

Yet there existed A B S T R A C T difference in four  
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This study was designed to investigate the relationship between personality and students' achievement, and to be a first step towards the establishment of a body of research to uncover the implications of personality studies for the Jordanian educational institutions.

Three null hypotheses were tested. They were concerned with the relationship between personality and academic achievement, and differences between achievement groups on personality factors, geographic areas and sex.

The sample consisted of 204 subjects (136 males & 68 females). A validated Arabic version of forms A and B of the 16 personality factor questionnaire, by Cattell, was administered to the subjects so as to collect data on 16 personality dimensions. The grade-point average of the 1st term in the school year 78/79 was taken as the measure of academic achievement.

Analysis of data through person's correlation and 3-way factorial analysis of variance showed that secondary factors of stability and extraversion tended to have positive relationship with and facilitate academic achievement of the sample. The following primaries showed positive effect as well: affectothymia, intelligence, emotional stability, submissiveness, surgency, superego strength, venturesome, sensitivity, confidence, group adherence, conservatism and untroubled adequacy.

However, no significant differences were found in academic achievement among geographical or sex groups.

Yet there existed a geographical difference in four primaries: intelligence, superego, confidence and self-sufficiency, as well as a sex difference in: dominance, sensitivity, confidence and radicalism.