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**INVESTIGATION THE ROLE OF PERSONALITY TRAITS IN
LEARNING MATHEMATICS AND ACADEMIC ACHIEVEMENT IN
STUDENTS OF DISTANCE EDUCATION SYSTEM**

Abstract:

Introduction & Aim: The Big Five are the ingredients that make up each individual's personality. A person might have a dash of openness, a lot of conscientiousness, an average amount of extraversion, plenty of agreeableness and almost no neuroticism at all. Or someone could be disagreeable, neurotic, introverted, conscientious and hardly open at all. S, the purpose of the study was investigation the role of personality traits in learning mathematics and academic achievement in students of distance education system. Method: The statistical populations were 200 students from distance education students system of Mazandaran province that were randomly selected and responded to five - factor personality test (NEO - FFI). Total scores of general mathematics and average of the last semester and results were analyzed with descriptive statistics (mean, variance and standard deviation) and inferential statistics with Pearson correlation coefficient. Results: The results showed negative and significant correlation between Neuroticism with learning mathematics and academic achievement, and positive and significant correlation among Extroversion, Openness to new experiences, Agreeableness and Conscientiousness with learning mathematics and academic achievement. Conclusion: The findings showed that personality factors are good predictors of learning mathematics and academic achievement in students of distance education system. Personality factors can be associated with effective and satisfactory learning that influence on individual's perceptions about learning environment especially in students of distance education system.

Keywords:

personality traits, learning mathematics, academic achievement, distance education