

Big Five personality traits and learning approaches as predictors of achievements in humanities and science subjects

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Abstract

Besides the cognitive factors and intelligence, student performance in learning is also determined by personality traits and learning approaches. The more conscientious, open-minded students, who use deep learning strategies and are performance-oriented achieve higher grade point average (GPA). The purpose of this study is to determine the extent to which performance in humanities and science subjects is predicted and explained by the personality and learning factors we examine. The 154 participants in the research completed the Big Five Personality Inventory, the Learning Process Questionnaire and we used their GPA and their results in sciences (Mathematics, Physics, Chemistry) and humanities (Hungarian, Romanian, English). We have developed three binary logistic regression models to determine the explanatory power of personality traits and learning approaches. The first model is for the science subjects, the second is for humanities, and the third is to explain the GPA.

Keywords

school success, performance in science subjects and humanities, Big Five personality traits, learning approaches, logistic regression model

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