

# Personality Types According to Personality Compass and its Relationship with Self-Regulated Learning

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**Abstract:** *This research aims to present a study to identify mostly and non -mostly personality types among university students according classification of Personality compass and then determine the relationship between the types of personal according to two variables which are: compass and self-regulated learning as well to identify the differences according to the variables of gender and specialization in personal types and self-regulator learning. The research used a sample which consists of the students of the University of Baghdad - the morning study for the academic year 2015-2016 of both genders and in scientific and humanitarian majors and number of sample equal to (475) students this sample was used to test the personal compass expressed by the test of self-organized learning. Using statistical methods of testing *Altaia* for one sample and two independent samples and Chi-square and the coefficient of correlation Point *Baacyrial*, the researcher has been reached to the results that point to the rule of personal type North West at university students, and the existence of differences in personal type according to the variables of gender and specialization for the self organized learning level among university students, and the existence of a correlation between the modes of personal and self-organized learning and this paper also suggest a number of recommendations and proposals.*

**Keywords:** Personality types, personality compass, self -regulated learning, university students

## 1. Research Problem and its Importance

The humanitarian community development depends on the amount of interest in human development which are important pillars in development in General, and this brings us to the need to identify the nature and characteristics of the character and nature of psychological configuration because it helps the proper interaction with individuals and work through the process of construction and evolution (Asadi, 2002, 167).

Many areas have been conducted in the area of personal styles according to categories and multiple forms, but we observe is a rarity, but almost non-existent for research and studies on personality classification according to personality compass which constructed based on four clusters of human characteristics that distinguish each of the four complexions in humans as different genetically, these groupings are equally important in their respective fields. (Dian and terner, 2008,2). University learning considered as the most important learning stage, because it represents the top of educational pyramid, and its basic task is to set a person in an organized matter in order to face the difficulties of this life, so that learning in this stage gets a lot of care and attention in most developed and developing countries because of its active role in human, social and economic development, and providing community leaders as University student leader in the future and this leader has the responsibility in the progress of life management (Al -Samurai et al., 1998, 40). The learning process and education is not used to transfer knowledge only, but also to it aims to improve the growth of the learner knowledge and construct his emotional and cognitive personality (Zaytoun, 2001, 133).

Because the person is able to redirect his life and change his behavior based on parameters and criteria which is satisfied his opinions and he (or she) convinced that these criteria's

able to regulate itself, the learner more important information or circumstances of the learner (Linder, 2002, 4), self -regulated for the knowledge and behavior is an important aspect of student learning, it expresses the actual participation of the learner in the learning processes and direct their learning academically. Learning according to this concept is not happening for students but it is something they produce through their dealings with the educational situation and effectively and is active. (AlKhafaje, 2001, 114)

The self-regulated learning is used to activate the several aspects in learning, it acts as a bridge between personal and environmental behavioral processes that ensures learner cognitive and behavioral activation during learning process to accomplish academic tasks (Missildin, 2004, 14) and although the importance of these variables and after intense researcher on previous studies in this field the researcher of this study did not find any study that tried to find the linking between these two variables and check the (personality styles relationship according to the personal compass classification) on the other hand self-structured learning Under the contemporary shift toward interest in addressing learning material by the learner.

Hence the importance of the problem and the lack of previous studies that addressed the relationship between these two variables, and the importance of theoretical approaches that focus on the learner's role in the educational process and obviously that may be persons differences that may belong to different personal styles among the learners.

## 2. Research Objectives

The main objectives of the research aims to:

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- 1) Identify the mostly personality type and not mostly personality type depending on personal compass according for the university students.
- 2) Find the most personality type and non-mostly type based on personal compass for the university students, according to the variables of gender and specialization:
- 3) Is to know the level of regulated learning for the University students
- 4) Is to know the level of the self-regulated learning according to the gender and specialization:
- 5) To identify the relationship between personal types according to the classification of self-regulated learning and personal compass.

### 3. Research Scope

The current research is limited for students from Baghdad University /morning study/for academic year 2015 – 2016 from both gender and in scientific and humanitarian specialization.

### 4. Research Terms

- 1) Personal Compass: it is four groupings of human characteristics that distinguish each one of the four natures of human beings as genetically different but they are all equally important in their respective fields (Diane wethlma, 2008, 2) this definition was adopted as the current research theoretical definition.
- 2) Procedural definition: is the degree obtained from answering of the person inpersonal compass scale which is used in this research).
- 3) Self – regulated learning: it has two main definitions :
  - a) It is the ability of a person to control his behavior and enable him to guide his character and and it has

- three steps which are : notification, and autonomy and self-response)
- b) It is the degree obtained from answering structured learning autonomy scale used in this research)

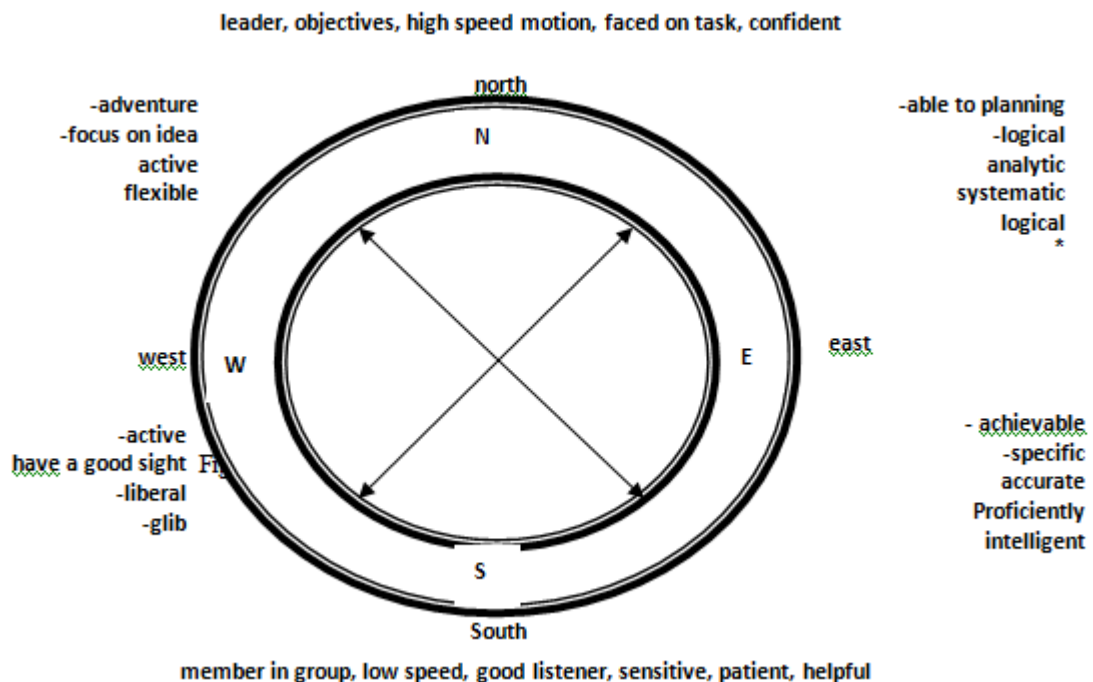
### 5. Research Background

In this paper the research background has presented the main concepts for this research that consists of the explanation of the main two variables which have been used in this paper, which are: personality compass and self -regulated learning, The researcher has not presented the literature review for this study, because there is no previous work , which study these terms according to these two variables, the full explanation for these two terms are as the following:

#### First Term: Personality Compass:

The compass is a specific system for understanding the personality type, it divides personality styles into four types, based on the assumption that humans concentrate in these styles under involves four humans genetically different but they all have the same importance in their respective fields, this concept is not new but new is use of cultural metaphor for easier to understand and remember and use information (Sheriff, 2008 : 2).

But this classification be based on personality (North, South, East, West), and for each item or style of these qualities and attributes of its own, each person may have some qualities of every natures or four styles and each one will describe the essence of style attributes profile accurately and picture is bigger than the other (Al Sharif, 2008:19) (Figure 1) illustrates the details



**Figure 1: Personality Compass**

The study of personal styles by using the personality compass features differ from other personal and profiling systems because of the following reasons:

- 1) The terms of this theory is already familiar terms.
- 2) There is a familiar link between adjacent directions of the compass (North West, North East, South West, South

East) and be easy to understand the natural link between the dominant patterns of personality that are contiguous on the compass.

- 3) Know the mostly personal style for a person reveals the dominant and personality and introduces his character more than just gaining specific knowledge often style only.
- 4) Giving names to types of personality like: the North, South, East, West is just a simile of trends and the importance of class or value for each direction in the same way that the four personality types have the same equal value.
- 5) The personal compass gives us a chart simplifies the complex human behavior.

The general characteristics of each type in compass as reflected in the book's personal compass (Diane and Turner, 2008 translator of the Arabic language):

This theory identifies the general features for each type of the four personality types as follows:

#### **1-North pattern: divided into:**

A) traditional northern : which features with the following characteristics (Self-confident and authoritarian, open mind, strong-willed, loves working and brave, emphatic and my independence, decisive and controlled, fast-moving, self-starting, centered around the goal and ambitious, competitive and has a determination, the leader is serious about his work, heading towards the task at hand and has a responsibility ).

B) northern extreme: is characterized by the following qualities:( controller sarcastic, overbearing and many demands, revenge, focused on the time, serious, has a hunger for control, violent and cynical, controlled, irritable argumentative, always right, rude and judged negatively on others).

The north persons are generally doing their jobs quickly and they have a great ability to make decisions quickly and have a basic ability to compete with others and they love independence in play, work and their image mental permanent is the accomplishment, but that they have a lack of patience key point of their weaknesses (Dayan and Thelma, 2008.5455).

#### **2- South pattern: divided into:**

A) systematic Southern: And excellence that (approachable and lovable, which is in being a social team member, characterized by slow and likes to relax, a good compassionate, peace-loving and gentle, Less concentration on the process, a patient and understanding of everything, and affectionate and many sponsors of the others, and is characterized by generosity and tender.

B) The southern extreme: is characterized by the following qualities:(Shyness and dependency, and is characterized by many complain and complain, scared and unsafe, flattery and loves to own property and vital lacks and in general that southerners like teamwork chlorination of mind they have a love and ability basic peace industry and point the fundamental weakness is the lack of emphasis and basically

they conflict, and the highest ten points great power they have is (love help, politics, cooperation, peaceful, justice, patience, selflessness, sensitivity, loyalty, volunteering) (Dayan and Thelma, 2008.158 162).

#### **3-Western**

A) Traditional western Model: features as: Adventurous and has a love of adventure, and has the vitality and speed, spontaneous and messy (untidy) , centered on the idea, a dreamer, and flexible and has multiple talents, he has a sense of humor and enthusiasm, creative and innovative and has the ability to adapt, curiosity and breadth of the horizon.

B) western extreme: from his attributes: Impulsive and has a rig stunt and evasive and superficial, delayed not always bear the responsibility, which is fragmented thinking and Guy center and had no discipline and weaknesses has a lack of attention, impulse, a whimsical and reckless and rebellious and bored and does not like hygiene (Dayan and Thelma, 2008.210214).

#### **4- The eastern style: divided into:**

A) typical east: and His attributes are: Accuracy, fight and take responsibility, a traditional governor and a conservative and centered on quality and uncluttered and detailed Centre features a stubbornness and dispersion his views and rights of a logical and analytical, systematic and planned for everything and focused in his thinking and loves modesty and decency and seriousness in everything, and focuses his attention on everything.

B) eastern extreme: It features by perfect love, the inability to progress, lack of tolerance and love the isolation and loneliness, and narrow-mindedness, a rigid, obsessive, stubborn, rigid and critical and liturgical, and Mngs and has warned plus much controversy and arrogance and the boredom and pessimistic and critical of everything and make fun of him. (Dayan and Thelma, 2008.106110).

**Second Term: self-regulated learning:-** regulated learning is based on subjective theory which see the learning process are not cognitively active or behavioral pattern, but by personal and lifestyle of the person in the same investigation, since the learner can achieve his goals and aspirations through interaction with educational material. And participate in educational activities and attitudes positively learning and according to the knowledge in life with their abilities and aptitudes and potential. Therefore, self-learning fulfills the needs of the learner and makes him free to choose between various styles of learning (Allagany, 1989, 9).

Regulated learning differs from normal learning because it makes a student more freedom and is based on cooperation between the students and the student depends on its decisions, thus generating a sense of responsibility as a student, and the student uses various methods in discovery and creativity and be thinking in different ways. Moreover, it Stimulates internal motivation and relies on strategies beyond knowledge in learning. And all this is based on competition between students (bobbi, 1992, 7) structured learning theorists believed that regulated learning is

associated with cognitive and emotional dimensions of behavior and motivation.

## 6. Characteristics of Self-Organized Learning

Literature indicates some of the self-regulated learning characteristics which are:

- 1) It develops the learning objectives and identifies each student's goals realistically so that every student finds the convenience of educational goals commensurate with his own abilities and needs.
- 2) It develops the learning process so that it makes the student reach the maximum growth gives him individual differences that distinguish it from other students which help collections to the utmost.
- 3) Provides the privacy of a moral nature learning process where each student receives guidance and counseling and care in an atmosphere of confidence and security is safe and away from defamation and embarrassment.
- 4) Enhance student motivation through a variety of educational materials and activities and goals.
- 5) The student wishes to rely on himself, so his character and piety is augmented has the propensity to innovate.
- 6) Gives an opportunity for the teacher to follow request, enabling the teacher to get a better understanding for the applicant through him and his needs and abilities and breaks the repetition and boredom which has haunted the collective learning.

## 7. Social Cognitive Theory for Pandora (Social Cognitive Theory)

This theory proposed an algorithm regarding the self-regulated learning that subject exactly (self control), which means the ability of the person for the positive control in his behavior without needing to put restrictions and external motives on him. because, the person is responsible to learn and he has an exactly internal self-control, which in turn replaces the authority of parents and teachers so that the person himself is watching his behavior and identifies his internal objectives (Al Hindawi, 2003, 46).

Here the human behavior is governed by the persons expectations in light of his past experiences, behaviors and values that has influence in bringing about positive outcomes and desirable as what was good and that other types of unwanted results, this theory also confirmed the necessity of dealing with the learner as an active and effective, because it can influence on a lot of factors. and his feeling organization can promote his self-learning (goel, 2007, 3).

This theory assumes three knowledge social process which influence on the personality which are:

- 1) Triadic reciprocity
- 2) Self-Efficacy
- 3) Sub Processes Inn Self-Regulation

And it assumes a causal relationship between the three processes affecting (personal) and (behavior) and the (environment). The environment affects the behavior of the

person, as well as the person affects the environment through environmental treatment method, as it does employ cognitive processes to address environmental events and facts, this illustrates the principle of reciprocal determinism, which is one of the most important social cognitive theory assumptions (bandura, 1976:42).

Thus the cognitive aspects of environmental events can interact with the behavior of the person in a manner mutually interoperable, because the persons respond behaviorally and cognitively and effectively to events and there is no not a preference for any of the three factors to form the final product interactive imperative behavior nor does it mean a model timetable fixed effect (Bi-directional) environmental effects may be stronger than behavioral effects or personal effects in some relationships or when some particular points during the interaction behavior (Bandura, 1997:25) in of despite the independence of the three main types of effects (personal, environmental and behavior) but it constructed the self-learning and it includes:

1. Self- Effects: perceived self-sufficiency based on each type of the following four types

A-personal effects: which consist of two types:

- 1) Knowledge of the learner are classified into:
- 2) First: explicit knowledge and organized according to verbal construction apprentice (serial) already exists.
- 3) Conditional knowledge refers to knowledge (when and where and why) which makes strategies more effective.

B- Procedural knowledge: which is organized according to the actions, conditions and the results of all relevant to the variables and circumstances, it takes the form of strategies and how to use them.

2. Operations beyond the knowledge: The decision making processes and feedback or results that contribute to self-learning skills.

3. Objectives: it represents by the form and extent of the goals established by the learner with far reaching targets were medium-term and be included in operations beyond the knowledge based on the level of difficulty and specificity.

4. The conscience: (student's feelings) the theorist (Pandora) proposed that those who have a high awareness of self-sufficiency can determine for themselves a more challenging targets to achieve (Bandura, -348, 1976:347).

## 8. Research Methodology

This section includes the procedures established by the researcher in order to achieve the objectives as follows:

First: identify the research community and select its sample: The research community is included the Baghdad University students/ the morning study of both genders in scientific and humanitarian specialization for the academic year 2015 /2016 and table 1 shows details of the research community:

**Table 1: Research Community**

| Total | Gender |       | Specialization |
|-------|--------|-------|----------------|
|       | Female | Male  |                |
| 19891 | 12036  | 7855  | Scientific     |
| 25390 | 15371  | 10019 | Humanity       |
| 45281 | 27407  | 17874 | Total          |

The search sample is chosen at random, multistage by choosing four different faculties including two from scientific specialization and another two from humanitarian specialization and a sample of this research is consisted of (475) students divided by gender into (230) males and (245) females, according to specialization: scientific (277) and (198) humanity. Table 2 shows details of the sample search:

**Table 2: The research sample details according to: Specialization, faculty and gender**

| Total | Gender |      | Faculty/Department                                 | Specialization |
|-------|--------|------|--|----------------|
|       | Female | Male |  |                |
| 145   | 75     | 70   | Faculty of Engineering<br>Civil Engineering        | Scientific     |
| 132   | 64     | 68   | Faculty of science<br>Geology science              |                |
| 132   | 64     | 68   | Faculty of art/ Arabic<br>language                 | Humanity       |
| 101   | 51     | 50   | Management and<br>Economic/ Business<br>Management |                |
| 475   | 245    | 230  |  | Total          |

## 9. Research Tools

### 1- Personal Compass Test

The personal compass test it has been used which is prepared by (Diane Turner) and (Thelma Greco) this test had been prepared in 2008 and translated into Arabic language by (Hamoud Al-Sharif), this test consists of two parts, each part (21) paragraph and each paragraph contains two choices (a) and (b) the responder chooses one of the words in the paragraph and neglects the second term. The choice (a) in the first part represents the Northern style, but the term (b) represents southern style, while the term (a) in the second part represents the Eastern style and (b) in this part the Western style. This test are corrected by collecting the total (a) and (b) in each part and represents the highest degree in the first part the stronger style and the least marks represents the style the weakest style.

So that the type of personality is determined in every part in the test, and then select the strongest types in each part and then select the types with the higher grades to be the style (mostly) on the personality, the other more powerful class called style (without mostly), meaning that everyone has two (mostly, without mostly).

### 2. Self-Regulation Test

Regulated learning scale will use the autopilot made by Izzat Abdul Hamid which originates from (46) paragraph spread over three strategies with nine sub strategies, five alternatives are scale (strongly refuse, I refuse, not sure, agree, strongly agree) and give grades (5, 4, 3, 2, 1) for positive paragraphs and vice versa for negative paragraphs with number (2, 6, 9, 12, 15, 43, 45) and the highest score

can get the student is (230) and the lowest (46) and medium scale for proposed average (138) and the scale is intended for secondary students, but after consultation with experts in psychology and psychometrics and all of its paragraphs referred to adapt to college students.

## 10. Research Validity

**To check the validity of tests the researcher so the following:**

### 1. Verify Virtual Honesty:

By viewing the tests on a group of experts and arbitrators and professionals in the field of psychology and psychometrics (as show in appendix 1) and requiring from them to determine the validity of paragraphs tests. This test has got the acceptance of all the experts on all paragraphs of the scales in proportion (100%) as the researcher adopted the percentage criterion for determining the validity of paragraph, paragraph approved (80%).

### 2. Verify the consistency of the instruments:

To achieve that the researcher apply two tools on a sample of students at the College of pure Sciences /Ibnalhaitem which consist of (100) students of chemistry and then reapply after two weeks reached the period of tests and extracting relational relationship between students' grades in each of the first and second applications tests using Pearson correlation coefficient and the extracted value of the correlation coefficient represents a factor of stability.

Factor amounted to test personal compass (0, 82) self-learning test organization at (0, 79).

Factor values are acceptable as compared with previous studies that addressed the personality and learning styles.

### Application of Research Tools

After checking the consistency verification of this tools and their persistence then they have applied to a sample of search (475) students application period lasted a whole one month

### Statistical methods:

#### Statistical methods are used to:

- 1) One sample t-test: (T-test for one sample) to find out the level of self-structured learning among students in the University.
- 2) Two independent t-test: (T-test for two independent sample) to test the significance of differences in learning self-organized according to gender variables and specialization.
- 3) Pearson correlation coefficient to see steady search tools.
- 4) Squared (Chi – Squair) for personal style among college students to learn the differences according to gender variables connotation and specialization.
- 5) Coefficient of point baisiril: to see the relationship between patterns of four Associational personal compass learning and personal organizer.

## 11. Research Results

It was reached to following results, according to the objectives of research, as follows:

1. Identify the mostly personality type and not mostly personality type depending on personal compass according for the university students. To achieve this objective, the proposed compass scale has been applied on the research sample which are equal to (475) students and correct students' answers on a partial scale occurrences and then calculate each style of the four types and duplications were also on the table (1).

**Table 1:** Duplications of the students according to personality type

| Duplications | Mostly and non-mostly personality type |
|--------------|--|
| 66           | North Eastern                          |
| 278          | North Western                          |
| 75           | South Eastern                          |
| 56           | South Western                          |
| 475          | Total                                  |

To find out common personality type for university students, the chi-square has been applied to see the existence of differences between the four types.

Calculated value has amounted to the (69.02) and when compared to the value of tabular which is equal to (0.325) at the level of significance equal to (0.05) with degree of freedom (3).

It turned out the existence of significant differences among the four types and in favor of the north-western style, meaning that the university students commonly on their characters personal style northern and western, and they have the flexibility and adventurers in their personality, this result show that the university students effected by the the age and university stage which clearly influenced their personalities and also the vast University social relations can contribute in developing the qualities of flexibility and innovation and the emphasis they are adventurers because they compete with each stage develops and they pay to achieve his goals.

- 2- Find the most personality type and non mostly type based on personal compass for the university students, according to the variables of gender and specialization:
  - a. According to the gender variable: To achieve this, the most personality type for male and most personality type among females has been calculated separately, the amount of duplications of both sexes, is shown in the table (2)

**Table 2:** Duplication for the personality type according to compass for males and females

| Total | Duplications |      | Mostly and non mostly personality type |
|-------|--------------|------|--|
|       | Female       | Male |  |
| 66    | 37           | 29   | North East                             |
| 278   | 107          | 171  | North West                             |
| 57    | 58           | 17   | South East                             |
| 56    | 43           | 13   | South West                             |
| 275   | 245          | 23   | Total                                  |

To see gender differences in personality types chi squared has been used, and the calculated value reached (55, 61), when compared to the table value (0.711) statistically significant differences has been appeared at the level indication (0.05) and the degree of freedom (4) and for males in the Northwest and for the female personality in the rest of the styles, this shows the power of this type of both genders compared to the rest of the types and sample sovereignty in General and this result can be explained by social and psychological circumstances where both genders have similar due to this similarity in environment.

- b. According to the specialization variable: to verify the mostly and non mostly type for the students in the humanity and scientist specialization, Table 3 can explain the duplications for these type for each specialization:

**Table 3:** Duplications according to personality compass for scientific and humanities specialization:

| Total | Duplications |            | Mostly and non mostly personality type |
|-------|--------------|------------|--|
|       | Humanity     | Scientific |  |
| 66    | 14           | 52         | North east                             |
| 278   | 111          | 167        | northwest                              |
| 75    | 40           | 35         | southeast                              |
| 56    | 33           | 23         | southwest                              |
| 475   | 198          | 277        | total                                  |

To check the differences between scientific and humanistic specializations chi squared was used and had reached the calculated value (23, 18) when compared to the table value which is equal to (0.711) and statistically significant differences at the level indication (0.05), and the degree of freedom (4) that there are differences between university students on specialization in personal styles approved by compass profile and for scientific specialization students in Northwest and Northeast while the students investigate overpowering humanitarian specialization in the Southeast and Southwest.

Which confirms to the specialization into very prototypical persons toward the North or South, this may be due to the nature of the study in the scientific and humanitarian in faculty that require decisiveness and emphasis and innovation among students in scientific disciplines while requiring humanitarian disciplines relax and like the mental image which is required by most humanitarian specialties to enjoy scientific material and develop the characters sympathetic and romantic and like beauty and literature

3. The third objective/is to know the level of regulated learning for the University students in order to achieve this objective the researcher suggested to calculate the degrees of the University students on the self-organized learning, and the average for their grades was equal to (126. 5) and standard deviation which reached (7. 15), while the proposed average reached to (138).

Using one sample t-test to test the significance of differences between the arithmetic and intermediate this speculation proved statistically significant differences at the level

indication (0.05) and the degree of freedom (474) and table (4) explains the details.

**Table 4:** The results of the T test to check the differences between the proposed and calculated average for the self-regulated learning

| Significant level | Freedom degree | T value |            | Proposed average | Standard deviation | average | Sample number |
|-------------------|----------------|---------|------------|------------------|--------------------|---------|---------------|
|                   |                | tabular | calculated |                  |                    |         |               |
| 0.05              | 474            | 1.96    | 35.05      | 138              | 7,15               | 126,5   | 475           |

Table 7 shows that the calculated value of t (35.05) is greater than the value of tabular t value (1.96), which shows that the level of self-University students organized learning above proposed average. This result can be interpreted to university students in advanced study stage which enable them to organize themselves in general and in particular way, learning as it is intellectual and mental maturity and are the product of previous ages and educational divides in this maturity.

1. Fourth objective: is to know the level of the self-regulated learning according to the gender and specialization:

a. Gender: To achieve that self regulated learning scale was applied and divide the students into two answers part of male and female part and intermediate expense accounts and standard deviations of both genders separately, and then apply the t-test for equality independent of gender recognition and table (5) explains details

**Table 5:** T test results to know the differences between the male and female in self-regulated learning

| Significant level | Freedom degree | T value |            | Standard deviation | The average | Number | Sample Gender |
|-------------------|----------------|---------|------------|--------------------|-------------|--------|---------------|
|                   |                | tabular | calculated |                    |             |        |               |
| 0.05              | 473            | 1,69    | 17,432     | 3,07               | 1276        | 230    | Male          |
|                   |                |         |            | 2,18               | 125         | 245    | Female        |

Table (5) demonstrated statistically significant differences in self-regulated learning among the students of the University in accordance with the gender variable, t value calculated (17,432) which is greater than the value of table t (1.96) when the level indication (0.05) and the degree of freedom (473), and for males, this result can be explained that male personality differs from the female by the way of thinking and motivation to learn and self-confidence and level of ambition and all that affects learning and organization differ in males and females.

**b. Specialization:**

To achieve this, scientific specialization students answers were isolated from humanitarian specialization students answers and calculate the arithmetic average and standard deviations for each discipline separately and then use a separate t-test to find out the differences between disciplines in structured learning and table (6) explains the details.

**Table 6:** T test results to know the differences between the students according to the specialization

| Significant Level | Freedom Degree | T Value |            | Standard Deviation | Arithmetic Average | Number | Specialization |
|-------------------|----------------|---------|------------|--------------------|--------------------|--------|----------------|
|                   |                | Tabular | Calculated |                    |                    |        |                |
| 0.05              | 473            | 1.96    | 35         | 9,1                | 122,6              | 277    | scientific     |
|                   |                |         |            | 4,9                | 131                | 198    | humanities     |

Table (6) demonstrated statistically significant differences at the level indication (0.05) and the degree of freedom (473) t-value calculated (35) and is greater than the value of table t (1.96) signifying that there are differences in favor of humanitarian disciplines, students can explain, this conclusion that humanitarian disciplines students more control and more restraint might be depended to the nature of their effective role in regulating strategies of learning organization they have in terms of coordination and processing of information processing in an efficient way and might return to the articles Seminar for humanitarian specialties easier compared to scientific disciplines. Correlation coefficient values compared with the value of the correlation coefficient table ,when the level indication (0.05) and the degree of freedom (473).

5. Fifth objective: It used to identify the relationship between personal styles as personal Compass self-regulated university students learning:

for a set of personal style (East, West) (0, 84) with the value of the correlation coefficient for a set of personal style (East, West) (0, 17) and to know the significance of the differences between correlation coefficients Z test is used to see significant difference alzaaeh value amounted to a group (0, 01329) while the tabular value of Z is equal to (1, 96) when the level indication (0.05) this shows the lack of statistically significant differences between the correlation coefficients of correlation between learning Organizer and each of the four patterns can be explained by the fact that personal style has not effect on the learning of individuals planning as it relates to other factors may be at the forefront of cognitive abilities and motivation towards learning.

| Correlation Coefficients with the Self-Regulated Learning | Type                   |
|---|------------------------|
| 0,84  | Northeast<br>Northwest |
| 0,71  | Southeast<br>Southwest |

To achieve this goal have been using correlation point Baisirial was showing the degree of correlation coefficient

From table 7, we can notify that there is a relationship between the self-regulated learning and the four personality

types. By using the signification level (0.05) and freedom degree of (473).

## 12. Conclusions of Research

From the previous results, we conclude the following:

- 1) We can identify the attributes of persons through their personality style and thus easier to identify and remember the personal characteristics of persons.
- 2) Environmental and social conditions to members of the iraqi community are same despite of differing social classes.
- 3) The specialization has an impact on the personal characteristics and built the psychological, social and specific knowledge.
- 4) As the age increase the person became more ability to learn and this may be due to the maturity of the individual stages of advanced study.
- 5) The socialization and gender stereotyping has a great effect on self-regulated learning in males and females.
- 6) Efficiency of humanitarian disciplines in cognitive organization members as compared to human disciplines.

## 13. Research Recommendations

In the light of the results the researcher recommends the following:

- 1) Direct admission channels in colleges to adopt personal compass classification in determining patterns of their personalities and their acceptance in the academic disciplines.
- 2) Urged the media on the need to direct the community to the need to take into account the psychological and emotional and cognitive characteristics and need better direction to achieve better organize their learning
- 3) Guide the administration in scientific departments to urge the lecturers for developing their strategies in cognitive organization for their students.
- 4) Urge the educational guidance committees to develop self-regulation of learning among students.

## 14. Suggestions for Future Works

The researcher proposes the following:

- 1) Make a similar to the current research to see personal compass styles relationship with other variables of learning, like parental treatment methods, the efficiency of cognitive representation, perceptual speed.
- 2) Make a similar research to current research on other samples as high or medium students.
- 3) do a tracking study to see the evolution of the relationship between the personal compass patterns and learning self-organized across different age and stages.
- 4) Make a growth research to develop self-regulated learning among students with low self-learning or organizer.

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### Appendix(1)

| <i>Affiliation</i>  | <i>Major</i>             | <i>of Expert Name</i> | <i>Scientific Title</i> | <i>ت</i> |
|---|--------------------------|-----------------------|-------------------------|----------|
| Baghdad university- Faculty of pure science/IbnAlhaithem/ department of psychological and educational science | Measuring and evaluating | EhsanElawiNaser       | Prof.Dr.                | 1        |
| Baghdad university- Faculty of pure science/IbnAlhaithem/ department of psychological and educational science | Educational psychology   | Ismail Ibrahem Ali    | Prof.Dr.                | 2        |
| Teacher institution/Tikrit  | Educational psychology   | IbtesamMahmod         | Assisitant.Prof.Dr.     | 3        |
| Baghdad university- Faculty of pure science/IbnAlhaithem/ department of psychological and educational science | psychology               | AfafZeadWadi          | Assisitant.Prof.Dr.     | 4        |
| Baghdad university- Faculty of pure science/IbnAlhaithem/ department of psychological and educational science | Educational psychology   | FadhelJabarJuda       | Assisitant.Prof.Dr.     | 5        |