Introduction
What is the Big Five?

- Personality traits correlated with certain behaviors (Borkenau, 1992)
- Predicts how individuals will behave and act in specific situations (Lanning, 1994)
- Big Five factors (McCrae & John, 1992) include:
  - Extraversion- associated with: dominance, sociability, and high energy
    - High on extraversion → leadership qualities in social setting
  - Conscientiousness- “always on top of things”
    - Low conscientiousness → more likely to choose a major or classes that are less demanding
  - Openness to Experience- linked to creativity, contributes to leadership abilities
    - High on openness → more likely to take into account ideas of others (Watson & Clark, 1997)
  - Agreeableness- cooperative, kind, empathetic
    - Always volunteering for activities when asked or agreeing to a lower salary when a higher salary is deserved (Judge et al., 2002)
    - Being cooperative is a very important leadership skill (Judge et al., 2002)
  - Neuroticism- high strung, anxious, moody,
    - Less likely to be leaders
    - Low self-esteem impact on ability to use any leadership qualities (Judge, Bono, Ilies, and Gerhardt, 2002)

Hypotheses

- Leadership will be positively correlated with:
  - Conscientiousness
  - Extraversion
  - Individuals scoring high on extraversion will be more likely to find studying with others to be beneficial
  - Individuals with a higher GPA will be more likely to be leaders

Method

- Students received following survey:
  - Big Five personality survey (John, Donahue & Kentile, 1991)
  - Leadership questionnaire
    - Example: “People say I am a very good motivator.”
  - Study habits questionnaire
    - Example: “Do you prefer to study alone or with people?”
  - Environments questionnaire
    - Example: “Listening to music helps me concentrate.”

Results

- Do you find it beneficial to study with others?
  - Number of respondents: 160
  - Leadership Score: 0 to 4
  - p = .04

- Leadership Score vs. Conscientiousness
  - r = .591
  - p < .001

- Leadership Score vs. Extraversion
  - r = - .382
  - p = .01

Conclusions

Other interesting findings

- GPA positively correlated to one’s leadership
  - r = .43, p < .01
- Higher GPA → more studious, more focused, more responsible

Summary of findings

- Extraversion positively correlated with leadership
- Conscientiousness positively correlated with leadership
- Neuroticism negatively correlated with leadership
  - Possible explanation: those who are more neurotic will feel too stressed in leadership role
   - What might this be dependent on?

Future Directions

- Lynn University’s Institute for Achievement and Learning
- Many students with learning differences
- Cognitive abilities may interact with leadership and studying style
- May affect whether students study alone or with people
- Very small school
- Could have an effect leadership style?
  - Small institution = knowing most student body
  - Larger institution = feel less of a leader as more students

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References


Personality Characteristics and Study Choices
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References