

Personality and Learning

Roland Tormey
How People Learn I

Teaching Support Centre / Centre d'appui à l'enseignement
Email: roland.tormey@epfl.ch

Introduction

- You will be able to
 - Identify what is meant by ‘personality’
 - Identify the five elements of the five factor ‘trait’ model of personality
 - Identify how you might use this in research
 - Describe the relationship between personality traits and issues to do with learning

Personality

- Personality is:
 - Relatively stable: it changes, but not all the time ('dynamic')
 - Personal characteristics: it is the person in the situation that is being described
 - Impacts upon our thoughts, feelings and actions
- Different ways of understanding personality...
 - We look here at 'personality traits'

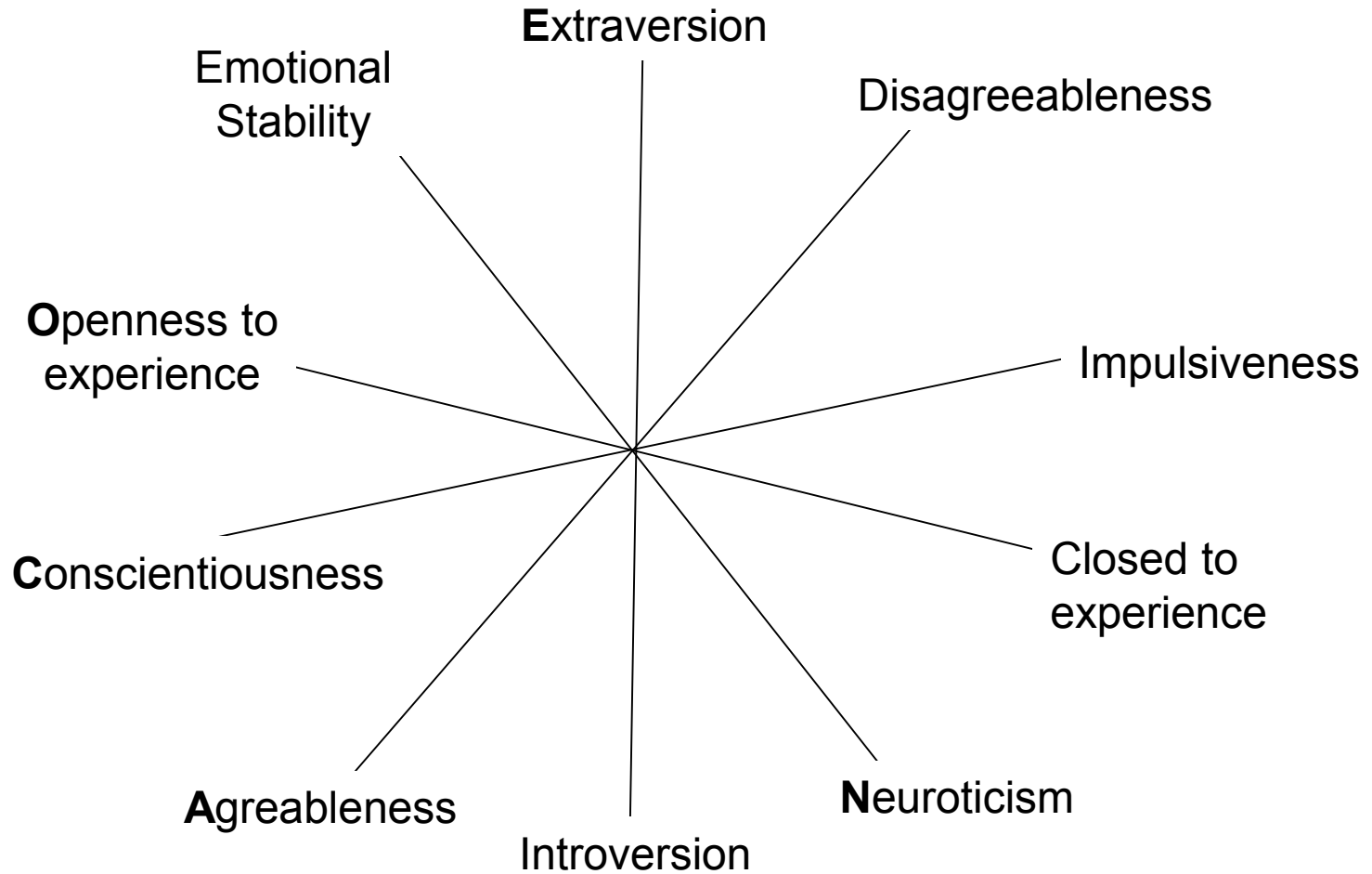
Personality traits

- Idea is to describe a personality using as many elements as necessary and as few as possible:
 - 16PF model
 - ‘Big -5’ five factor model
 - ...

Raymond Cattell – 16 PF

- From 4,500 Personality terms (Allport) > 46 necessary terms (surface traits)
- Surface traits ‘cluster’ > 16 Source traits
- Included:
 - Outgoing or Reserved
 - Intelligent or not (High ‘8’ – low ‘8’)
 - Stable or Emotional
 - Assertive or Humble ...
- Is 16 factors too many?

Big five personality model



O – C – E – A – N

Openness

- Open to Experience
 - Fantasy
 - Arts
 - Aware of own feelings
 - Likes to play with/ connect ideas



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Conscientiousness



- Self-Efficacy
- Order
- Reliable
- Striving
- Self-discipline
- Deliberation

Image © Adam Jones at flickr creative commons

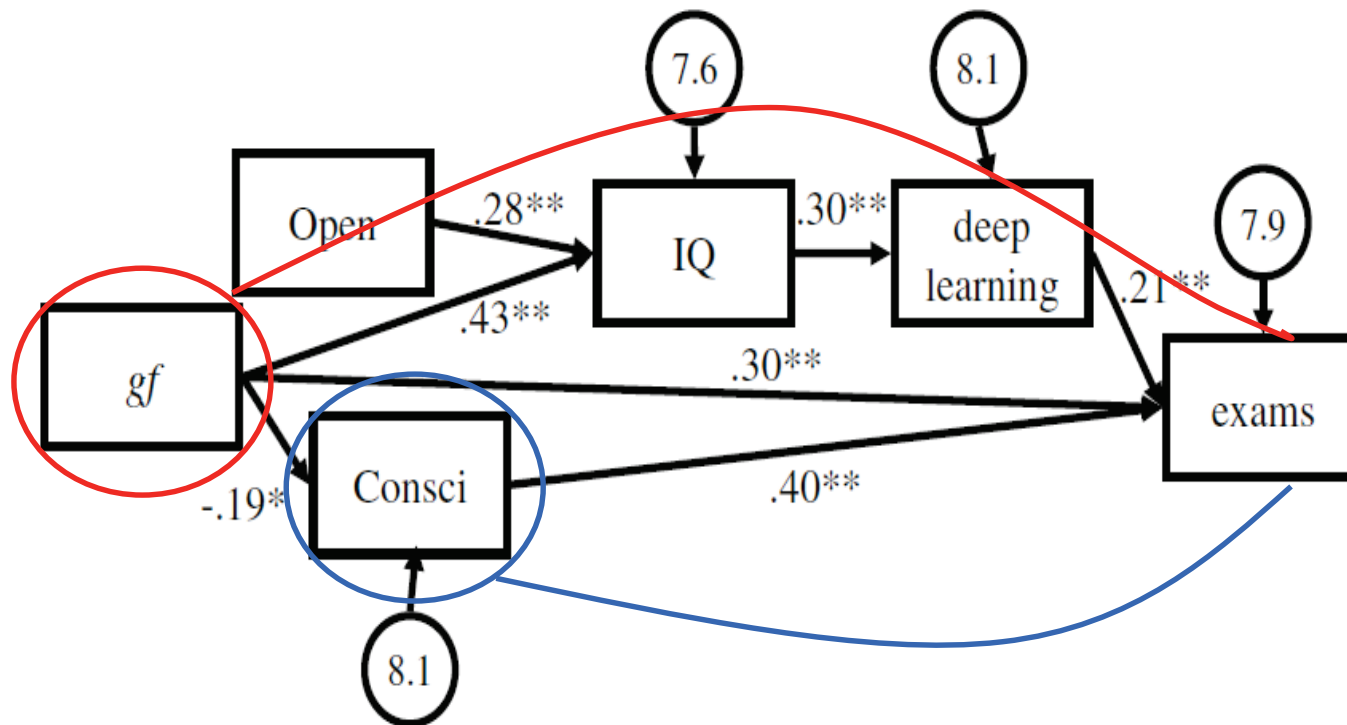
Table 1 Summary of studies reporting correlations between Big Five personality factors and post-secondary academic performance							
Study	Measure		Correlation				
	Big Five	Academic performance	N	E	O	A	C
Dollinger and Orf (1991)	NEO-PI	Exam grade	.10	.01	.30	.10	.21
	NEO-PI	Essay grade	-.12	-.04	.06	.18	.17
	NEO-PI	Course grade	-.01	.11	.20	.05	.25 ^a
Goff and Ackerman (1992)	NEO-PI	GPA	-.09	-.17	-.00	.03	.17 ^a
Rothstein et al. (1994)	PRF	Written performance	-.02	-.09	-.00	-.07	.09
	PRF	Classroom performance	-.09	.19	.17	-.20	.05
	PRF	GPA	-.08	.07	.12	-.19	.10 ^a
Wolfe and Johnson (1995)	BFI	GPA	-.02	-.08	.10	.08	.34 ^a
De Fruyt and Mervielde (1996)	NEO-PI-R	GPA	-.09	.02	-.09	.05	.28 ^a
Paunonen (1998) (Study 1)	NEO-FFI	GPA	.18	-.15	.08	-.24	.06 ^a
Paunonen (1998) (Study 2)	NEO-FFI	GPA	.03	-.02	.19	.03	.20 ^a
Busato et al. (2000)	5 PFT	Exam grade	.06	-.13	.03	-.00	.16 ^a
Paunonen and Ashton (2001a)	PRF	Course grade			-.04		.21 ^a
Gray and Watson (2002)	NEO-FFI	GPA	.00	-.09	.19	.15	^a
	NEO-PI-R						.36 ^a
Lievens et al. (2002)	NEO-PI-R	GPA	.03	-.04	.15	-.10	.19 ^a
Bauer and Liang (2003)	NEO-FFI	GPA	.00	-.18	-.02	.06	.22 ^a
Chamorro-Premuzic and Furnham (2003a)	NEO-PI-R	GPA	-.16	-.11	.02	.07	.36 ^a
Chamorro-Premuzic and Furnham (2003b)	NEO-FFI	GPA	-.35	.07	.00	.22	.39 ^a
	NEO-FFI	Thesis research	-.25	-.01	-.03	.13	.36
Diseth (2003)	NEO-PI-R	Exam grade	-.03	-.10	.03	.12	.06 ^a
Farsides and Woodfield (2003)	NEO-FFI	GPA	.03	.00	.26	.14	.09 ^a
Furnham et al. (2003)	NEO-PI-R	GPA	.14	-.29	-.16	.06	.40 ^a
Lounsbury et al., 2003	PSI	Course grade	-.11	.01	.16	-.01	.18 ^a
Phillips et al. (2003)	NEO-FFI	GPA	.04	-.04	.19		.26 ^a
De Fruyt et al. (2004)	16 PF	GPA	.14	.06	.07	.12	.21 ^a

Personality and Learning

- Mean correlations for traits...
 - Conscientiousness $r = .24$
 - Openness $r = .06$
 - Neuroticism $r = -.03$
- Personality Facets...
 - Striving ($r = .15$ to $.39$)
 - Self-discipline ($r = .18$ to $.46$)

Personality and Intelligence in Higher Education

Chamorro-Premuzic & Furnham 2008



CONCLUSION

Conclusion

- Personality
 - Relatively stable, important personal characteristics, that affect acting, thinking
- Different personality models but, Big-5 is widely accepted
- Conscientiousness is associated with learning (Openness less so)
- Within Conscientiousness, Self-discipline and Striving appear most important