School Performance, Cultural, Social and Personality Factors and Their Relationships with Majoring in Foreign and First Languages

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Abstract

This study reports the performance of 419 undergraduate and graduate students on three questionnaires addressing their biodata, social and cultural capitals and personality factors. The statistical analysis of the students' diploma Grade Point Averages (GPAs) and monthly family income (MFI) showed that the GPAs and MFIs of students majoring in English as a foreign language were significantly higher than those majoring in Persian as a first/second language. Among the five personality factors, i.e., Neuroticism, Extroversion, Openness, Agreeableness and Conscientiousness, only the last revealed significant relationships with the eight social factors, i.e., Parental Consultation, Family-School Interaction, Family Support, Extracurricular Activities, Family Relationship, Parent-School Encouragement and Facility, Peer Interaction, and Religious Activities, for both English and Persian students. Conscientiousness, however, correlated significantly only with the GPAs of Persian students ($r = .21$, $p < .01$). Similar significant differences were found in the relationships among the GPAs and social factors underlying the social capitals of English and Persian students. Since the highest correlations obtained in the study belonged to different cultural, social and personality factors for English and Persian students, it is argued that learners approach a foreign language as a goal in itself whereas students of native languages employ them to achieve various objectives such as establishing interpersonal relationships through Extroversion and overcoming their Neuroticism through social interactions. The implications of the findings are discussed within the context of foreign language teaching and suggestions are made for future research.

Keywords: Social and Cultural Capitals, Personality Factors, Foreign Language, First/Second Language, Grade Point Average

1. Introduction

School performance has been very instrumental in helping the high school graduates in Iran get admitted to universities and thus secure a better position in employment as compared to those who stop their pursue of education at secondary level. As a general rule, the higher the grade point average (GPA) of the applicants on their high school diploma, the more possible their success in university entrances examinations (UEEs) becomes. According to Bratko, Chamorro-Premuzic, and Saks (2006), the school performance indices such as GPAs have been explored as validity criterion for ability tests like the UEEs for over a century. No research project has, however, addressed GPAs in terms of their relationship with studying foreign and first/second languages in tertiary education centers.

In addition to being linked to ability tests, school performance has been explored from personality perspectives (e.g., Furnham, Chamorro-Premuzic, & McDougall, 2003; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, 2005). Among various personality tests, Eysenck Personality Questionnaire (Eysenck & Eysenck, 1992) and the 100-item Five Factor Personality Inventory (Hendriks, Hofstee, & De Raad, 1999) and the 60-item NEO Five Factor Inventory (Costa & McCrae, 1992) have gained popularity not only in psychology but also in applied linguistics. Regardless of their minor differences, these tests approach personality as a permanent trait underlying personal differences as a function of Neuroticism, Extraversion, Agreeableness, Conscientiousness, and Openness (to experience).

Bratko, Chamorro-Premuzic, and Saks (2006), for example, along with various types of ability tests, administered the Croatian version of 100-item Five Factor Personality Inventory (FFPI) to 255 school pupils and found partial correlations (controlling for intelligence) of .19, .46, -.19 between mean score grades (MSG), i.e., indices of academic performance (AP), and Extraversion, Conscientiousness, and Neuroticism, respectively (*p* < .01). Based on their findings they announced that "as in previous studies, Conscientiousness was the most significant personality correlate of AP – and in fact the only trait to match the predictive power of intelligence and be significantly associated with MSG in both self- and peer-ratings" (p. 136).

In a somewhat similar study, Kiany (1998) employed the Persian version of the 100-item Eysenck Personality Questionnaire validated by Hosseini, Mehryar and Razavi (1973) and Nikjoo (1982) to explore the relationship between the average GPAs obtained on diploma, bachelor and Master degrees and extraversion. These average GPAs were obtained from 40 non-English major postgraduate Iranian students who were doing their PhD in England. Upon administering the personality test, Kiany correlated the average GPAs with the participants' scores on the EPQ and could not find any significant relationship between the GPAs and its extraversion section.

The main purpose underlying Kiany's (1998) study was to solve the conflict between psychologists and applied linguists. While the psychologists Eysenck and Eysenck (1985), for example, believed that "at all ages from about 13 or 14 upwards … introverts show superior academic attainment to extraverts" (p. 321), some applied linguists such as Brown (1987) believed the opposite held true in foreign language learning. Skehan (1989) emphasized the latter's position by declaring that "an extremely interesting aspect of applied linguistics research is that the desirable end of the extraversion – introversion continuum has been taken to be extraversion" (p. 101).

The present study explores not only Extroversion but also Neuroticism, Agreeableness, Openness and Conscientiousness in relation to GPAs and approaches them from social and cultural capital perspectives and thus addresses a very important issue in applied linguistics. First, it attempts to find out whether there is any significant difference in the diploma GPAs of students who are currently studying English as a foreign language and those who major in Persian as a first-language in two universities in Mashhad, Iran. Then it tries to trace the possible difference in the social and cultural capitals of these students on the one hand and their personality factors on the other. It is assumed that the field of study might be significantly related not only to the diploma GPAs but also to the personality as well as social and cultural capitals of their pursuers.

2. Methodology

2.1 Participants

Four hundred nineteen freshman, sophomore, junior and senior undergraduate students took part in the research voluntarily. However, seventeen questionnaires were excluded from analysis due to incomplete responses given either on the Social and Cultural Capital Questionnaire or NEO Five-Factor Inventory. Out of the remaining 402 participants, 172 were majoring in Persian language and literature (henceforth Persian) and 230 in English language and literature and Teaching English as a Foreign Language (henceforth English). While 319 (79%) were female, only 83 (21%) were male. Their age ranged between 18 and 37 (Mean = 21.88, SD = 3.36). They spoke Persian (n = 369, % = 98.5) and Turkish (n = 369, % = 1.5) and were studying at Ferdowsi University of Mashhad and Azad University, Mashhad branch.

2.2 Instrumentation

Three questionnaires were employed in the study, i.e., Biodata, Social and Cultural Capital Questionnaire and NEO Five-Factor Inventory.

2.2.1 Biodata Questionnaire

The Biodata Questionnaire consisted of five questions related to the participants' age, gender, monthly family income, first language, and the grade point average (GPA) they had gained when they graduated from high school with a diploma certificate. In order to insure the validity of self-reported GPAs, the registers' office was consulted by choosing the names of forty participants, i.e., ten percent, and checking their academic files in both Ferdowsi University of Mashhad and Azad University. With some minor differences in decimals, the self-reported scores matched the GPAs on the files.

2.2.2 Social and Cultural Capital Questionnaire (SCCQ)

The Persian social and cultural capital questionnaire (SCCQ) designed by Khodadady and Zabihi (2011) was employed in this study. It consisted of 35 items developed on the most frequently cited social and cultural capital indicators collected by Dika and Singh (2002) and Laureau and Weininger (2003). Three items were, however, excluded from the SCCQ used in this study because they did not load acceptably, i.e., 0.30 or higher, on the ten

factors extracted by Khodadady and Zabihi, i.e., item 1, *I enjoy listening to classical music*, item 3, *I am a cultured person*, and item 16, *I see my grandparents weekly*.

The items cross loading on two or more factors were, furthermore, treated as separate items contributing to the factors extracted. For example, since item 23, i.e., *At home, my parents keep track of my progress*, loaded on three factors, i.e., Family Support, Parental Consultation, and Parent-School Encouragement and Facility in Khodadady and Zabihi's (2011) study, it was treated as three separate items. (This is a normal practice in the development of questionnaires employed in social sciences. For example, item 11, *I feel sure of myself in most situations*, in Bar-On's (1997) questionnaire dealing with emotional intelligence is used as two separate items contributing to optimism and self-regard as components of two different competences forming emotional intelligence, i.e., general mood and interpersonal.

Table 1 presents the factors extracted by Khodadady and Zabihi (2011). As can be seen, eight items constitute cultural capital subscale and the remaining 24 items comprise the social capital sub scale. (The 32-item questionnaire is given in Appendix.) The reported reliability coefficient for the 35-item SCCQ was 0.87. The same reliability coefficient was obtained in the present study for the 32-item SCCQ, indicating that the items lacking acceptable loading on extracted factors did not contribute to the reliability estimates of the questionnaire.

2.2.3 NEO Five-Factor Inventory

The Persian version of NEO Five Factor Inventory (NEO-FFI) developed by Costa and McCrae (1992) was used to measure the personality traits of participants and find their relationship with social and cultural capitals. Garoosi, Mehryar, and Ghazi Tabatabaii (2001) validated it in Iran by administering the NEO-FFI to 1717 university students, 930 male and 787 female. Similar to Costa and McCrae's findings, they extracted the same five factors, i.e., Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness, having the reliability alpha coefficients of .86, .73, .56, .68, .87, and .86, respectively.

2.3 Procedure

A test booklet having three sections was designed and administered in one session to the participants in person. It consisted of the items related to biodata, social and cultural capitals and the NEO Five Factor Inventory. After arranging with the pertinent instructors, the booklets were taken to regular classes and administered to the students by the researchers. Since all the items were in Persian, the mother or second language of participants, the researchers did not face any questions related to the items.

2.4 Data Analysis

The descriptive statistics related to the participants' grade point averages (GPA) on their high school diploma were calculated by utilizing the SPSS version 16.0. The GPAs were then correlated with the two logically established cultural and social capital subscales explored by the questionnaire validated by Khodadady and Zabihi (2011). They were also correlated not only with the ten factors extracted in the cited reference but also with the five personality factors measured by the Persian version of the 60-item NEO-FFI to test the following five hypotheses.

1. There will be no significant difference in the GPAs gained by students of English and Persian.

2. There will be no significant difference in the monthly family income of English and Persian students.

3. The significant correlations between the GPAs of English and Persian students with the five personality factors will be similar.

4. The cultural capitals of English and Persian students will show similar correlations with their personality factors.

5. The social capitals of English and Persian students will show similar correlations with their personality factors.

3. Results and Discussions

Table 2 shows the descriptive statistics related to the participants' grade point averages (GPAs) on their high school diploma. As can be seen, the GPA of English students (17.5) is higher than those of the Persian (16.7). The independent sample t-test of the data showed that the difference in the GPAs is highly significant ($t = -4.495$; $df = 384$ $p < .001$) and thus disconfirmed the first hypothesis that *there will be no significant difference in the diploma GPAs gained by students of English and Persian*. These results indicate the academic superiority of English students over the Persian.

As can also be seen in Table 2, the income of English students is higher than their Persian counterparts, i.e., almost 912,000 tomans and 687,000, respectively. (At the time of research each one thousand tomans was exchanged with one American dollar.) The independent sample t-test showed that the difference in the income is very significant ($t = -2.823$; $df = 327$ $p < .005$) and thus disconfirmed the second hypothesis *there will be no significant difference in the*

monthly family income of English and Persian students. These results show that the English students enjoy a significantly higher economic status than those of the Persian.

Table3 presents the descriptive statistics of the items comprising the five personality factors measured by NEO-FFI. As can be seen, the most and least reliable factors are Conscientiousness and Openness, i.e., 0.87 and 0.48, respectively. The reliability coefficients obtained in this study are, however, fairly similar to what Garoosi, Mehryar and Ghazi Tabatabaii (2001) obtained in their study. While they obtained an alpha of .56 for Openness after administering the NEO-FFI to 1717 university students, the same section of the test in this study reached a reliability level of .48 with 402 students and thus it can be viewed as fairly acceptable.

Table 4 presents the descriptive statistics of social and cultural capital questionnaire (SCCQ). As can be seen, not only does the SCCQ itself enjoy a highly reliable coefficient, i.e., α = .87, its constituting factors are also fairly reliable. The Religious Activities and the Peer Interaction were the only factors whose reliability coefficients were low, i.e., .49 and .52, respectively. Considering the number of their constituting observed variables, however, these coefficients are deemed to be acceptable.

Table 5 presents the correlation coefficients among the students' GPAs and their cultural and social capitals as well as their personality factors. As can be seen, only social capitals are significantly related to the GPAs of English, i.e., r = .17, p < .05, and Persian r = .24, p < .01. While only almost ***three*** percent of English students' GPAs is explained by their social capitals, it accounts to nearly ***six*** percent for Persian students. The relationship between school performance and social capitals becomes more transparent when the factors forming these capitals are taken into account.

Among the five factors measured by NEO-FFI, only *Openness* to experience shows significant relationship with the GPAs of English students whereas the Conscientiousness and Extraversion reveal higher correlations with the GPAs of Persian students and thus disconfirm the third hypothesis that *the significant correlations between the GPAs of English and Persian students with the five personality factors will be similar*. The dissimilarity in the two groups might be explained by resorting to the relationship found between Openness and intelligence which is instrumental in school/academic performance.

If GPAs are accepted as indicators of intellectual competence, then the results of this study are in line with those showing moderate correlations between Openness and intelligence measures (e.g., Ashton, Lee, Vernon, & Jang, 2000; Austin, Deary, & Gibson, 1997; Bates & Shieles, 2003; Brand, 1994; Chamorro-Premuzic, Moutafi, & Furnham, 2005; Demetriou, Kyriakides, & Avraamidou, 2003; DeYoung, Peterson, & Higgins, 2005; Gignac, 2005; Harris, Vernon, Olson, & Jang, 1999).

The findings presented in Table 5 above are also in line with Neiman, Frohlich, Stern, and Todesco's (1996) study in which they could not find any evidence to support extroversion as a significant characteristics of good foreign language learners. The non-significant correlation between the diploma GPA of English students also lend support to what Busch (1992) found. In her study introvert Japanese learners of English outperformed their extrovert counterparts and led to Brown's (2000) abandonment of his 1987 position regarding the superiority of extroverts and suggesting that "introverts may have the patience and focus to attend to clear articulation in a foreign language" (p. 156).

The most interesting finding of the present study is the significant relationship between the Persian students' GPA and extroversion, i.e., r = .17, p <.05. This relationship can be explained by resorting to the correlations between GPAs and cultural and social factors as shown in Table 6. As can be seen, the highest correlation between the GPAs and social factors for Persian students belong to Family Relationships, i.e., r = .31, p <.01, whereas for the English it is Parent-School Encouragement and Facility, i.e., r = .34, p <.01. This means that while the Persian students employ their first language to relate to the family, practice Extroversion in the safe and secure sessions of Parental Consultation and receive their support, the English students can use their English only in educational settings and thus fail to become as extrovert as their Persian counterparts in their foreign language.

The findings of this study are, however, in conflict with those specifying Conscientiousness as the most consistent personality predictor of academic performance (e.g., Blickle, 1996; Busato, Prins, Elshout, & Hamaker, 2000; Chamorro-Premuzic & Furnham, 2003a, 2003b; De Raad, 1996; Furnham et al., 2003; Hirschberg & Itkin, 1978). After administering the NEO to 255 Croatian school pupils, Bratko, Chamorro-Premuzic, and Saks (2006), for example, found a correlation coefficient of .46 (p <.01) between the students' mean score grade and Conscientiousness and thus announced that "high scorers on Conscientiousness tend to be organized, achievement-oriented, reliable and hard-working" (p. 135). Although the GPAs of English students are significantly higher than those of Persian, the GPAs of the latter reveal higher significant relationships with their

conscientiousness, indicating that learning a foreign language help students become more organized, achievement-oriented, reliable and hard-working than those students who study only their second/native languages.

Table 7 presents the correlation coefficients among the social and cultural capitals and the five personality factors. As can be seen, the English students' *cultural* capitals correlate only with Openness, r = .41, *p* <.01, whereas for the Persian they show significant relationships not only with Openness, r = .17, *p* <.05, but also with Neuroticism, r = .19, *p* <.05, and Extraversion, r = .33, *p* <.01, highlighting the fact that Persian students utilize the same capitals to overcome Neuroticism through Extraversion.

The instrumental rather than personal basis of Persian students' Openness is further supported by the fact that their Literacy, a cultural factor, shows significant and positive correlations with Agreeableness, r = .20, *p* <.01, and Extraversion, r = .21, *p* <.01, as shown in Table 8. As a cultural capital factor, Cultural Activities like visiting museums and theatres, however, correlate significantly only with Openness for both English (r = .30, *p* <.01) and Persian (r = .18, *p* <.05) students indicating that cultural activities alone explain *nine* percent of English students' open character but just *three* percent for Persian students and thus disconfirm the fourth hypothesis that *the cultural capitals of English and Persian students will show similar correlations with their personality factors*.

Table 9 presents the correlation coefficients obtained among factors underlying social capitals and personality. As can be seen, among the five personality factors, Conscientiousness is the only trait which shows significant relationship with the eight factors forming the social capitals of both English and Persian students, highlighting the social nature of Conscientiousness. Among the social capital factors, the Parental Consultation explains around ten percent of English (r = .32, *p* <.01) and Persian (r = .31, *p* <.01) students' Conscientiousness and thus highlights the important role of parents in forming their children's personality and success in higher education.

Openness is the second personality factor which shows a significant relationship only with the Parent-School Encouragement and Facility for Persian and English students, r = .22, *p* <.01 and r = .16, *p* <.05, respectively. However, Neuroticism, Extraversion and Agreeableness reveal different relationships with the Persian and English students' social capitals. While neuroticism shows the highest significant and negative relationship with Extracurricular Activities for English students, r = -.26, *p* <.01, Family Relationship does the same for Persian students, r = -.29, *p* <.01. Similarly, Extraversion correlates the highest with Family Relationship for Persian students, r = .34, *p* <.01, whereas it reveals almost the same degree of relationship with Extracurricular Activities for English students, r = .33, *p* <.01.

Although the present study does not address the family structure of participants directly, the monthly family income may indirectly show that both parents of English students might be working and thus their parents could not spend as much time as the Persian parents did with their children. Having less contact with their parents might have given the opportunity to the English students to spend more time on their Extracurricular Activities and employ them to overcome their Neuroticism.

And finally, Agreeableness reveals the highest significant relationship with Family Relationships for the Persian students, r = .32, *p* <.01 whereas for English students it has the highest correlation coefficient with Religious Activities, r = .23, *p* <.01, providing further support for the fact that foreign language learners employ means other than their first language to achieve Agreeableness in their society. These results, therefore, disconfirm the fifth hypothesis that *the social capitals of English and Persian students will show similar correlations with their personality factors*. English and Persian students employ different social factors to cope with Neuroticism and establish interpersonal relationships with others.

4. Conclusion

School performance demonstrates itself best in grade point averages obtained upon graduation from high school and plays a significant role in the graduates' being admitted to the fields of English as a foreign language and Persian as a first/second language in universities of Mashhad, Iran. High performers prefer to study the former as a result of interactions among many factors among which cultural, social and personality revealed some significant relationships in this study. The self-reported monthly family income of the students who study English was also significantly higher than the Persian and seems to be contributing to the difference observed in the relationships between the cultural, social, and personality factors.

While extracurricular activities, for example, help English students overcome neuroticism and establish interpersonal relationships with others, family relationships achieve the same function for Persian students and may indirectly indicate the former students' attempt to reach outside world through studying English as a foreign language. English students also employ religious activities to achieve agreeableness as a personality factor whereas Persian students fulfill the same function through family relationships. In other words, the desire to study a foreign

language is significantly related to the adoption of different cultural and social factors by the students of English. The students of Persian, however, not only study their language as an academic field in and of itself, they also employ it to satisfy their personality needs.

The participants of this study were at various stages of their tertiary study at undergraduate level. Replicating the study with a more homogeneous sample such as freshmen students in English and Persian chosen from various universities may shed more lights on the relationship between first/second and foreign languages with the learners' social and cultural capitals on the one hand and their personality factors on the other. Studying foreign languages with a more limited number of learners such as French in Iran may help broaden the findings of the present study.

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Appendix: Social and Cultural Capital Questionnaire

No	Item	Always	Usually	Often	Sometimes	Seldom	Never
1	I enjoy reading literature.						
2	I know all famous music composers.						
3	I know a lot about literature.						
4	I frequently visit museums and theaters.						
5	I frequently borrow/buy books.						
6	I enjoy reading (in general).						
7	When a child, my parents regularly encouraged me to read.						
8	We have lots of books at home.						
9	I used to take or art or music classes outside school.						
10	My mother used to get involved in my primary schooling.						
11	I like to get involved in activities designed for young people.						
12	I usually get involved in religious activities in mosques.						
13	My parents usually get involved in my daily activities.						
14	My parents used to help me with my homework regularly.						
15	My mom used to attend school meetings regularly.						
16	I feel I have a strong help network for my activities.						
17	I see my friends weekly.						
18	I had excellent schools with high quality.						
19	I am highly proficient in using language.						
20	At home, my parents keep track of my progress.						
21	My parents know where I am, what I do.						
22	My parents used to have a regular connection with my school.						
23	My parents know the parents of my friends.						
24	I used to participate in school activities regularly.						
25	I used to participate in extracurricular activities.						
26	My parents used to monitor my homework regularly.						
27	I usually talk about job/education with family.						
28	I usually talk about job/education with other adults.						
29	My parents had a say in school policy.						
30	I feel I have strong ties with my peers.						
31	My parents have strong ties with each other.						
32	We have an intimate home environment.						

Table 1. Items forming the factors underling the cultural and social capitals

Capitals	No	Factors extracted by Khodadady and Zabihi (2011)	Items
Cultural	1	Literacy	1,3,5 and 6
	8	Cultural Activities	2,3,4 and 9
Social	2	Parental Consultation	20, 21, 23, 26, 27, 28
	3	Family-School Interaction	10, 15, 22, 26
	4	Family Support	13, 14, 16, 20, 22
	5	Extracurricular Activities	24, 25
	6	Family Relationship	31, 32
	7	Parent-School Encouragement and Facility	7, 8, 18, 19, 20
	9	Peer Interaction	16, 17, 30
	10	Religious Activities	11, 12

Table 2. Descriptive statistics of the GPAs and monthly family income

Majors	Grade Point Average				Monthly Family Income			
	N	Mean	Std. Deviation	Std. Error Mean	N	Mean in tomans	Std. Deviation	Std. Error Mean
Persian	167	16.66	1.895	.147	135	687330	515.700	44.384
English	219	17.45	1.551	.105	194	911860	817.705	58.708

Table 3. Descriptive statistics of the NEO FFI (Persian version)

Personality Factors	N	# of items	Mean	Std. Deviation	Alpha	Alpha (Garoosi, Mehrya & Ghazi Tabatabaii)
Neuroticism	402	12	22.05	7.898	.83	.86
Extraversion	402	12	28.57	6.437	.75	.73
Openness	402	12	27.59	4.836	.48	.56
Agreeableness	402	12	30.72	5.525	.65	.68
Conscientiousness	402	12	32.43	6.426	.79	.87
NEO	402	60	141.35	12.883	.81	.86

Table 4. Descriptive statistics of social and cultural capital questionnaire (SCCQ)

Capitals	Factors	N	# of items	Mean	Std. Deviation	Alpha
Cultural	Literacy	402	4	17.55	4.036	.79
	Cultural Activities	402	4	12.63	4.077	.65
Social	Parental Consultation	402	6	25.53	5.840	.79
	Family-School Interaction	402	4	15.97	4.869	.79
	Family Support	402	7	24.31	6.938	.80
	Extracurricular Activities	402	2	7.01	2.687	.88
	Family Relationship	402	2	10.08	2.338	.68
	Parent-School Encouragement and Facility	402	5	22.84	4.806	.71
	Peer Interaction	402	3	12.21	2.876	.52
	Religious Activities	402	2	6.66	2.392	.49
	SCCQ	402	32	122.81	19.578	.87

Table 5. Correlation coefficients among the students' diploma GPAs, SCCQ, NEO and its Neuroticism (N) Extraversion (E), Openness (O), Agreeableness (A) and Conscientiousness (C) factors

Majors	CC	SC	SCC	N	E	O	A	C	NEO-FFI
English	.128	.167*	.185**	.001	.016	.152*	.084	.131	.176**
Persian	-.095	.244**	.174*	-.038	.174*	.048	.101	.214**	.224**
English and Persian	.052	.190**	.176**	-.044	.086	.150**	.103*	.158**	.198**

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

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

Table 6. Correlations among Persian students' GPAs (n = 167) and cultural and social factors

Major	Cultural Factors		Social Factors								
	Literacy	Cultural Activities	Parental Consultation	Family-School Interaction	Family Support	Extracurricular Activities	Family Relationship	Parent-School Encouragement and Facility	Peer Interaction	Religious Activities
English	.114	.088	.214**	.026	.141*	.049	.120	.340**	-.028	.013
Persian	-.074	-.139	.294**	.121	.209**	.033	.308**	.294**	.052	.024

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

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

Table 7. Correlation coefficients among the social and cultural capitals and the five personality factors

Groups	Capitals	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
English and Persian (402)	Cultural	-.161**	.073	.377**	.029	.080
	Social	-.193**	.344**	.029	.198**	.334**
	Cultural Social	-.217**	.312**	.158**	.174**	.305**
English (230)	Cultural	-.126	-.007	.410**	-.038	.079
	Social	-.228**	.356**	-.042	.223**	.345**
	Cultural Social	-.235**	.289**	.118	.168*	.313**
Persian (172)	Cultural	-.187*	.208**	.289**	.122	.091
	Social	-.164*	.331**	.166*	.174*	.319**
	Cultural Social	-.198**	.344**	.231**	.185*	.297**

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

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

Table 8. Correlation coefficients among cultural capital and personality factors

Cultural capital factors	Majors	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
Literacy	English (230)	-.104	-.034	.407**	-.060	.090
	Persian (172)	-.184*	.210**	.283**	.204**	.160*
Cultural Activities	English (230)	-.115	-.019	.303**	-.005	.034
	Persian (172)	-.131	.119	.175*	.019	-.019

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

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

Table 9. Correlation coefficients among social capital and personality factors

Social Capital factors	Groups	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
Parental Consultation	English (230)	-.141[*]	.244[**]	-.042	.136[*]	.324[**]
	Persian (172)	-.079	.212[**]	.147	.203[**]	.310[**]
Family-School Interaction	English (230)	-.103	.121	-.104	.112	.222[**]
	Persian (172)	-.172[*]	.164[*]	.113	.088	.222[**]
Family Support	English (230)	-.111	.196[**]	-.110	.123	.200[**]
	Persian (172)	-.111	.212[**]	.092	.106	.232[**]
Extracurricular Activities	English (230)	-.263[**]	.332[**]	.098	.126	.311[**]
	Persian (172)	.071	.266[**]	.129	-.013	.161[*]
Family Relationship	English (230)	-.188[**]	.304[**]	.016	.182[**]	.183[**]
	Persian (172)	-.287[**]	.342[**]	.050	.315[**]	.219[**]
Parent-School Encouragement and Facility	English (230)	-.036	.165[*]	.158[*]	.014	.173[**]
	Persian (172)	-.207[**]	.233[**]	.217[**]	.149	.291[**]
Peer Interaction	English (230)	-.202[**]	.249[**]	-.108	.200[**]	.132[*]
	Persian (172)	-.133	.206[**]	.053	.073	.178[*]
Religious Activities	English (230)	-.128	.225[**]	-.095	.229[**]	.181[**]
	Persian (172)	-.074	.291[**]	.056	.090	.225[**]

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

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