrooms around the world is English. As we know English is used as a tool in a lot of classrooms in many parts of the world including Asia, as it is taught as a foreign language (EFL: English as a Foreign Language). In different countries, English is a compulsory subject that all students must study in an educational system. English is taken as the common language in all parts of the world. It may be a foreign language, but international in its significance. English language is spoken, read and understood in most parts of the world. Because of this language, people of the world communicate and belong to the whole shares of the world. It is widely accepted that English has become the language of choice for many international scholarly journals.

According to Crystal (2007), conversation without a common language between academicians from different nationalities, both in the virtual and real world would prove impossible. English language is now the most spread of the entire world's language since it is spoken by both non-natives and natives. For Graddol (2017), there are three types of speakers using English: those who speak it as a first language (around 375 million speakers), those who speak it as a second or additional language (again some 375 million speakers), and those who learn it as a foreign language (about 750 million learners). As to this language scholar, English language plays a very significant role in different areas worldwide (Graddol, 2017).

According Wesche (2007), learning English may be more difficult for some people due to certain social factors. One highly studied social factor impeding language development is the issue of extraverts versus introverts. Studies have shown that extraverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people). One particular study done by Naiman reflected this point. The subjects were 72 Canadian high school students from

grades 8, 10 and 12 who were studying French as a second language. Naiman gave them all questionnaires to establish their psychological profiles, which also included a French listening test and imitation test. He found that approximately 70% of the students with the higher grades (B or higher) would consider themselves extraverts. Extraverts will be willing to try to communicate even if they are not sure they will succeed. Introversion has the greatest chance of negatively affecting SLA. Students that are afraid of embarrassing themselves by speaking incorrectly or by not being able to speak at all may try to avoid opportunities that would otherwise aid their learning (Wesche 2007).

In United states (US), two scientists, Kinginger and Farrell, conducted interviews with U.S. students after their study abroad program in France in 2003. They found that many of the students would avoid interaction with the native speakers at all costs, while others jumped at the opportunity to speak the language. Those who avoided interaction were typically quiet, reserved people, (or introverts). Therefore, if teacher's correct mistakes and further embarrass shy students, it may isolate students even more. Instead, repeating back the corrected statement allows feedback without a damaging student's ego and if a student shuts down after an outright correction then opportunity for more input and practice has been lost. (Kinginger & Farrell, 2010).

A study carried in South Africa revealed that extroverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people), it seems also important for second language learners to develop personality. That is to say, try to be extrovert while study a second language. As everybody knows, individuality is one thing and personality is another. A soul is born an individual, but without a personality. Personality is built after one is born. What the soul has brought along is hands and legs and face, but not personality; this is made here on earth. Some hereditary factors that contribute to personality development do so but some potential environmental influences that help to shape personality. It is entirely commendable to devote some thought and effort to the improvement of your personality that can help you to learn second language better (Schoeman, 2014).

In a study by Eyong, David and Umoh (2014) who investigated the influence of personality traits on learning English and English academy achievements of secondary school students in Cross River State. The finding revealed that the students that are highly conscientious performed better

than their counterparts who are low on the trait. Also, the finding revealed that students who are highly agreeable performed significant better than their counterparts who are not. In the same vein, Martey, and Aborakwa-Larbi (2016) carried out a study on assessing the impact of individual personality on learning English as foreign language among secondary students in Ghana. The main objective of the study was to investigate the association between the individual personality (extraversion, neuroticism, openness to experience, agreeableness and conscientiousness) and English learning. The findings revealed that, there was a significant positive relationship between English academic achievement and the individual personality.

A study carried in Nigeria showed that, personality factors also affect the learning of a second language. Perhaps, the personality of a learner especially as it concerns language learning. According to them, most times, these innate characteristic that form one's personality construct are biologically determined. They argue that, perhaps these accounts for the reasons why some learners are better than others in the classroom. Individual differences among learners, such as personality variation or identity structuring have in the past, formed the cause of different learning abilities (Bebee, 2003).

Additionally, Gardner and Lambert (2012) focused principally on the individual's internal influences on second language learning. Influences such as these anxiety, self- esteem, inhibition etc are seen by most linguists as abstract concepts that are difficult to define; with their validity of psychological tests that attempt to measure their challenged and criticized. Yet theories and categorization about how these factors could lead to success in the second language learning (ESL) classrooms abound.

In Kenya, Andema (2011) noted that various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. also played another major area of second/foreign language learning research. The emphasis on the individual differences among learners is important in modern language teaching and its associated learning environments because of these learner variables (Blair, 1982). The success of second language learning is due not only to cognitive factors but also to affective, motivational, personality, and demographic factors of the learners (Brown, 2010) among which personality is of great importance.

Uganda is richly endowed with a diversity of languages and subsequently a handful of dialects, these form part of' the first languages that in turn affects students' understanding and conformity with the second languages which is English, which also serves as a medium of instruction in most of Uganda schools, a study of Ochano (2011) revealed that personality factors significantly influence the degree of success that Ugandan leaners achieve in learning a second language. Especially, his findings have shown that extroverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people). That indicates a new light on the second language teaching methodology in all secondary schools in Uganda.

While English has been taught as a school subject in Rwanda since the 1960s (Sibomana, 2010) and used as medium of instruction for about 20 years and many efforts were made to enhance its acquisition and use in Rwanda, proficiency in English by many educated people in Rwanda has been found wanting (Uwubuntu, 2013). As a result, the English language hardly finds its way in Rwandans `daily communication.

Kagwesage (2012) noted that contrarily to Kinyarwanda as the first language acquisition in Rwanda, the success of learning English varies greatly. According to several language scholars (Stefanson, 2013; Yule, 2014), this variation in learning English is due to the factors that are believed to affect learning English language such as personality characteristics, intelligence, aptitude, motivation, attitudes, aptitude, age, input and output and affective filter (Lightbown and Spada, 2001; Du, 2009).

Bylund and Oostendorp (2013) divide these factors into two categories: (i) those that are related to psychological and cognitive mechanisms that underlie our ability to learn languages and (ii) those that are related to the circumstances under which learning takes place. Given that the former (personality characteristics, individual personality does depend on the context where the learning English takes place, they are the focus of this research project.

In brief, the absence of willingness or what seemed to be attitude problem in the learning of English amongst the learners in G.S Rugarama can be the result of the lack of crucial English language proficiency and achievement. As a result, the English language hardly finds its way in Rwandans `daily communication. This research needs to explore the challenges faced leaners in learning English, additional language in Rwanda based on contextual factors that are believed to affect English learning. It investigates how these factors facilitate or hinder the acquisition of

English in the context of G.S Rugarama. Thus, the researcher intends to identify the influence of individual personality on English learning activities. And finally, the researchers intend to look for possible solutions to improve leaners' willingness towards learning English.

1.2 PROBLEM STATEMENT

It is acknowledged that some people pick up a new language rather quickly, while some struggle to learn even the most basic words. There are many factors that influence a person's ability to learn a language, including motivation, grammatical sensitivity, rote learning ability, and working memory.

Santos Gargallo (2011) says that the factors that determine the personality of the individual in learning English. It basically refers to the biological structure of the individual that through its inheritance, maturation process, hormonal influence, nervous system and its biotype constitution will determine a specific personality. The problem is that fourth through sixth level students in language combination in G.S Rugarama are not very related to the language, so it does not come with a base from birth as it should be. On the other hand, many students at these levels are afraid to express themselves or do not understand what they say or write in other languages.

This is why we are concerned about these factors that are causing many problems for elementary students when faced with language acquisition and in the learning process. REB (2020) reported that most of poor learners' English language performance among learners was the result of individual learners' personality. Students at G.S Rugarama are more easily able to acquire better levels of correction in pronunciation. This is evident in acquisition-learning situations, in English.

The personality brings together some dimensions of the behavior that the student at G.S Rugarama adopts when studying English. The classroom becomes a meeting context of several dimensions of the personality of the students that the teacher must manage. For example, the teacher's performance allows him to know his students; distinguish extroverts from introverts. Fluctuation of learners' English achievements from 2019 to 2021 upsurge researchers to think that extroverted students achieve better results in oral tests, since they can improvise more easily than introverts. On the other hand, the results of introverted leaners in reading and writing), which require more conscious processes, outperform those obtained by extroverted students.

Hence, the researchers need to know the role of the teacher and learners in this process and how this can solve the challenges faced by learners while learning English language at G.S Rugarama.

1.3. RESEARCH OBJECTIVES

The objective of this current investigation is broken into two broad categories: General objective and specific objectives.

1.3.1. General objective

Generally, this study seeks to assess the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda.

1.3.2. Specific objectives of the study

Specifically, the following specific objectives will guide the research to achieve the above aforementioned general objective:

   i. To find out types of personality traits of G.S Rugarama learners while learning English
  ii. To investigate on students 'challenges in English learning and performance due to their personality traits.
 iii. To examine the relationship between individual personality and learners' learning English and performance at G.S Rugarama

1.4. RESEARCH QUESTIONS

The study is proposed to answer the following research questions:

1. What are the types of personality traits of G.S Rugarama learners while learning English?
2. What are the students 'challenges in English learning and performance due to their personality traits?
3. What is the relationship between individual personality and learners' learning English and performance at G.S Rugarama?

1.5. SIGNIFICANCE OF THE STUDY

This research is intended to produce the following outcomes to the researcher, Kibogora Polytechnic College and academicians.

1.5.1. Significance to the researcher

In terms of research, this is the first study, to our knowledge, that assesses the influence of individual personality on English learning at G.S Rugarama in advanced level basically LKK Combinations. Since, this stud y is particularly important for language learning, this study will be useful for the researchers in the advancement of their knowledge about the topic under study. This study will enable the researchers to get their Bachelors Degree with honours in languages with Education. Moreover, through close engagement in the conceptualization and development of this study, the researchers will get deep knowledge and skills required to develop quality research and the current study aims to fill the gap in the literature by exploring them thoroughly from different angles (e.g. the individual personality that influences learners and their effects on English learning) in order to identify them appropriately and obtain a deep understanding of their different aspects.

1.5.2. Kibogora Polytechnic

This research will enable Kibogora polytechnic to assess itself whether the courses offered in educational domain should allow the student to perform well on the field. In addition, this study can constitute a secondary data in to Kibogora Polytechnic as this academic document will be kept in library to be used as a good reference to the students and other readers who will be interested to explore from its content.

1.5.3. Academicians

Pedagogically, this study can be beneficial to English language education in Rwanda and beyond, the output of this study is of paramount importance, for academicians, the final copy of this study will be used by other researchers provide an empirical base to set suitable measures to improve leaners' language learning. Therefore, teachers can gain insight from the current study in relation to adapting their teaching styles and using a variety of activities to cater for the different learning styles of their students.

Likewise, the results of this study can provide teachers with empirical evidence regarding the individual personality that can influence anxiety, motivation and self-efficacy and their impact on English learning. Understanding how learners vary in their affective needs can help teachers select appropriate materials, modify their teaching techniques and shape the learning environment to best account for student diversity.

1.6. SCOPE DELIMITATION

Really, delimitations in a study are those characteristics that limit the scope and define the boundaries of the researchers' study and it widely serves to guide the conceptualization of the study, the scope of this study is composed of conceptual scope, geographical scope and time scope.

1.6.1. Content scope

The content scope of this study rotates around the influence of individual personality on English learning. In choosing this topic, the researcher was firstly motivated by the fact that, investigating the influence of individual personality on English learning is among the major responsibilities of English teachers and yet the topic is still under researched.

1.6.2. Time scope

Timely, the period between 2019 and 2021 is chosen as the time scope. The study covered the period between 2019 and 2021 following fluctuation in learners' English performance in G.S Rugarama, the researchers preferred to use this time interval in order to assess the influence of individual personality on learning English language.

1.6.3. Geographical scope

Geographically, this study was done in Rugarama Sector, specifically at GS Rugarama. It is delimited in a specific determined time and place whereby all activities about the running out of this work took place. This study took place specifically at G.S Rugarama sector, Burera District.

1.7. RESEARCH STRUCTURE

This program of research is believed by the researchers to be the first research to assess the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda. The structure of this current investigation, outlined below, reflects the specific tasks undertaken as part of the program of research.

Chapter one is general introduction and contains the background of the study, the general and specific objectives of the study, the research questions, the significance of the study and research structure. Chapter two describes literature review which summarizes the perceptions and views of other authors and researchers in the related domain. Chapter three demonstrates the research methodology that this research was use. Chapter four includes the representation of results, analysis, interpretation and discussion while chapter five summarizes the findings of this study. It also includes conclusions and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

Literature review condenses the following main venues followed by research on each one: definition of key terms and variables of the study, theoretical framework underpins this investigative study followed by empirical review that portrays the measurements of personality, individual personality factors, challenges faced by leaners while learning English. The study further draws the conceptual framework that explains the correlation between students' individual personality & learning English language, finally this chapters concludes and summarizes the literature.

2.1 DEFINITION OF TERMS

De Beer (1999) comments that "definitions concretize the intended meaning of a concept in relation to a particular study". Thus this section defines briefly the key concepts that will be used in this research.

2.1.1 Personality

The term "Personality" is derived from the Latin word persona which refers to a theatrical mask worn by Roman actors in Greek Drama before the birth of Christ. Personality itself has been known as universal topic in the field of psychology. Feist (2008) stated that "personality refers to all those relatively permanent traits, dispositions, or characteristics within the individual that give some measure of consistency to that person's behavior".

Sapir (2005) gave more detailed definitions of personality. The definitions of personality that he stated are in terms of philosophy, physiology, psychology, psychophysiology, and sociology. In terms of philosophy, personality is defined as the subjective awareness of someone into himself which is different from other perceptions. In terms of a physiology, personality is related to the individual human organism which has different behavior from others. In terms of psychophysiology, personality refers to the human being that is concerned with the relationship between mental (psyche) and physical (physiological). Then, in terms of sociology, personality is the whole aspects of someone's behavior which make him different among others and meaningful in society.

2.1.2 Language

Language is essentially a human activity for the purpose of communication and is inextricably bound up with culture (Brandling, 2013). The Bullock Report (2015) refers to language as one of the ways we represent the world to ourselves i.e. the objects, people and events that make up our environment. As it is necessary to help children to understand both the spoken and the written word and to express themselves in a variety of ways, language is a vital component of the learning process.

2.2 THEORETICAL FRAMEWORK

This research will be informed by the following theories: Language preference theory and integrative theory of communicative competence.

2.2.1 Language preference theory

Spolsky's (1989) language preference model was also found appropriate for guiding this inquiry because conditions 1, 2 and 7 of this model view the learners' language proficiency as their knowledge of L2 that forms a systematic whole, and they focus on learners' attainment of approximate native speakers' language as well as on their academic skills development. Generally, this model describes 74 conditions that enable the achievement of various possible outcomes in second language learning (Spolsky, 1989). To be able to develop this theory, Spolsky based his observations on the "complexity of the circumstances under which second languages are learned, or failed to be learned", bearing in mind both the successes and failures of several previous methods that had been used in language teaching in the world.

The innovation of Spolsky's (1989) model of second language learning is that it was presented in the form of mathematic formula, which is applied to second language learning, and the formula is $Kf = Kp + A + M + O$. As Spolsky (1989) describes this formula, 'K' stands for the knowledge and skills in the learner's second language, 'f' stands for future time and 'Kf 'stands for the learner's L2 knowledge and skills at some future time. 'Kp' stands for the learner's knowledge and skills at the moment, including his/her knowledge of first language, third language and any other languages. 'A' stands for components of the learner's ability including psychological, biological, intellectual and cognitive skills; 'M' stands for the learner's affective

factors such as personality, attitudes, motivation, and anxiety while 'O' stands for opportunity for learning the language, including the time for learning, formal or informal situations where the learner is exposed to the language.

2.3.2 Integrative theory of communicative competence

Since competence in a language is viewed as an integral part of language performance, Baker (2016) observes that measuring language competence cannot simply use pencil and paper tests or classroom tests; it rather needs to use creative, unpredictable and contextualized communicative performance testing. It is likely the reason why, as Iwashita (2018) claims, a great amount of studies that investigated the character of language proficiency were based on performance data which were obtained from language tests, including oral assessments (Brown et al., 2015; De Jong & vanGinkel, 2012).

Canale and Swain's studies (1980) on 'integrative theory of communication competence' and Bachman's (1990) tested various individual features of performance to determine and judge their speaking proficiency. The salient features which were tested for speaking proficiency in some of the studies above included vocabulary, grammar, pronunciation, fluency, expression, intelligibility, appropriateness and comprehensibility. This dissertation will be guided by Canale's and Swain's (1980) 'integrative theory of communication competence' and Bachman's (1990)' s language preference theory as a theoretical framework.

2.3 EMPIRICAL REVIEW

This section of the literature review gives a brief review of the challenges faced by learners while learning English and Motivation towards Language Learning as well as individual personality factors that affect learning English language.

2.3.1 The challenges faced by learners while learning English

The problem of students' readiness for the new language policy has not attracted many researchers. Some researchers have even tried to convince the general public that the readiness of students should not constitute a big challenge because students can always learn (MINEDUC, 2016). Perhaps they are somewhat correct, especially regarding younger learners, because most

children can learn in any language if they have no challenges other than language. However, language can be a major challenge for secondary school students, especially if their earlier education was done in a language other than what they must use in secondary school, as is the case with the subjects of this study. In practicing the speaking skill, some students make mistakes once trying to utter words, phrases or sentences.

They, hence, need the assistance of either their teachers or their more knowledgeable peers to develop their speaking proficiency. According to Ur (2011), students' low speaking skills may be caused by various factors such as inhibition, having nothing to say, low classroom participation, the theme to be spoken about, and the use of mother tongue. The same goes for leaners in advanced level especially in combination with English language in Rwanda. The literature indicated that students' infrequent use of English language at school and home, large class size, teachers' main responsibilities, poor conducive teaching and learning environment in the classrooms, limited home support environment and poverty as well as lack of English dictionaries and books were the hindering factors that affect learners' English language (Bruner, 2013).

In my humble view, lack of motivation, lack of confidence and being concerned with failure are some causes of high affective filter in speaking English. Nevertheless, the filter is down when the learner is not anxious and is trying to participate in the speaking activity. Therefore, poor speaking proficiency among learners is the result of factors affecting their affective filter. For instance, if accuracy is emphasized over fluency and mistakes are used to judge the learner, the latter may refrain from speaking the language.

 In such a case, the affective filter may rise, thus reducing the learner's output. Thus it is important that the factors that increase the affective filter be avoided or minimized in the learning process and context to promote learners' English speaking proficiency. There is a proverb saying that "Where there is a will, there is a way". Having the will to speak English will certainly enhance learners' fluency and proficiency in English.

2.3.2. Influence of Individual personality and learning language

Probably the most prominent variable in the instructional situation is the learner. Through the years, researchers and teachers alike have been interested in the role of affective factors in

second and foreign language learning. The characteristics of learners "cover a whole range of personal and attitudinal aspects" (Conteh, 2002). Attitudinal factors relating to language acquisition among those that contribute to a low affective filter, since classroom atmosphere created and sustained by the teacher not by the learners' attitudes is equally important in lowering the affective filter (Richards & Rodgers, 2016).

A good language learner is described as a learner who acquires adequate intake in the second or foreign language, and has a low affective filter to allow input to language acquisition (Krashen, 2011). However, the bad language learner has "neither acquisition nor learning going to him" and this might be the result of attitudinal factors (lacking interest in the target language and its speakers, lacking self-confidence, a high anxiety level as well as low aptitude or interest in grammar) (Krashen, 2018).

Brown (1994) describes affective principles as the "foundation stones … on which techniques and learning material can be based". Besides, the learner's attitude and motivation, aspects such as personality (especially relevant are self-confidence, risk-taking and anxiety) are of significance in the language learning process. People vary widely in their personality, and personal factors are interrelated with attitudinal and motivational factors. Keuning (2015) defines personality as the "combination of psychological characteristics to classify individuals".

2.3.3.1. Risk-taking

According to Larsen & Long, (2011), the tendency to take risks and its connection with achieving greater success in language learning. According to these researchers, if learners have a positive belief and attitude towards a certain language task, they may be willing to become gamblers in the game of language, to attempt to produce and interpret the language.

In their discussion of risk taking, Larsen and Long (2011) indicate that the direct opposite of risk-taking behaviour is manifested in sensitivity to rejection. Learners who are sensitive to rejection may avoid participation in the classroom, because they fear disapproval from classmates or teacher. These all can lead to students to have negative attitudes towards English language because they are less confident and fear rejection (Dulay, 2012).

In these respect, researchers like (Ehrman, 2011) suggest that fear, embarrassment, inhibition about performing in front of others, and judgment by others, all increase in the early adolescence,

and probably discourage risk-taking. Consequently, these traits may result in a high affective filter, for instance, negative attitudes which also hamper progress in language learning and achievement. Thus, high school language learners have different views about accomplishing a certain language activity in front of others since they may be afraid of being evaluated by their teachers and classmates. This also in turn creates a negative attitude towards the target language and can affect their English language achievement

2.3.3.2. **Self-confidence**

Self-confidence, also defined by Brown (2015) as the "I can do it" principle is about the learner's belief in his or her ability to accomplish the task. Krashen (2008) indicates that self-confidence encourages the learner' intake, and will also result in having a low filter. The use of simpler techniques at the start of classroom activities will boost learners' self-confidence, since a sense of accomplishment assists learners in the next, more difficult activity (Brown, 2015). Self-efficacy, self-esteem, risk taking and lack of anxiety are traits of self-confidence that also related to second or foreign language learning.

Ehrman (2011) mentions self-efficacy as an element in learning because it reflects the degree to which the learner thinks s/he can cope and succeed in the learning situation. Conversely, enhanced self- efficacy that is the learner expects good results, tends to increase motivation, positive attitude, and also increases willingness to take learning risks (Skehan, 2019). Language learning difficulties may particularly influence self-esteem negatively which in turn affects students' attitudes and their language success too (Ehrman, 2011. Learners may believe that the target language is difficult to learn, or even that there is a right way to learn the target language. Thus, such beliefs, negative assumptions as well as the expectation of himself/ herself, affects the learner's sense and attitude of him/her ability to learn the language (Ehrman, 2011).

2.3.3.3. **Learners' Anxiety**.

There appears to be a consistent relationship among personality, anxiety, the learning situation and language proficiency. Ehrman (2016) indicates that a variety of feelings accompany learning, and range from positive to less pleasant feelings or attitudes. Negative feelings or attitudes include frustration, anger, anxiety, lack of self-confidence, and these affective factors may influence the learning event as well as how much language a learner can learn and achieve

in a given time. According to Spolsky (2009), anxiety in foreign language classes is often related to listening and speaking, with difficulty in speaking in class. At this time, English language teachers are challenged to create a favourable condition in the classroom by employing techniques to reduce anxiety, negative feelings and stress about the language and their achievement too. Furthermore, a language teacher should also consider the use of appropriate learning material in the learning situation (Wedeman, 2002). To become a professional, the language teacher should eventually be able to design appropriate teaching and learning materials to provide less threatening and positive attitudes or feelings, and more supportive environment for learners (Wedeman, 2002).

2.4 CONCEPTUAL FRAMEWORK

According to Colander (2013), a conceptual framework is an analytical tool with several variations and contexts. Under this research the conceptual frame portrays the sub -variables by referring to the individual personality on learning English language.

The independent variable is individual personality traits (**Positive traits** include conscientiousness, extraversion, openness, agreeableness and neuroticism and **Negative traits** such as egocentric, introverted reaction, pessimistic, dishonest and aggressive) while learning English as the dependent variable is conceptualized by English speaking fluency, English learning motivation and English proficiency. The intervening variables are Community involvement, The learners' parents, Learners' peer groups and Learning situation.
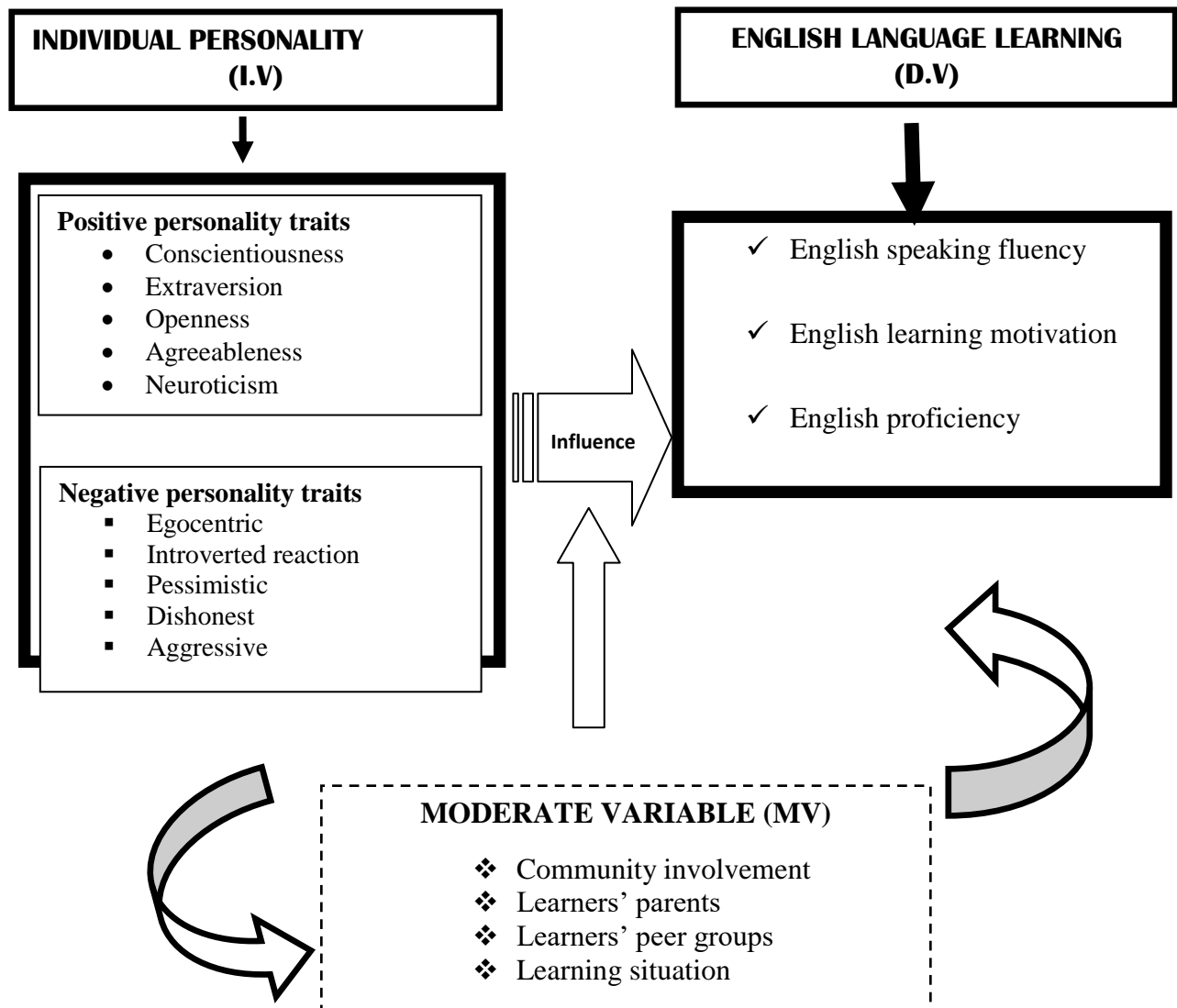
Figure 1: Conceptual framework , 2022

2.5 RESEARCH GAP

A study carried out in England by Robison, Gabriel and Katchan revealed that introverts typically perform slightly better on English written tests compared to extraverts, who tend to perform better in oral tasks (Robinson, Gabriel, & Katchan, 1994). Their findings reflected learners in England not in Africa especially in Rwanda.

In United states (US), two scientists, Kinginger and Farrell, conducted interviews with U.S. students after their study abroad program in France in 2003. They found that many of the students would avoid interaction with the native speakers at all costs, while others jumped at the opportunity to speak the language. Those who avoided interaction were typically quiet, reserved people, (or introverts). They did not compare negative traits (Introverts) and positive traits (extroverts).

Research linking extraversion with functional practice strategies in real communicative Language situations has shown that extraverts tend to prefer social strategies, like cooperation with others or asking for clarification, and also use more functional practice strategies like seeking opportunities to use a foreign language outside the class environment (Wakamoto, 2009). The extraverts' inclination to take risks seems to extend to their linguistic behavior, including the use of more stigmatized language and a willingness to engage in potentially more "dangerous" emotion-laden topics (Dewaele & Pavlenko, 2002). The study focused on the personalities rather than their influence on learning language performance.

A number of studies and case studies in European and some African countries tell that personality factors significantly influence the degree of success that individuals achieve in learning English. Especially, lots of studies have shown that extroverts (or unreserved and outgoing people) acquire English language better than introverts (or shy people). That indicates a new light on English language teaching methodology but Much less studies have been conducted to assess the influence of individual personality on English learning in secondary schools in Rwanda. However, no researches have been carried out on assessing the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda). In light with the above illustrations, this eligible study will be conducted to bridge the gap traced by other studies.

2.6. SUMMARY OF THE LITERATURE

In this chapter the focus was on literature on individual personality on English language learning, main concepts have been defined and theoretical framework has also been discussed and how they are aligned to the influence of individual personality on English language learning. Empirical review underlies this study and conceptual framework has also been discussed as well

as the summary to the chapter. The next chapter will focus on research methodology which deals on all methods and approaches that will be used to correct analysis collected data

CHAPTER THREE: RESEARCH MEHODOLOGY

3.0. INTRODUCTION

This chapter shows the research design, population under the study, sample size, sampling techniques, and the methods that were used to collect data. The reliability and validity of the research instruments, data collection procedure and data analysis techniques of the study are tackled as well.

3.1. RESEARCH DESIGN AND APPROACHES

3.1.1. Research Design

The study adopted a case study design and a cross-sectional survey design also deploying both qualitative and quantitative techniques to analyze data. A case study design was used because the researchers has neither the time nor financial resources to conduct a national survey of all secondary schools in Rwanda, they made emphasis on one secondary school: G.S Rugarama. Secondly, as Mugenda and Mugenda, 2008) states, a case study research design allows a researcher to conduct an in-depth investigation of a single phenomenon at a given point in time, to arrive at findings that are applicable to the larger phenomenon that the case represents, the case study strategy is suitable for this research because it provides the much needed in-depth understanding of the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda)

3.1.2 Research approaches

The research design is "the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data" (Kothari, 2004). It is indeed the outline of what the researchers did and how they were done, in their research. Concerning the research at hand, the researchers used both quantitative and qualitative data collection and analysis techniques. Quantitative techniques were applied to numeric data collected using questionnaire, the researchers gave questionnaires to the teachers and learners while qualitative data were deployed for non-numeric data, such as respondents" views or opinions, preferences, attitudes and feelings obtained from Head teachers and Director of studies. The findings that were obtained using the interview was used to support or contradict quantitative data that were collected using questionnaire and documentation review. Using three

research tools such interview, questionnaire and documentation, a triangulation was made in both data collection, presentation, analysis and interpretation (Sims et al., 2012).

3.2. STUDY POPULATION

A population is a summation of all the organisms of the same group or spices, which exist in same geographical area. It is a group of people or items that share one or more characteristics or from which data can be collected and analyzed (Strydom, 2005). Therefore, from this group of people some of them are more targeted by same the research and it is where the sample is chosen. In this research the population of interest is school staff (Head teacher and Director of Studies), Teachers and students. From this total population, there are four categories of people that would have selected and be considered as target population (Abdalla 2010: these include:

- Two (2) school staff (Head teacher and Director of Studies) at G.S Rugarama

- Ten (10) English teachers at G.S Rugarama

- Seven hundred sixty- nine (769) learners

Therefore, the total population of interest is 781

Table 1: Study population

Categories	Head teachers	Director of studies	Teachers	Learners	
	1	1	10	Senior 1	152
				Senior 2	137
Number				Senior 3	62
				Senior 4	143
				Senior 5	136
				Senior 6	139
Total	**1**	**1**	**10**		**781**

Source: School archives (Academic year: 2021-2022).

3.3 SAMPLING TECHNIQUES AND SAMPLE SIZE

3.3.1. Sampling techniques

Considering different categories of the target population, the researcher used the stratified sampling, purposive sampling techniques and simple random sampling techniques to get different elements of the sample. According to Kothari (2004), if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample, and then the selection of items from each stratum is made to constitute the sample.

3.3.1.1. Stratified sampling techniques

Bryman (2012) adds that stratified sampling is used where the sampling of individuals from strata is carried out randomly. Thus, after the researchers determine the categories and number of individuals from each category for example school staff, teachers and learners.

3.3.1.2. Purposive sampling techniques

Purposive sampling is a method of sampling whereby the researcher uses his own judgment about which respondents to choose and he picks only those who best meet the purpose of the study. Purposive sampling was used for the 2 school staff and 10 English teachers since the researcher chose the population assumed to give reliable information to the study. This technique did not embody the elements of randomness, the researcher decided to sample from a population which seems to have a global knowledge about the study.

3.3.1.3. Simple random sampling

Simple random sampling is a procedure of selecting a sample out of a population in such a way that every member of the population has an equal chance of being selected to form the sample (Kothari, 2004). The simple random sampling was used to select among learners who may be the respondents for this study. Each learner had an equal chance to be selected and the researcher randomly chosen 89 learners in 769 learners to be the respondents. This is supported by Gall (2003), who argued that specific information is obtained through employing randomly in any study.

3.3.2 Sample size

A sample is "a set of units from a population that interests the researcher, the very unit fairly permitted to generalize the results, compared to the population the unit is chosen from" (Ngondijeremiah et, al. 2009 cited in Trachoma, 2006). The researchers used the entire population as a sample for small populations (Glenn, 1992). This is to say that in this current research, 1 head teachers, 1 director of studies and 10 teachers were universally and purposively sampled, meaning that everyone in the above said category was surveyed.

For the case of learners, the study adopted the formula of Slovin's formulae (Solvin, 2004) to determine the sample. Solvin says a 90% confidence level and 10% precision are assumed for equation. With the help of the above formula the sample size is as follows.

$$n = \frac{N}{1 + N\,(e^2)}$$

$$n = \frac{N}{1 + N\,(e^2)}$$

$$n = \frac{769}{1 + 769\,(0.1^2)}$$

$$n = \frac{769}{1 + 769\,(0.01)}$$

$$n = \frac{769}{1 + 7.69}$$

$$n = \frac{769}{8.69}$$

$$n = 88.49 \approx 89 \text{ respondents}$$

For this, 89 learners were systematically drawn from the total population. The researchers managed to use this formula

$$n1 = \frac{n * P1}{N}$$

n1 represents the sample size for stratum one for leaners in senior four (4); n representing the total sample size; P1 representing the proportion of population in stratum one; and N representing the total population. Therefore, the sample size for each respondents' stratum has been computed as below:

Table 2: Sample size in each class

Category of respondents	Population
Senior 1	$nr = 89 * \frac{152}{769} = 17$
Senior 2	$nr = 89 * \frac{137}{769} = 16$
Senior 3	$nr = 89 * \frac{62}{769} = 6$
Senior 4	$nr = 89 * \frac{143}{769} = 17$
Senior 5	$nr = 89 * \frac{136}{769} = 16$
Senior 6	$nr = 89 * \frac{139}{769} = 16$
Total	**89**

Table 3: Student Respondents sampling selection breakdown

Respondents	Targeted population				Sampling technique
	Population		**Sample size**		**Sampling**
School staff	Head teacher	1		1	Purposive
	Head of studies	1		1	
Teachers	10			10	Purposively
Leaners	769		S1 17 S2 16 S3 6 S4 17 S5 17 S6 16	89	Simple random
Total	**781**		**101**		

Source: Secondary data (School archive)

This table shows that the sample of 101 respondents (89 learners, 1 head teacher, 1 deputy head teachers in charge of studies and 10 teachers).

3.4. TYPES OF DATA

For the purpose of completing this research, primary data and secondary data was necessary. Primary data is that data that collected by the researcher at the first time while secondary data is that data collected by another person (Kothari, 2009). For this research, three collection methods were used as explained below.

3.5. DATA COLLECTION TECHNIQUES

The study used questionnaire and interview to gather primary data. In this study, questionnaires are used because with such a kind of instrument, the researcher does not spend much time and many funds. Again, the respondents are made to feel at ease and give thoughtful reasons. Concerning the questionnaire, the researchers gave the structured copies to 10 teachers and 89 leaners sampled at G.S Rugarama. Moreover, the interview guide was used to collect qualitative data. The qualitative approach is used in this research because it seeks to gather opinions and perceptions of respondents about the influence of individual personality on language learning in G.S Rugarama. three copies of interviews were organized to the key informants. One copy for each key informant, this means that the researcher sent one copy of interview to the Head teacher and the Deputy head teacher in charge of studies. To make triangulation of responses, secondary data, for this research, was accessed from text books, school reports, publications, and online sources, provided that they are in line with the issues related to the study subject.

3.6. VALIDITY AND RELIABILITY

Data quality assurance and data quality control of the research are interdependent. These are factors which any study should be worried about in designing a study, analyzing results and evaluating the quality of the study (Chapman, 2004). They are helpful in preventing errors from entering a dataset, guaranteeing data quality for entered data, checking and upholding data quality throughout the project.

Moreover, the researchers ensured that the questions administered was simple, precise and easy to understand by participants. Because of the purpose of this research, the researchers guaranteed the validity of the instruments by ensuring that the designed questions in questionnaire and

interview guide matched with the research objectives. The researchers utilized the gathered information only for academic use and extreme confidentiality were applied.

3.7. DATA ANALYSIS

The analytic process consists of recognizing of issues, deciding of the availability of suitable data, choosing on which methods are appropriate for replying the questions of interest, applying the methods and evaluating, summarizing and communicating the results. It is the procedure of developing answers to the questions via the assessment and interpretation of data (Creswell, 2012). During data analysis, the research questions and objectives were considered. Thus, data from structured questionnaires and interview guide to be processed and be quantitatively and qualitatively analyzed and interpreted. Indeed, Statistical Package for Social Sciences (SPSS) version 20 was used during this process of recording and entering data as effective tool of collecting and analyzing data in social sciences. Here, every thematic item raised were compared and contrasted with the literature review (Sekaran & Bougie, 2013). The researchers then made some critical arguments in relation to the research objectives.

3.8. ETHICAL CONSIDERATIONS

While conducting the research, the researchers observed and respected various ethical considerations such as being honest with the respondents, being objective, open and confidential with them. Before starting with data collection procedures, the researchers ensured that they discussed with different respondents, and explain to them the purpose of the research. They asked the respondents" consent to participate in the research. Further, the researchers ensured that confidentiality would have been observed. For example, the names of the respondents were not revealed anywhere, during the research and after completing the research.

3.9. CONCLUSION

Briefly, this chapter mainly shows the methodological technique that was used by the researchers to conduct the research as well as to attain its objectives. It illustrates the population of this research, describes the ways by which data was collected, suggest strategies that was used to classify representative sample, disclose the procedures of collecting data and underlines the

validity and reliability of instruments, ethical considerations as well as researchers" position during the collection of data.

CHAPTER FOUR: ANALYSIS AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

This chapter deals with the finding of the research and the discussion of the findings. The findings are ordered in line with the problem statements outlined in the introduction part. In the discussion section, arguments and further interpretation of the findings are given. It gives the demographic characteristics of the respondents and variables used. The researcher had 101 respondents in total, 99 Respondents (89 learners and 10 teachers) were given questionnaires, however only 92 respondents participated successfully; hence a participation rate of 92.9 %. Amin (2004) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final analysis of the study and is generalizable.

4.1 PRESENTATION OF FINDINGS

4.1.1 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution table was employed to summarize the demographic characteristics of the respondents in terms of gender, age, education level, and work experience. Table 4 gives the summary of the findings for only teachers.

Table 4: Demographic Characteristics of the Respondents (teachers)

Demographical features	Frequency	Percentage
Gender		
Male	07	70.0
Female	03	30.0
Total	**10**	**100.0**
Age		
20 years and Below	00	0.0
21-30 years	02	20.0
31-40 years	05	50.0
41-50 years	02	20.0
51 and above	01	10.0
Total	**10**	**100.0**
Level of education		
Secondary	00	0.0
Diploma	08	80.0
Bachelor degree	02	20.0
Master's degree	00	0.0
Total	**10**	**100.0**
Work experience		
Below 1 year	02	20.0
1-3 years	03	30.0
4-6 years	01	10.0
7-9 years	01	10.0
10 years and above	03	30.0
Total	**10**	**100.0**

Source: Primary Data (July, 2022)

The results indicated in table 4 revealed that majority, 70.0 % of the respondents were male while the female was represented by 30.0 %, the fact that 30.0 of respondents were female ensure that this research does not suffer data biasedness.

Furthermore, the study revealed that majority, 50.0 % of the respondents were within the age group of 31-40 years, followed by 20.0 % who were within the age group of 21-30 years and 41-50, while those aged more than 50 years were represented by 10.0 %. The supremacy of the respondents within the age group of 31-40 years implies that most of the teachers at G.S Rugarama are mature and therefore have the expertise in the subjects they teach and they are able to provide ridiculous information in this study.

Similarly, the results as indicated in table 4 revealed that majority, 80.0% of the respondents had diploma, followed by 20.0% of respondents who had Bachelor Degree Educational Qualification while those within Certificates and masters were represented by 0.0 %. The dominance of the respondents with Diploma and Bachelor Qualifications implies that G.S Rugarama recruit and employ academically sound teachers who have vast knowledge of the subjects they teach and who are able to disclosure the relationship between individual personality and learners' English language achievement and performance.

Last but not least, the results in table 4 revealed that majority, 30.0 % of the respondents had work experience between 1-3 years and 10 years and above, followed by 20.0 % who had work experience below 1 year, while those with work experience between 4-6 and 7-9 years were represented by 10.0% each. The dominance of the respondents with working experience of more than 10 years implies that G.S Rugarama most employ experienced teachers so as to provide excellent teaching using the most profound teaching methods to handle and knob negative personality traits which may lead to the learners' low /poor English language performance.

Table 5: Demographic Characteristics of the Respondents (learners)

Demographical features	Frequency	Percentage
Gender		
Male	31	44.9
Female	38	55.1
Total	**69**	**100.0**
Age		
15 years and Below	14	20.3
16- 18 years	16	23.2
19-21 years	25	36.3
21-23 years	12	17.4
24 and above	02	2.9
Total	**69**	**100.0**

Source: Primary Data (July, 2022)

As shown in Table 5, there are a good number of female learners that male counterparts for example 55.1% versus 44.9%. This was necessary for the study to get a balanced picture of the respondents' views. Individual personality traits of female learners are different to those of male learners so balancing their views is paramount important in this study. Furthermore, the results in table 6 revealed that most of learners were in age range of 19-21 years at 36.3%. For this, the researchers have a full hope that this research project was enriched by interested findings collected from mature learners who are able to find out types of personality traits of G.S Rugarama learners while learning English and reveal the challenges faced by in English learning as well as indicate the influence of individual personality on their learning English at G.S Rugarama.

4.1.2.Types of personality traits of G.S Rugarama learners while learning English

The first objective of this study was to find out the types of personality traits of G.S Rugarama learners while learning English. Table 6 and 7 give the summary of the findings.

Table 6: Positive Individual traits of learners at G.S Rugarama while learning English

Positive Individual traits of learners at G.S Rugarama while learning English	Learners		Teachers	
	F	%	F	%
Learner's conscientiousness (Quality of being discipline and motivated)	24	34.7	1	4.3
Extraverted learners (Quality of being social and energetic)	28	40.6	6	60.0
Learners' openness (Quality of being flexibility/frankness in learning)	10	14.5	1	8.7
Learners' agreeableness (quality of being cooperatives and warm)	4	5.8	2	17.4
Neurotic learners (Quality of having Emotional stability)	3	4.4	0	0.0
Total	**69**	**100**	**10**	**100**

Source: Primary data (July, 2022)

When the respondents were asked the positive Individual personality traits of learners at G.S Rugarama while learning English, both learners and teachers gave their reaction on question asked. A whopping 60.0 % of the teaching staff replied that extraversion was the positive Individual traits of learners at G.S Rugarama while acquiring English in teaching while only few 20.0 % were in view that agreeableness/ thoughtfulness/ kindness was the traits personality of learners at G.S Rugarama. However, 10.0% of teachers replied that openness /frankness and Conscientiousness (trustworthy /discipline/motivation were the positive individual traits of learners at G.S Rugarama while learning English. The learners also were of the opinion that extraversion was their positive Individual traits while studying English at 40.6%. correspondingly, 34.7% of learners further noted that conscientiousness/carefulness was their positive Individual trait while learning English. However, 14.5% and 5.8% as well as 4.4% of learners felt that openness, agreeableness and Neuroticism were their positive Individual traits while learning English.

Table 7: Negative personality traits of learners at G.S Rugarama while learning English

Negative Individual traits of learners at G.S Rugarama while learning English	Learners		Teachers	
	F	%	F	%
Introverted learners (quality of being shy and quiet)	33	47.8	7	70.0
Pessimistic learners (Quality of lacking hope and trust)	10	14.5	2	20.0
Dishonest learners (Quality of lying/untruthfulness)	9	13.0	0	0.0
Learners'aggressivity (Quality of hostility and combative)	10	14.5	0	0.0
Egocentric learners (Quality of superiority/ambition)	2	2.9	0	0.0
Other	5	7.3	1	10.0
Total	**69**	**100**	**10**	**100**

Source: Primary data (July, 2022)

Result in Table 7 concerned the responses of the participants to items that sought information on the negative Individual personality traits of secondary school learners at G.S Rugarama while learning English. The result on Table 7 indicated that 33 or 47.8% of learners and 7 or 70.0% of teacher respondents argued that the negative individual personality trait of leaners at G.S Rugarama while learning English was introversion personality trait, 10 or 14.5% of learners and 2 or 20.0 % of teachers said that learners were pessimistic individual personality trait while studying English. Additionally, 7.3% of learners and 10.0% of teachers gave other individual personality trait which was shyness.

4.1.3. The students 'challenges in English learning and performance.

The second objective of this study was to investigate on students 'challenges in English learning and performance for leaners with negative personalities. The Table 8 give the summary of the findings.

Table 8: The students 'challenges in English learning and performance.

Challenges in learning English for learners with negative personality	Learners		Teachers		Total Percent	
	F	%	F	%	F	%
Lack of motivation and willing in carrying English duties	5	7.2	4	40.0	09	11.4
Poor prior linguistic knowledge	2	2.9	0	0.0	02	2.3
Unfavorable learning environment	26	37.8	0	0.0	26	32.9
English teaching strategies	15	21.8	0	0.0	15	18.9
Fear of speaking and debate in English	11	15.8	5	43.5	16	20.2
The level of learners-learner's collaboration in learning English	10	14.5	1	10.0	21	26.6
Total	**69**	**100**	**10**	**100**	**79**	**100.0**

Source: Primary data (July, 2022)

Teachers and learners were asked which challenges faced by learners with negative personalities in English learning and performance. A greater percentage of responses of both teachers and learners (32.9%) were challenged by unfavorable learning environment. However, 26.2% of teachers and learners were gathered saying that learners were challenged by poor and lacking learners-learner's collaboration in learning English. To add on this, the respondents (both teachers and learners) were of the opinion that learners at G.S Rugarama were challenged by Fear of speaking and debate in English at 20.2%. Further, 18.9 % of respondents (learners and teachers) mentioned English teaching strategies as the challenge while 11.4 % of respondents (teachers and learners) mentioned Lack of motivation and willing in carrying English duties as the students 'challenges in English learning and performance at G.S Rugarama.

Moreover, the above quantitative data confirms the contents of the interview by the learners that some learners refuse to cooperate with others (pessimistic personality traits) and help weak learners to some vocabularies or non-contextualised vocabularies which were also the challenge faced while using English through the teaching/learning process. Egocentrism among some strong students hinder the cooperation between learners in learning English. Other learners interview argued that their teachers will always want to provide the best to improve learner's

performance in English, but several challenges have sprung up and have impeded the teaching, learning and the mastery of English grammar, pronunciation, speaking and writing as well as listening. Such problems include: negative attitude towards of learners towards learning English, learners' fear of discussion, lack of confidence in speaking and writing English.

The findings are in agreement with the deputy head teacher in charge of studies that the learners are challenged by low confidence in speaking English and fear of making mistakes. Habit of using other languages in the classroom, lack of integration with others who always speak English language and lack of motivation, competition and creativity are also obstacles to the development of English speaking proficiency. He added that adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social competence, stress management among learners have been correlate negatively with Neuroticism, but positively with extraversion, Openness, and Conscientiousness, learners at G.S Rugarama found hard to balance their emotion expression /stress management and Individual traits while learning English.

4.1.4 The influence of positive and negative personality on students' learning English

The third objective of this study was to examine the influence of individual personality on students' learning English at G.S Rugarama. Table 9 give the summary of the findings.

Table 9: Extent to which positive and negative personality traits affect students' learning

Positive and negative personality traits effects on students' learning	Mean	Std. Deviation	Interpretation
Positive Individual personality traits			
Conscientiousness (trustworthy and discipline affect learners' English language performance	3.97	.510	Very high
Extraversion (social and energetic learners) perform well in English	3.99	.285	Very high
I feel that openness affects learners ability to perform well in English	3.45	1.031	High
Agreeableness (Warm with others) affect learners' English language proficiency	2.98	1.359	Average

I fell that neuroticism (emotional stability) leads to high performance in English language	1.39	2.93	Low
Creative learners score high in English language	2.79	1.30	Average
Average mean	**3.095**	**1.23**	**High**
Negative Individual personality traits			
Egocentric among learners affect learners' English language performance	3.04	1.02	High
Introverted reaction among learners affect their English performance	4.00	0.00	Very high
Pessimistic leads to poor English language performance	3.68	1.48	Very high
Dishonest affect leaners' ability to perform well in English language	3.29	.602	High
Learners who are proud to manipulate others fail in English language	1.87	1.82	Low
Agressivity affects negatively learners' performance	3.78	.864	Very high
Average mean	**3.27**	**.964**	**High**

Source: Primary data (July, 2022)

The results indicated the predominant positive personality traits of learners at G.S Rugarama while learning English. Extraversion and Conscientiousness, rated to have "very high extent". Both Extraversion and Conscientiousness got the highest mean of 3.99 and 3.97, respectively.

Findings in table 9 revealed that respondents agreed that openness (highly affects learners' ability to perform well in English. This was justified by a mean value of 3.45 which is near equal to 3 (Agree). However, a sight strong standard deviation of 1.031 that shows the respondents various views that learners with high scores on Openness-to-Experience are curious, creative, original, imaginative, and untraditional, and have broad interests which are good predictor of English language achievement in learning.

However, the findings presented in table 9 indicated that agreeableness and creative traits affect learners while learning English at an average extent. This was attributed to the fact that the

majority of respondents were slight agreed to the statements (agreeableness with a Mean value of 2.98 and creative trait with a mean value of 2.93 which both two mean value tend to approach the maximum 3 (Agreeing). Moreover, respondents strongly disagreed that neuroticism (emotional stability) leads to high performance in English language (mean=1.39 and standard deviation 2.93 suggests big variations in responses by the respondents. Sum up all results, there was a significant positive influence of learners English achievement and the personality traits of conscientiousness, agreeableness and openness to experience and however extroversion at G.S Rugarama while neuroticism personality trait has no positive influence on the learners' English achievement and performance.

Concerning, negative individual personality traits, the results presented in table 9 were analysed using mean and standard deviations and the respondents strongly agreed that Egocentric, Introverted reaction and Pessimistic as well as aggressive individual traits affect negatively learners' achievement and performance while learning English. This was witnessed by mean values (Egocentric: 3.04, introverted reaction: 4.00 and pessimistic: 3.68 as well as aggressive: 3.78) which match with the maximum 4 (strongly agree with very high negative extent influence of those aforementioned negative individual personality traits on learners' English achievement and performance at G.S Rugarama).

As presented in table 9, the researchers set out to know whether the dishonest affect leaners' ability to perform well in English language. The respondents agreed to this affirmation as reproduced by the mean i.e 3.29 which is near the maximum value of 3 (i.e agree). However, the standard deviation of .602 suggests variations in respondents' responses. This implies that aggressive was the negative individual personality traits of learners at G.S Rugarama which highly and negatively led to the learners' English achievement and performance in English. To know whether the learners who are proud to manipulate others fail in English language, the findings reflect a mean value of 1.87 that roughs around the maximum 2 (Disagree) to imply that respondents disagreed that the learners who are proud to manipulate others fail in English language. A strongly standard deviation of 1.82 implies that respondents had different views about this statement. This is true because some learners who are proud to manipulate others fail while other succeed in English.

Conclusively, the results presented in table 9 revealed that both positive and negative Individual personality traits affect learning English language at high extent (positive personality traits: Average mean= 3.095 and negative personality traits with a mean=3.27). This was attributed to the fact that majority of the respondents agreed that there was a high influence of individual personality on learning English at G.S Rugarama.

4.1.5. Performance of students in English at G.S Rugarama

Since academic performance was a common factor in all the study objectives, it was important to establish the current status of the levels of academic performance and then determine how positive and negative personality traits were related to it. Table 10 below presents a summary of the findings on respondents" views on their level of students" academic performance for either positive or negative personality in English at G.S Rugarama.

Table 10: Findings on academic performance at G.S Rugarama for learners with negative or positive personalities

Indicators of students' academic performance in English at G.S Rugarama	Mean	Std.deviation
The academic performance of the school is good	3.73	1.104
Academic performance is consistently improving.	3.67	1.184
Students with negative personality traits perform poorly	4.10	1.185
Grades and scores of students with positive personality traits are better than those with negative personality traits	4.07	.980
Good performance is measured by good grades got in exams.	4.89	.380
Extroverted students fluently speak English than introverted students	3.07	1.437

Source: Primary Data, 2022

This table 10 presented the academic performance of learners with either negative or positive personalities depend on the statement in questions (more information consider the statements in questionnaire). The results were analyzed used mean and standard deviations so as to drawing conclusions from the survey. The results are discussed as follows: The results of the survey as reflected in table 10 show a mean score of 3.73 when the respondents said that the academic

performance of the school is good. However, a significant standard deviation of 1.104 is a clear manifestation of varied responses from respondents as far as the academic performance in English at G.S Rugarama is good. The respondents still said that Academic performance of the school is consistently improving with a mean score of 3.67 and the standard deviation of 1.184 suggests variations in responses by the various respondents.

To know whether the students with negative personality traits perform poorly, the findings reflects a mean of 4.10 approaching maximum value 4 (i.e. agreeing) to mean that a big number of respondents were in view that the students with negative personality traits perform poorly in English at G.S Rugarama. The findings further revealed that the grades and scores of students with positive personality traits are better than those with negative personality traits with a mean score of 4.10.

Results of the survey in table 10 shows a mean of 3.07 which is little great the average but approaching no decision; this suggests that respondents don't believe that good performance is measured by good grades got in exams. However, a standard deviation of 1.437 suggests varied responses as to whether good performance is measured by good grades got in exams at G.S Rugarama. However, the researchers set out to know whether the extroverted students fluently speak in English than introverted students and the finding is clearly evident that respondents have no decision on this statement as reflects by a men value 3.07 which is little great the average but approaching no decision; this suggests that respondents don't believe that the extroverted students fluently speak and perform in English than introverted students. Some introverted learners are fluent in speaking English. Finally, the respondents were almost in total agreement that Good performance is measured by good grades got in exams as reflected by a mean value of 4.89 which is tending towards maximum value of 5 (i.e. strongly agreeing). However, the standard deviation of 0.380 suggests variations in responses by the various respondents.

Table 11: Comparison of students with positive personality and those with negative personalities in terms of their performance

	Negative personalities		Positive personalizes	
	Number	Percentage (%)	Number	Percentage (%)
High performance	1	3.2	35	72.9
Average performance	0	0.0	11	22.9
Low performance	20	64.5	02	4.1
Very low performance	10	32.3	00	0.0%
Total	**31**	**100.0**	**48**	**100.0**

Source: Primary Data, 2022

Analyzing difference in the academic performance in English between students with positive and those with negative personality traits was paramount important in this current study. With reference to this objective, the study found that 64.5% of learners with negative personality traits had a low performance compare to 72.9% of learners with positive personality traits had high performance in English at G.S Rugarama. Moreover, 32.2% of learners with negative personality traits had a very low performance in English while no learners with positive personality who had a very low performance in English. The findings imply that the difference between students with negative personalities and those with positive personalities seems remarkable because positive personalities enable students to perform well in English compare to those with negative. Virtually all the two interviewees underscore that the learners with positive personal traits performed well in English than those with negative personality traits. Therefore, the finding is in tandem with the qualitative data.

4.1.6. Findings of the interview

First and foremost, the study found out that collaboration, cooperation, active mind and self-confidence as well as adaptability were the positive Individual traits of learners at G.S Rugarama while learning English. Additionally, Deputy head teachers in charge of studies said that neuroticism is seen as a general tendency to experience negative effects such as fear, sadness, guilt and distrust, it was why, neuroticism was not chosen among positive Individual traits of learners while learning English. Learners with high score on neuroticism are prone to experiencing psychological distress, maladaptive and unrealistic ideas.

Secondary, the deputy head teacher in charge academics revealed the following Individual personality traits of learners: Shy of timid of speaking English was one of the negative Individual personality traits of learners at G.S Rugarama while learning English, Lack of concentration and laziness of reading English books , Distrustful and pessimistic personality trait influence the learners' low performance in speaking, writing, reading and listing English and Introverted reaction among learners at G.S Rugarama was one of the cause of learners' lack of vocabulary, grammar and sentences formulation skills in English. Correspondingly, qualitative data revealed that the introverted reaction, Pessimistic and aggressive as well as Dishonest Individual personality traits negatively contributed to English academic performance of learners at G.S Rugarama from Senior one up to senior six".

Thirdly, findings obtained using interview revealed that the learners are challenged by low confidence in speaking English and fear of making mistakes. Habit of using other languages in the classroom, lack of integration with others who always speak English language and lack of motivation, competition and creativity are also obstacles to the development of English speaking proficiency. He added that adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social competence, stress management among learners have been correlate negatively with Neuroticism, but positively with Extraversion, Openness, and Conscientiousness, learners at G.S Rugarama found hard to balance their emotion expression /stress management and Individual traits while learning English.

Fourthly, deputy head teachers in charge of studies openly said that Those personality traits were further manifested in the naturalistic observation conducted where the learners openly expressed their knowledge on the subject matter being discussed by the teacher. He added that learners who score high on Conscientiousness tend to be organized, reliable, hard-working, self-disciplined, punctual, scrupulous, neat, ambitious, and persevering, while those who score low tend to be aimless, unreliable, lazy, careless, lax, negligent, weak-willed, and hedonistic. The Deputy head teachers in charge of studies continued saying that Extraversion has been linked to quantity and intensity of inter-personal interaction, activity level, need for stimulation, and capacity for joy. The typical extravert is sociable, active, talkative, person-oriented, optimistic, fun-loving, and affectionate which enable the learners to perform well in English. Lastly, the interview revealed that the relationship between individual personality and learners' achievement and performance in English is high and positive.

4.2. DISCUSSION OF FINDINGS

The major findings revealed in **table 4** (for teachers) and in **table 5** (for learners) shows that out of the 10 teachers, majority (70%) were male teachers whilst 3 respondents (30%) females. Nevertheless, the majority of learners were female (55.1%) versus 44.9% male learners. The major findings discovered in table 4. shows that out of the 10 respondents (100%) questioned, majority-5 respondents (50%) were between age group of 21-30 years with diploma and bachelor's degree as their qualification (80.0% and 20.0% of the respondents respectively). Most of English teachers at G.S Rugarama (30.0%) were experienced between 1.3 years) and 10 years and above which permit them to provide excellent teaching using the most profound teaching methods to handle and knob negative personality traits which may lead to the learners' low /poor English language performance.

4.2.1. Positive personality traits of Learners at G.S Rugarama

The major findings divulged in **table 5** shows that a whopping 60.0 % of the teaching staff replied that extraversion was the positive Individual traits of learners at G.S Rugarama while acquiring English in teaching while only few 20.0 % were in view that agreeableness/ thoughtfulness/ kindness was the traits personality of learners at G.S Rugarama. However, 10.0% of teachers replied that openness /frankness and Conscientiousness (trustworthy

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/discipline/motivation were the positive individual traits of learners at G.S Rugarama while learning English. The learners also were of the opinion that extraversion was their positive Individual traits while studying English at 40.6%. Quantitative results were in line with what was said by the learners that collaboration, cooperation, active mind and self-confidence as well as adaptability were the positive Individual traits of learners at G.S Rugarama while learning English. Additionally, Deputy head teachers in charge of studies said that neuroticism is seen as a general tendency to experience negative effects such as fear, sadness, guilt and distrust, it was why, neuroticism was not chosen among positive Individual traits of learners while learning English. Learners with high score on neuroticism are prone to experiencing psychological distress, maladaptive and unrealistic ideas.

Quantitative findings rhyme well with the findings by Wesche (2017) that "Role-playing" referred to the willingness of the student to take the part of a character in a dialogue or role-playing situation, "with speech characterized by prosodic expressions of feeling appropriate to the context and by accompanying gestures and facial expressions to reflect extroversion, self-confidence, and/or satisfaction with the learning situation, as well as general anxiety level and this helps the learner to quick acquire English language.

Kinginger and Farrell (2018), who, as per the literature reviewed, found that extraverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people). In a study by Eyong and Umoh (2014) that revealed that the students that are highly conscientious performed better than their counterparts who are low on the trait. Also, the finding revealed that students who are highly agreeable performed significant better in English than their counterparts who are not. Bringing together quantitative and qualitative data as well as the empirical data, it is noticeable that the extraversion, agreeableness and openness were the positive Individual traits of learners at G.S Rugarama while learning English.

4.2.2. Negative personality traits of learners at G.S Rugarama

The result on **Table 7** indicated that 33 or 47.8% of learners and 7 or 70.0% of teacher respondents argued that the negative individual personality trait of leaners at G.S Rugarama while learning English was introversion personality trait, 10 or 14.5% of learners and 2 or 20.0 % of teachers said that learners were pessimistic individual personality trait while studying

English. Additionally, 7.3% of learners and 10.0% of teachers gave other individual personality trait which was shyness. This is true because learners that are shy and afraid of embarrassing themselves by speaking incorrectly or by not being able to speak at all may try to avoid opportunities that would otherwise aid their learning (Chapelle & Robert, 2016).

The interview with the respondents was confirmatory of these results:
The deputy head teacher in charge academics revealed the following Individual personality traits of learners:

- Shy of timid of speaking English was one of the negative Individual personality traits of learners at G.S Rugarama while learning English
- Lack of concentration and laziness of reading English books
- Distrustful and pessimistic personality trait influence the learners' low performance in speaking, writing, reading and listing English.
- Introverted reaction among learners at G.S Rugarama was one of the cause of learners' lack of vocabulary, grammar and sentences formulation skills in English.

This was supported by the head teacher saying that: "*Introverted reaction, Pessimistic and aggressive as well as Dishonest Individual personality traits negatively contributed to English academic performance of learners at G.S Rugarama from Senior one up to senior six*".

The interview with learners revealed that "*individual personality traits influence achievement, rather than achievement influencing attitudes. The reason is that attitude influence one's behaviors, inner mood and therefore learning. So, it is clear that there is an interaction between language learning and the environmental components in which the student grows up, a learner who grows in aggressive environment has aggressive negative Individual personality trait while studying English and other subjects. A learner who grows in pessimistic family and peer group develops such Individual personality and the negative Individual personality traits have a strong negative impact on the success of language learning*". Combining together all findings, it is clear to say that the negative personality trait that is predominant among the learners at G.S Rugarama while learning English was introversion trait, pessimistic trait followed by shyness and aggressive trait.

4.2.3. Challenges faced learners while learning English

The findings in **table 8** indicated that a greater percentage of responses of both teachers and learners (32.9%) were challenged by unfavorable learning environment. However, 26.2% of teachers and learners were gathered saying that learners were challenged by poor and lacking learners-learner's collaboration in learning English. To add on this, the respondents (both teachers and learners) were of the opinion that learners at G.S Rugarama were challenged by Fear of speaking and debate in English at 20.2%. Further, 18.9 % of respondents (learners and teachers) mentioned English teaching strategies as the challenge while 11.4 % of respondents (teachers and learners) mentioned Lack of motivation and willing in carrying English duties as the students 'challenges in English learning and performance at G.S Rugarama.

Moreover, the above quantitative data confirms the contents of the interview by the learners that some learners refuse to cooperate with others (pessimistic personality traits) and help weak learners to some vocabularies or non-contextualised vocabularies which were also the challenge faced while using English through the teaching/learning process.   Egocentrism among some strong students hinder the cooperation between learners in learning English. Other learners interview argued that their teachers will always want to provide the best to improve learner's performance in English, but several challenges have sprung up and have impeded the teaching, learning and the mastery of English grammar, pronunciation, speaking and writing as well as listening. Such problems include: negative attitude towards of learners towards learning English, learners' fear of discussion, lack of confidence in speaking and writing English.

The findings are in agreement with the deputy head teacher in charge of studies that the learners are challenged by low confidence in speaking English and fear of making mistakes. Habit of using other languages in the classroom, lack of integration with others who always speak English language and lack of motivation, competition and creativity are also obstacles to the development of English speaking proficiency. He added that adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social competence, stress management among learners have been correlate negatively with Neuroticism, but positively with Extraversion,

Openness, and Conscientiousness, learners at G.S Rugarama found hard to balance their emotion expression /stress management and Individual traits while learning English.

4.2.4. Influence of positive and negative personality traits on students' learning English

The results in **Table 9** discovered that the predominant positive personality traits of learners at G.S Rugarama while learning English. Extraversion and Conscientiousness, rated to have "very high extent". Both Extraversion and Conscientiousness got the highest mean of 3.99 and 3.97, respectively.

Brown (2020) defines conscientiousness learners as being trustworthy, persistence, and motivated in goal-directed behavior and discipline which affect learners' English language performance while Clement, (2017) defines Extraversion learners as being social, emotional, expressive and energetic in performing well in English. This was also evident on the interview in which the participants indicated that when they were asked about their dealings with English, they mentioned that they are friendly, outspoken and outgoing. They even approached their teachers and conversed with them naturally. Deputy head teachers in charge of studies openly said that Those personality traits were further manifested in the naturalistic observation conducted where the learners openly expressed their knowledge on the subject matter being discussed by the teacher. He added that learners who score high on Conscientiousness tend to be organized, reliable, hard-working, self-disciplined, punctual, scrupulous, neat, ambitious, and persevering, while those who score low tend to be aimless, unreliable, lazy, careless, lax, negligent, weak-willed, and hedonistic. The Deputy head teachers in charge of studies continued saying that Extraversion has been linked to quantity and intensity of inter-personal interaction, activity level, need for stimulation, and capacity for joy. The typical extravert is sociable, active, talkative, person-oriented, optimistic, fun-loving, and affectionate which enable the learners to perform well in English.

Findings in **table 9** revealed that respondents agreed that openness (highly affects learners' ability to perform well in English. This was justified by a mean value of 3.45 which is near equal to 3 (Agree). However, a sight strong standard deviation of 1.031 that shows the respondents various views that learners with high scores on Openness-to-Experience are curious, creative,

original, imaginative, and untraditional, and have broad interests which are good predictor of English language achievement in learning.

Responses of the participants during the interview corroborates with the result of the quantitative data. The learners narratively responded that "*openness learners are able to handle pressure in acquiring new words and verbs, describing themselves while learning English, asking for help in learning English which permit them to perform well and high in English*". School staff have a view that the learners who score high on this dimension (Openness trait) "concentrate on meaning, possibilities, and usually accept constant change in their study which enable them to perform well in English language. The findings are also in line with the literature that Openness-to-Experience is significantly related to intelligence and high performance in any subject matter (Costa & McCrae, 2012).

The findings presented in **table 9** revealed that agreeableness and creative traits affect learners while learning English at an average extent. This was attributed to the fact that the majority of respondents were slight agreed to the statements (agreeableness with a Mean value of 2.98 and creative trait with a mean value of 2.93 which both two mean value tend to approach the maximum 3 (Agreeing). Findings of interview support quantitative results that learners who score high on agreeableness are soft-hearted, good-natured, trusting, helpful, forgiving, gullible, and straightforward which enable them to perform well in any English tasks. Both qualitative and quantitative results are in tendency with Ponikwia' views that the learners who scored high on Agreeableness were also significantly more likely to feel different when using their English skills, possibly because they noticed changes in their own facial and other nonverbal expressions while speaking in English language (Ponikwia, 2011). However, respondents strongly disagreed that neuroticism (emotional stability) leads to high performance in English language (mean=1.39 and standard deviation 2.93 suggests big variations in responses by the respondents. Sum up all results, there was a significant positive influence of learners English achievement and the personality traits of conscientiousness, agreeableness and openness to experience and however extroversion at G.S Rugarama while neuroticism personality trait has no positive influence on the learners' English achievement and performance.

Concerning, negative individual personality traits, the results presented in **table 9** were analysed using mean and standard deviations and the respondents strongly agreed that Egocentric, Introverted reaction and Pessimistic as well as aggressive individual traits affect negatively learners' achievement and performance while learning English. This was witnessed by mean values (Egocentric: 3.04, introverted reaction: 4.00 and pessimistic: 3.68 as well as aggressive: 3.78) which match with the maximum 4 (strongly agree with very high negative extent influence of those aforementioned negative individual personality traits on learners' English achievement and performance at G.S Rugarama).

As presented in **table 9**, the researchers set out to know whether the dishonest affect leaners' ability to perform well in English language. The respondents agreed to this affirmation as reproduced by the mean i.e 3.29 which is near the maximum value of 3 (i.e agree). However, the standard deviation of .602 suggests variations in respondents' responses. This implies that aggressive was the negative individual personality traits of learners at G.S Rugarama which highly and negatively led to the learners' English achievement and performance in English. To know whether the learners who are proud to manipulate others fail in English language, the findings reflect a mean value of 1.87 that roughs around the maximum 2 (Disagree) to imply that respondents disagreed that the learners who are proud to manipulate others fail in English language. A strongly standard deviation of 1.82 implies that respondents had different views about this statement. This is true because some learners who are proud to manipulate others fail while other succeed in English.

The interview with the respondents was confirmatory of these results: The director of studies in charge of academic that pessimistic and egocentric personality was negatively correlated with the quantity of talk in English. Introversion personality trait was marked on the interview responses of the learners where they revealed that learners at G.S Rugarama perform slightly better on written tests compared to extraverts, who tend to perform better in oral tasks. Head teacher of G.S Rugarama linked introversion with poor functional practice strategies in real communicative English situations because introverted learners tend not to prefer social strategies, like cooperation with others or asking for clarification, and do not also use more functional practice strategies like seeking opportunities to use English outside the class environment. Most of learners in our school prefer to use Kinyarwanda outside classroom and this has a negative

effects on their achievement and performance in English language other subjects because English is sole medium of instruction in teaching duties in Rwanda.

The empirical literature supports the study results that learners scoring high on introversion, pessimistic and egocentric personality traits "tend to be hostile, cold, aggressive, and have poor interpersonal relations which influence the low English performance and achievement (Dewaele, 2012). Conclusively, the results presented in table 9 revealed that both positive and negative Individual personality traits affect learning English language at high extent (positive personality traits: Average mean= 3.095 and negative personality traits with a mean=3.27). This was attributed to the fact that majority of the respondents agreed that there was a high influence of individual personality on learning English at G.S Rugarama.

4.2.5.Academic performance of learners in English at G.S Rugarama

The results of the survey as reflected in **table 10** show a mean score of 3.73 that shows the respondents agreed that the academic performance of the school is good. They still said that Academic performance of the school is consistently improving with a mean score of 3.67, students with negative personality traits perform poorly with a mean of 4.10 approaching maximum value 4 (i.e. agreeing), grades and scores of students with positive personality traits are better than those with negative personality traits with a mean score of 4.10 while respondents were not aware that thee extroverted students fluently speak in English than introverted students while the respondents strongly agreed that good performance is measured by good grades got in exams. Findings collaborated with the qualitative data that:

As noted by the Head teacher.

The performance is good for learners with openness and agreeableness than leaners with pessimistic traits and aggressive but we strive to improve and balance learners' performance in English (Head teacher, 2022).

This was also affirmed by the D.O.S;

Egocentric and introverted reaction as well as Pessimistic learners with undisciplined students don't concentrate hence get poor grades/marks in English assessments, homework and tests and

exams. But to be tricked with discipline, we ask for recommendations from the previous schools for continuing students, orientate new students about the expectations of the school in terms of positive personalities during learning activities counsel negative personalities students, give rewards and recognize well organized students with positive personalities (D.O.S, 2022)

Clement, (2017) found out that conscientiousness (trustworthy and disciplined motived learners) and Extraversion (social and energetic learners) perform better than those who are aggressive, Egocentric and introverted reaction for whatever reason, because they get all teachers' instructions and the performance of the school is quite good and it's improving because better conscientiousness and disciplined students perform well (Clement, (2017).

4.2.6. Comparison of students with positive and negative personalities in terms of their performance

Findings in **table 11** found that 64.5% of learners with negative personality traits had a low performance compare to 72.9% of learners with positive personality traits had high performance in English at G.S Rugarama. Moreover, 32.2% of learners with negative personality traits had a very low performance in English while no learners with positive personality who had a very low performance in English. The findings imply that the difference between students with negative personalities and those with positive personalities seems remarkable because positive personalities enable students to perform well in English compare to those with negative. Virtually all the two interviewees underscore that the learners with positive personal traits performed well in English than those with negative personality traits. Therefore, the finding is in tandem with the qualitative data.

4.2.7. Personality traits and learners' learning and performance in English

Findings in **table 12** indicated that personality traits affects learners' learning and performance at 79.1 % other 20.9 % are coming from other factors (intervening variables) as it is shown in conceptual framework in chapter two of this study. Therefore, one can conclude agreeing that the correlation between two individual personality and learners' achievement and performance in English is high and positive.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the general conclusion and recommendation on the researcher's findings on the assessment of the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda)

5.1 CONCLUSION

This study assessed the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda). Specifically, this study sought to find out types of personality traits of G.S Rugarama learners while learning English, investigate on students 'challenges in English learning and performance and examine the influence of individual personality on learning English at G.S Rugarama. The first finding of the study revealed that learners at G.S Rugarama have different personality traits. Positive personality traits that are predominant among the learners were extroversion personality trait followed by conscientiousness, openness to experience and agreeableness personality traits. The study revealed that the negative personality trait that is predominant among the learners at G.S Rugarama while learning English was introversion trait, pessimistic trait followed by shyness and aggressive trait.

The result of this study revealed that the level of English achievement in English Language at G.S Rugarama was low. The plausible reason for this result is that students understanding and use of English language was very poor and that there were many challenges that hindered learner's achievement and performance in English such as low confidence in speaking English and fear of making mistakes. Habit of using other languages in the classroom, lack of integration with others who always speak English language and lack of motivation, competition and creativity are also obstacles to the development of English speaking proficiency. Findings further indicated that adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social competence, stress management among learners have been correlate negatively with Neuroticism and learner's inability to balance their emotion expression /stress management and

Individual traits while learning English. Thirdly, the finding of this study revealed that the personality traits have significant influence with students' English achievement and performance. The study further revealed that students with extroversion, conscientiousness and agreeableness personality trait have the highest influence with academic performance followed by student's openness while students with neuroticism to experience have low influence with academic performance at G.S Rugarama. however, introversion, egocentrism, pessimistic and aggressive have negative influence on learners' learning English and performance at G.S Rugarama.

Based on the overall findings of this study, it was concluded that personality trait of learners at G.S Rugarama was extroversion, conscientiousness, openness to experience personality traits and that agreeableness were the predominant favorable personality traits that have influence on learner's achievement and performance. Furthermore, individual personality traits influence learners' achievement and performance in English at 79.1% at G.S Rugarama.

5.2 RECOMMENDATIONS

In the light of the discussion and conclusion of this study the following recommendations are hereby made:

   i.   Findings revealed that Individuals with high score on neuroticism are prone to experiencing psychological distress, maladaptive and unrealistic ideas and perform negative in learning English. it is recommended to the teachers and school staff to harness these traits among students that could bring meaningful learning and influence students' academic performance which will in turn improve academic performance and educational standard mostly among learners' students who are the focus of this study.

   ii. It was recommended that teachers and students should be educated on the knowledge of individual differences of which personality trait plays a major role on how one react to issues and English activities.

   iii. Seminars/workshop should be organized for students and teachers about personality traits and it influence on students' academic performance.

   iv. Parents and other stakeholders in the field of education should be educated on the need to know the different personality traits or individual differences that exist among students and if possible parent should make it a point of duty to teach their wards to imbibe the

qualities of conscientiousness, extroversion and agreeableness as well as openness as these qualities might be helpful to them in their academics and life pursuits which would boost learners' English performance and achievement.

v. Government should employ qualified trained English language teachers to teach English and balance learners personality traits and teaching methodology for more English outcomes at G.S Rugarama.

vi. No single personality trait therefore predetermines success in learning English. Teachers and school staff at G.S Rugarama are recommended to use appropriate English teaching methodologies that may best combine different learners' personality traits to create a potential for success, which the learner can decide to boost through hard work and practice.

vii. It is acknowledged that a high percent of learners' knowledge comes from the teacher, it is recommended that they may be sent to trainings to update and upgrade their knowledge on the current trends and issues on personality and language learning strategies so they can provide these latest trends in their language teaching.

5.3 SUGGESTION FOR FURTHER STUDIES

The study sought to assess the influence of individual personality on English learning in G.S Rugarama especially advanced level (Literature Kiswahili and Kinyarwanda). Future researchers may as well dig deeper into the phenomena on how the language teaching strategies of teachers may affect the personality and preferred language learning strategies of learners, delving into the relationship of these teaching strategies to learners' personality and learning strategies may be considered for future studies. It is also important to find out the personality traits and language learning strategies of the learners at the start of the course to help teachers employ the teaching strategy best suited for these types of learners. In particular, further studies should look into the following:

- Impact of individual personality traits on learners English writing skills and their performance in other subjects.
- Effects of individual personality in teachers' teaching English performance
- Investigate the impact of learners' personality on language proficiency of English language in Rwanda.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER TO THE RESPONDENTS

We, **MWIZERA Ruth** and **INGABIRE Febronie**, are the students at Kibogora Polytechnic Faculty of Education, and department of Language. We are conducting a research on "The influence of individual personality on English learning at G.S Rugarama.*".* You have been selected to take part in this study. Please bear with us to spare time and answer attached questionnaire. Your participation is highly appreciated and the information provided is purely academic exercise. Assurance of confidentiality for all participant's responses to be treated with utmost good faith. We thank you most sincerely by accepting in answering honestly this questionnaire. Your co-operation would be greatly appreciated.

Thanks in advance.

APPENDIX II: QUESTIONAIRE DESIGNED TO TEACHERS AT G.S RUGARAMA

SECTION A: Demographic characteristics of respondents

The questions asked in this section were used for classification purposes only. The information gathered was kept strictly confidential.

Please Tick [√] the most appropriate alternative/s.

1. **Indicate your gender**

   a. Male

   b. Female

2. **Which of the following categories describes your age?**

   a. 20 years and Below

   b. 21-30

   c. 31-40

   d. 41-50

   e. 51 and above

3. **Point out your level of education**

   a. Secondary

   b. Diploma

   c. Bachelor degree

   d. Professional certificate

   e. Master degree

4. **Mention your working experience**

   a. Below 1 Year

   b. 1-3 Years

   c. 4-6 Years

   d. 7-9 Years

   e. 10 and above

SECTION B: Questions related to the objectives of the study

Remark: Circle on the number that corresponds to the correct answer.

5. Types of personality traits of G.S Rugarama learners while learning English

5.1. What are the positive personality traits of G.S Rugarama learners while learning English?

  i.   Conscientiousness   [   ]
  ii.   Extraversion   [   ]
  iii. Openness   [   ]
  iv.   Agreeableness   [   ]
  v.   Neuroticism   [   ]
  vi.   Others specify them…………………………………………………………………………………
        ………
        ………
        ………
        ………

  vii. **5.1. What are the negative personality traits of G.S Rugarama learners while learning English?**

  i.   Egocentric   [   ]

  ii.   Introverted reaction   [   ]

  iii. Pessimistic   [   ]

  iv.   Dishonest   [   ]

  v.   Aggressive   [   ]

  vi.   Others specify them …………………………………………………………………………………..
        ………
        ………

6. What are the students 'challenges in English learning and performance?

a) Lack of motivation and willing in carrying English duties   [   ]

b) Sensation and perception of English learning activities   [   ]

c) Learners Fatigue and boredom   [   ]

d) Emotional conditions among learners   [   ]

e) Poor prior linguistic knowledge   [   ]

f) Unfavorable learning environment   [   ]

g) Comprehensive input   [   ]

h) The level of learners-learner's collaboration in learning English   [   ]

i) English teaching strategies   [   ]

j) Fear of speaking and debate in English   [   ]

k) Self-centeredness among learners   [   ]

l) Others , specify them ………………………………………..

7. Influence of positive personality traits and students' learning at G.S Rugarama

Rate the extent to which you feel about the following influence of positive personality affect learning English language at G.S Rugamara by saying how you agree or disagree with the statements. Strongly Agree (SA)=4; Agree (A) =3, Disagree (D)=3, Strongly Disagree (SD)=1.

Item	Just tick as appropriate			
Positive personality traits	**SA (4)**	**A(3)**	**D(2)**	**SD(1)**
Conscientiousness (trustworthy and disciplined motived learners) affect learners' English language performance				
Extraversion (social and energetic learners) perform well				

d

	SA	A	D	SD
in English				
I feel that openness affects learners ability to perform well in English				
Agreeableness (Warm with others) affect learners' English language proficiency				
I fell that neuroticism (emotional stability) leads to high performance in English language				
Creative learners score high in English language				

8. Influence of negative personality traits and students' learning at G.S Rugarama

Rate the extent to which you feel about the following influence of negative personality affect learning English language at G.S Rugamara by saying how you agree or disagree with the statements. Strongly Agree (SA)=4; Agree (A) =3, Disagree (D)=3, Strongly Disagree (SD)=1.

Item	Just tick as appropriate			
Negative personality traits	SA (4)	A(3)	D(2)	SD(1)
Egocentric among learners affect learners' English language performance				
Introverted reaction among learners affect their English performance				
Pessimistic leads to poor English language performance				
Dishonest affect leaners' ability to perform well in English language				
Learners who are proud to manipulate others fail in English language				
Agressivity affects negatively learners' performance in English language				

9. Students' academic performance at G.S Rugarama

e

1= Strongly Disagree   2= Disagree   3 = Undecided   4 =Agree   5 = Strongly agree

NO	Category	1	2	3	4	5
1	The academic performance of the school is good					
2	Academic performance of the school is consistently improving.					
3	Students with negative personality traits perform poorly					
4	Grades and scores of students with positive personality traits are better than those with negative personality traits					
5	Good performance is measured by good grades got in exams.					
4	Extroverted students fluently speak English than introverted students					

10. Comparison of students with positive and negative personalities in terms of their performance

   i.   High   [   ]

 ii.   Average   [   ]

iii.   Low   [   ]

 iv.   Very low   [   ]

APPENDIX III: QUESTIONNAIRE DESIGNED FOR STUDENTS

SECTION A: Demographic characteristics of respondents

The questions asked in this section were used for classification purposes only. The information gathered was kept strictly confidential.

Please Tick [√] the most appropriate alternative/s.

1. **Indicate your gender**

    a) Male   ☐

    b) Female   ☐

2**. Which of the following categories describes your age?**

    a) 15 years and Below   ☐

    b) 16- 18   ☐

    c) 19-21   ☐

    d) 21-23   ☐

    e) 24 and above   ☐

SECTION B: Questions related to the objectives of the study

Remark: Circle on the number that corresponds to the correct answer.

3.What are the positive personality traits of learners G.S while learning English?

    i.   Conscientiousness (Quality of being discipline and motivated)   [ ]

    ii.   Extraversion (Quality of being social and energetic)   [ ]

    iii.   Openness (Quality of being flexibility/frankness in learning)   [ ]

    iv.   Agreeableness (quality of being cooperatives and warm)   [ ]

    v.   Neuroticism (Quality of having Emotional stability)   [ ]

    vi.   Others specify them……………………………………………………..

        …………………………………………………………………………..

        …………………………………………………………………………..

4. What are the negative personality traits of learners while learning English?

   i.   Introverted reaction (quality of being shy and quiet)   [ ]

  ii.   Pessimistic (Quality of lacking hope and trust)   [ ]

 iii.   Dishonest (Quality of lying/falseness/untruthfulness)   [ ]

 iv.   Aggressive (Quality of hostility/violent and combative)   [ ]

  v.   Egocentric (Quality of superiority/ambition/exhibitionism) [ ]

 vi.   Others specify them ………………………………………………………………..

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5. What are the students 'challenges in English learning and performance?

   m) Lack of motivation and willing in carrying English duties   [ ]

   n) Sensation and perception of English learning activities   [ ]

   o) Learners Fatigue and boredom   [ ]

   p) Emotional conditions among learners   [ ]

   q) Poor prior linguistic knowledge   [ ]

   r) Unfavorable learning environment   [ ]

   s) Comprehensive input   [ ]

   t) The level of learners-learner's collaboration in learning English   [ ]

   u) English teaching strategies   [ ]

   v) Fear of speaking and debate in English   [ ]

w) Self-centeredness among learners   [   ]

x) Others , specify them ………………………………………..

6. To what extent does positive personality traits affects learning English language at G.S Rugarama

Rate the extent to which you feel about the following influence of positive personality affect learning English language at G.S Rugamara by saying how you agree or disagree with the statements. Strongly Agree (SA)=4; Agree (A) =3, Disagree (D)=3, Strongly Disagree (SD)=1.

Item	Just tick as appropriate			
Positive personality traits	**SA (4)**	**A(3)**	**D(2)**	**SD(1)**
Conscientiousness (trustworthy and disciplined motived learners affect learners' English language performance				
Extraversion (social and energetic learners) perform well in English				
I feel that openness affects learners ability to perform well in English				
Agreeableness (Warm with others) affect learners' English language proficiency				
I fell that neuroticism (emotional stability) leads to high performance in English language				
Creative learners score high in English language				

8.To what extent does negative personality traits affects learning English language at G.S Rugamara

Rate the extent to which you feel about the following influence of negative personality affect learning English language at G.S Rugamara by saying how you agree or disagree with the statements. Strongly Agree (SA)=4; Agree (A) =3, Disagree (D)=3, Strongly Disagree (SD)=1.

Item	Just tick as appropriate			
Negative personality traits	**SA (4)**	**A(3)**	**D(2)**	**SD(1)**
Egocentric among learners affect learners' English language performance				
Introverted reaction among learners affect their English performance				
Pessimistic leads to poor English language performance				
Dishonest affect leaners' ability to perform well in English language				
Learners who are proud to manipulate others fail in English language				
Agressivity affects negatively learners' performance in English language				

9. Comparison of students with positive and negative personalities in terms of their performance

   i.   High   [   ]

  ii.   Average   [   ]

 iii.   Low   [   ]

 iv.   Very low   [   ]

APPENDIC IV: INTERVIEW TO THE TEACHERS

1. What are the negative personality traits of G.S Rugarama learners while learning English?

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2. What are the positive personality traits of G.S Rugarama learners while learning English?

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    _____

3. What are the students 'challenges in English learning and performance?

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    _____

4. What can be done to lessen the challenges in English learning and performance?

    _____

    _____

    _____

    _____

    _____

5. How does individual personality influence learning English at G.S Rugarama?

    _____

    _____

6. What are the indicators of learners performance in English language   at G.S Rugarama?

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7. At which level do negative personality traits affect learners' performance in English language at G.S Rugarama?

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8. At which level do positive personality traits affect learners' performance in English language at G.S Rugarama?

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APPENDIC V: INTERVIEW TO THE SCHOOL STAFF AT G.S RUGARAMA

1. What are the negative personality traits of G.S Rugarama learners while learning English?

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   _____

   _____

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2. What are the positive personality traits of G.S Rugarama learners while learning English?

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3. What are the students 'challenges in English learning and performance?

   _____

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4. What can be done to lessen the challenges in English learning and performance?

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5. How does individual personality influence learning English at G.S Rugarama?

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6. What are the indicators of learners' performance in English language   at G.S Rugarama?

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7. At which level do negative personality traits affect learners' performance in English language at G.S Rugarama?

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8. At which level do positive personality traits affect learners' performance in English language at G.S Rugarama?

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n