1. Non-cognitive factors are important – especially C, which predicts outcomes in Education and psychology

* Refer to Poropat’s meta-analysis on C
* Refer to a lot of studies on education achievement

1. Poropat: Western education – criticize

* PISA data provides a unique opportunity for us to study cross different countries and cultures
* ME
* Subordinate (?)

1. Need rationale for the 9 regions

* We think that by studying by individual countries, people have overstated the difference
* Grouping based on regions is our new way of studying the topic
* Review Tim Church’s study on equating measurement
* Ecological fallacy: does not exist within regions, even though regions consist of countries – previous studies have found ecological fallacy cross countries – disappeared when across similar countries

1. Predicting math and truancy with C
2. Unique about our study: instead of assuming or ignoring ME, we actually tested it and proceed with the analyses after measures were equated

C is important to AP and absenteeism; past research have been restricted in the Western, thus necessary to study cross-culturally, in order for education developers to figure out where they are behind and try to improve – PISA – unique opportunity for studying the relationship between C and AP in a cross-cultural setting – but ME is a problem – past research using PISA data either ignored or assumed this – we took this into consideration.

PISA has too many countries – studying them one by one will overstate the difference between countries – ecological fallacy problem (cite a paper in the folder) -- new ways to group countries – (Saucier, 2009?)

**What is cons? Definitions and facets.**

**Personality: willingness to learn (cite what was cited by Poropat), therefore:**

1. **C especially important to AP in terms of grades and GPA** –
2. Both academic and job performance (Barrick & Mount, 1991 for job perf.);
3. almost as important as intelligence; outperformed all the other 4 FFM personality traits Poropat meta-analysis; partial correlation after controlling for intelligence; stable across education levels and age, compared to other traits (Poropat, 2009)
4. Stable across personality measures (McAbee & Oswald, 2013), and higher than the other traits
5. some studies cited by Poropat;
6. some studies cited by McAbee and Oswald (2013);
7. studies published after Poropat (in the folder);
8. Aus.: C is the best predictor besides intelligence; no other traits have incremental validity
9. Adult-rated C also predicts AP;
10. ~~But the results are not all consistent: still some variations~~
11. end with effects on math achievement
12. no studies on cross-culturally comparisons, though
13. **Important to truancy in terms of absenteeism** –
14. the one paper in the folder;
15. see if I can find something to cite in this paper

**ME: necessary for personality studies in a cross-cultural setting:**

1. ME: what it is; ways of testing ME (the CFA method)
2. Few studies took into consideration of this; no studies using C to predict outcomes looked at ME of the measurement of C
3. Timothy Church
4. Ecological fallacy: disappears at the region level; shows up when across countries (found by other studies before)
5. Thus our contribution

**9 regions for grouping countries:**

1. Saucier, 2009
2. UN website