An examination of personality traits in students' perceptions of online and hybrid courses
An Exploratory Study

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UTPA
THE UNIVERSITY OF TEXAS-PAN AMERICAN

COLT
UTPA

HETS
BEST PRACTICES
SHOWCASE
Celebrating Technology Innovation
for Hispanic Success in Higher Education

Presenters

- **Dr. Ramiro de la Rosa**
  - Assistant Director COLT
  - Adjunct Faculty
  - 14 years Online Learning experience
  - Area of Research: Personality Traits, Interaction, Perceptions of Online Learning

Presenters

- **Dr. Aziza Zemrani**
  - ▫ Interim Chair of Public Affairs and Securities Studies
  - ▫ Associate Professor
  - ▫ Area of Research: Budgeting, Forecasting, Comparative Public Administration, Global Cultural Competency, Online Education Research
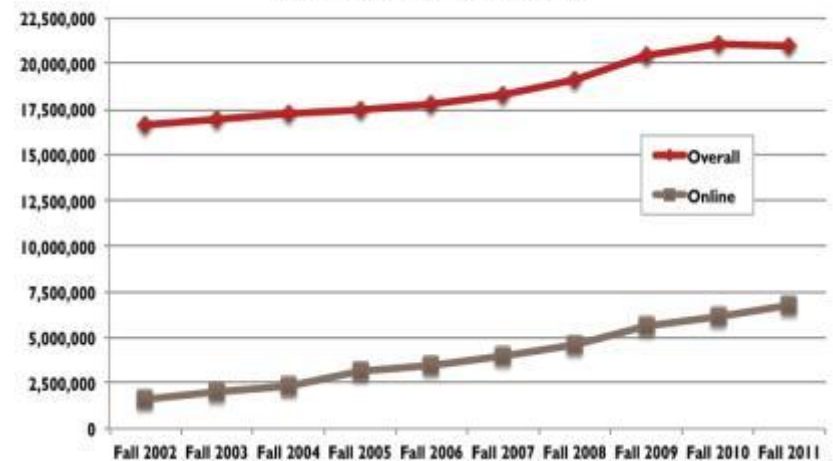
Introduction

Introduction

Overall higher education enrollment dropped in 2012 for the first time in years

Ten-year trend indicates that online enrollment increased at rates exceeding those of higher education as a whole

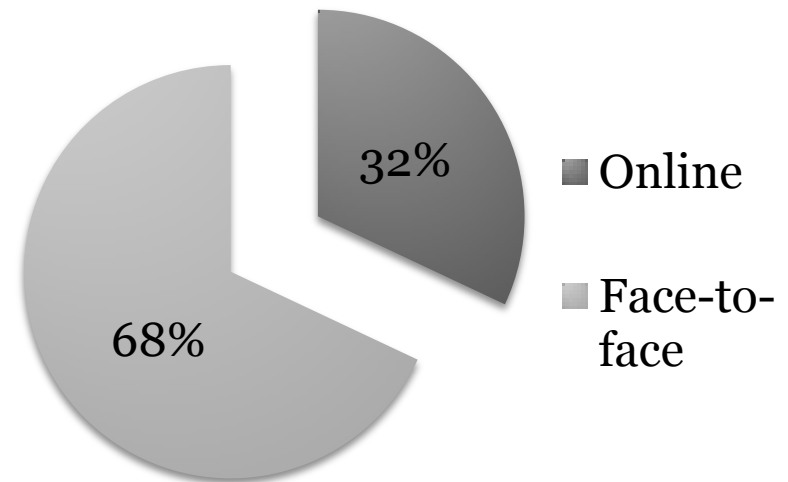Total and Online Enrollment in Degree-granting Postsecondary Institutions: Fall 2002 - Fall 2011

(Allen & Seaman, 2012)

Introduction

In a 2012 report

- 32% of all post secondary students took at least one online course

- Translates to 6,714,792 students enrolled online in Fall 2011
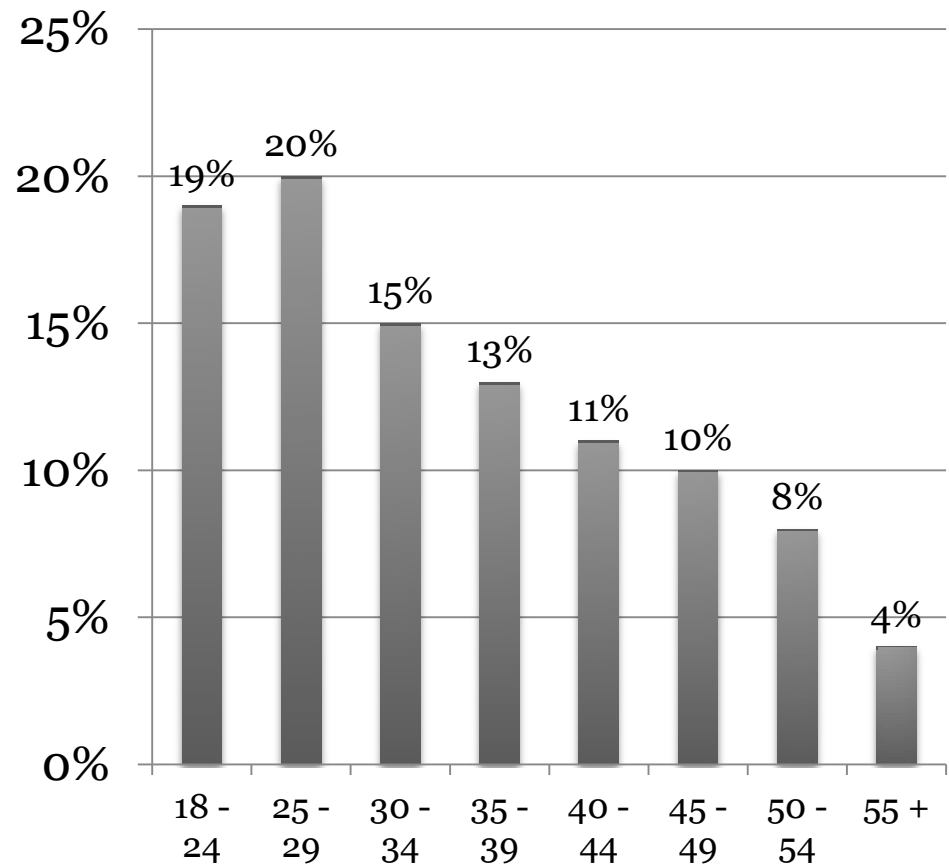
- 9.3% growth from the 2010

(Allen & Seaman, 2012)

32% ■ Online

68% ■ Face-to-face

Introduction

Age

- In a nation-wide study of 1,500 online students

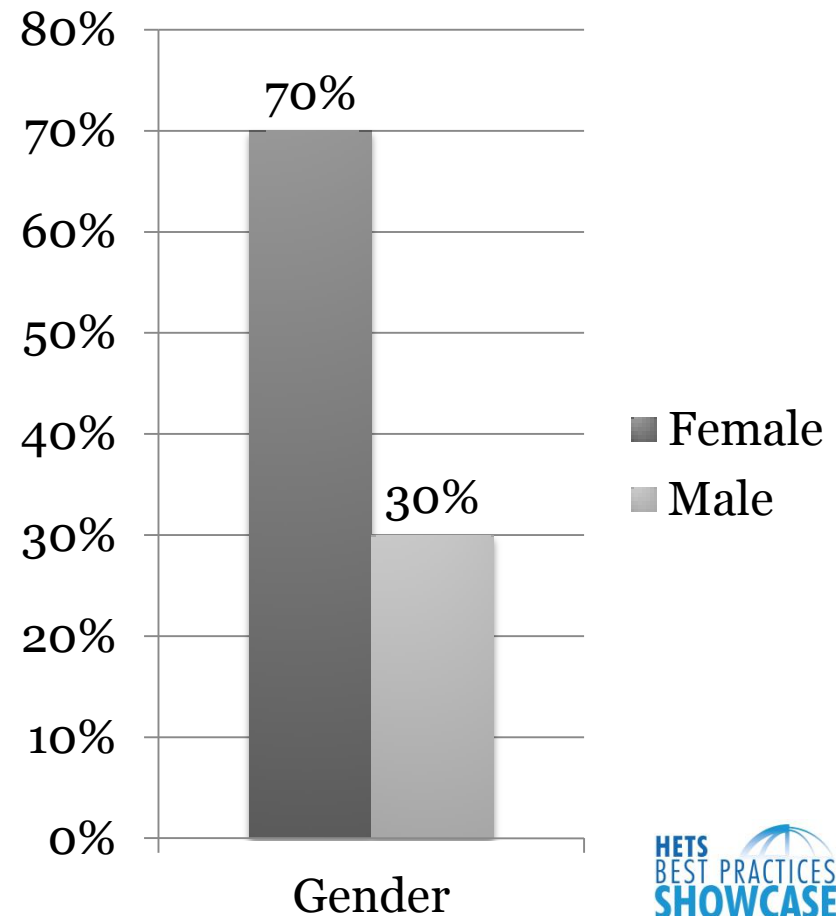- Almost 40% of online students were under the age of 29

(Aslanian & Clinefelter, 2012)

Introduction

Gender

- In a nation-wide study of 1,500 online students

- 70% of those enrolled in an online course were female
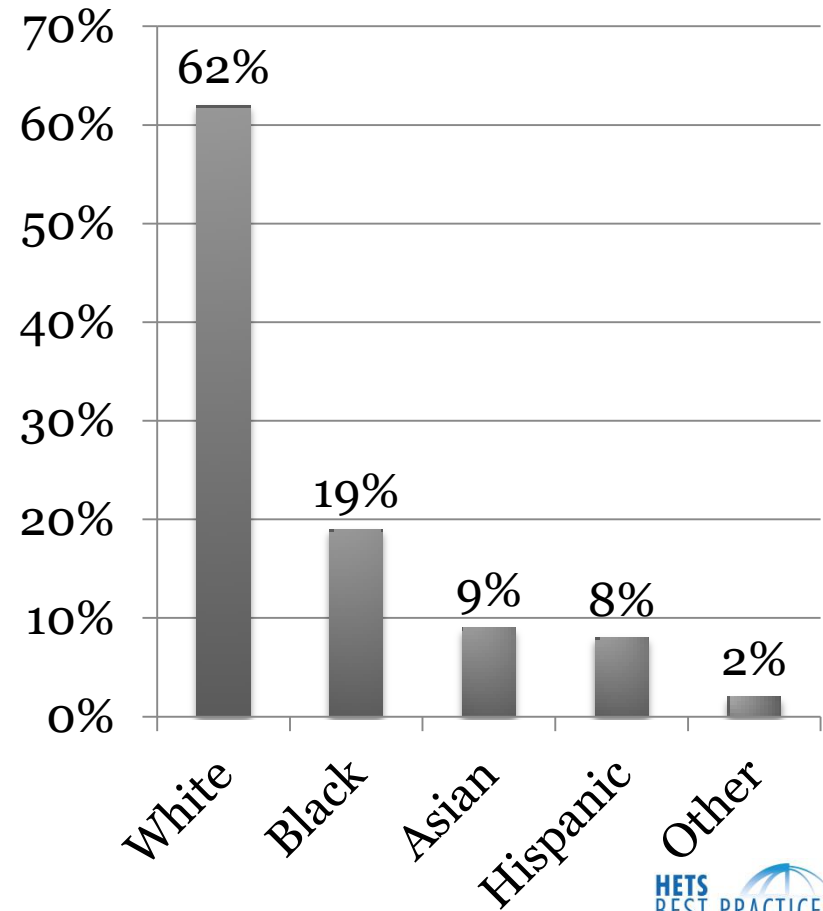
- 30% of those enrolled were male

(Aslanian & Clinefelter, 2012)

Introduction

Ethnicity

- In a nation-wide study of 1,500 online students

- 62% White
- 19% Black
- 9% Asian
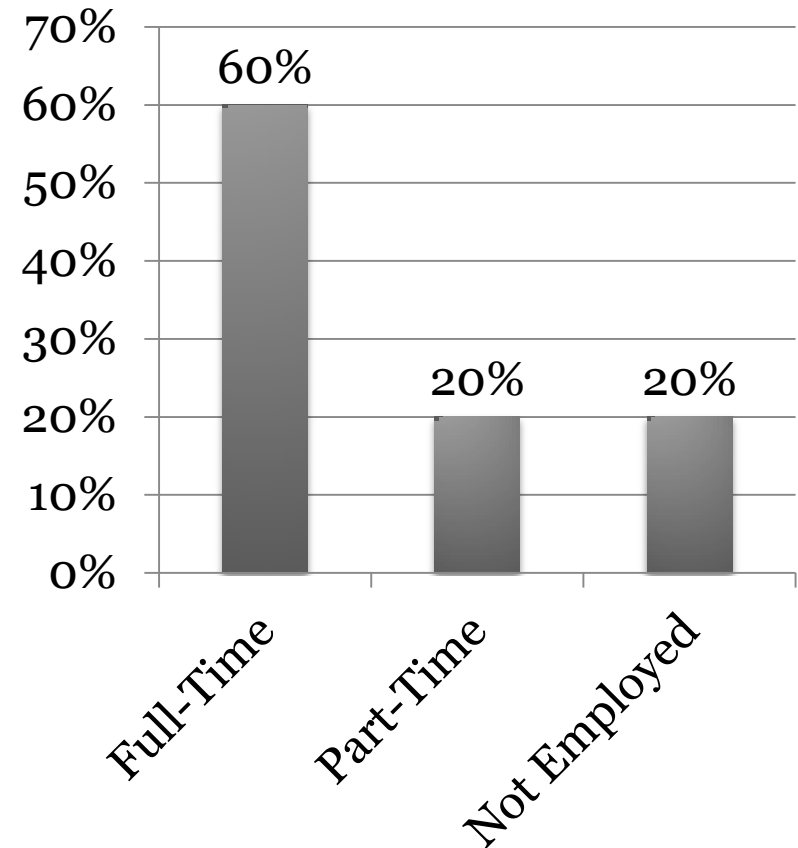- 8% Hispanic
- 2% Other race

(Aslanian & Clinefelter, 2012)

Introduction

Employment Status

- In a nation-wide study of 1,500 online students

- 60% Employed Full-time
- 20% Employed Part-time
- 20% Not Employed

(Aslanian & Clinefelter, 2012)

Purpose of the Study

Purpose of the Study

The purpose of the study is to examine the relationship between the **Big Five Personality Traits** (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism) and five specific types of **Online Course Impressions** (Engagement, Value to Career, Overall Evaluation, Anxiety/Frustration and Preference for Online Courses).

Methodology

Sampling

- Participants enrolled in online courses at University of Texas - Pan Am were recruited to participate in the study

- Surveys were provided within participants' online course. Participants login to their course, click on the link provided, read consent form and decided whether to exit or continue on to the survey

- Data were collected electronically

- Participation was strictly voluntary and did not affect the student's grade in any manner

Ethical Considerations

- Anonymity of participation
- Strictly Voluntary
- Grade not dependent on whether the students take or do not take the survey
- Can withdraw at anytime without penalty
- Informed consent
- IRB approval

Instruments

Instruments and Scale

- Two Instruments
  - **Big Five Personality Traits** used the International Personality Item Pool (IPIP)
  - **Online Course Impression** (OCI)
- Both used a Likert 5 Point Scale
  - 1 "Very Inaccurate"
  - 2 "Moderately Inaccurate"
  - 3 "Neither"
  - 4 "Moderately Accurate"
  - 5 "Very Accurate"

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992; Keller & Karau, 2013)

Big Five Personality Traits

- Five continuous variables measuring **Personality Traits**
  - **Openness to Experience**
  - **Conscientiousness**
  - **Extraversion**
  - **Agreeableness**
  - **Neuroticism**

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Big Five Personality Traits

Openness to Experience

Individuals displaying traits of **Openness to Experience** tend to be

- Imaginative
- Intellectually Curious
- Creative
- Aware of Emotions
- Unconventional
- Reflective

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Big Five Personality Traits

Conscientiousness

Individuals displaying traits of **Conscientiousness** tend to be

- ▫ Dependable
- ▫ Organized
- ▫ Self-Discipline
- ▫ Prepared
- ▫ Detail-oriented
- ▫ Efficient
- ▫ Responsible

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Big Five Personality Traits

Extraversion

Individuals displaying traits of
Extraversion tend to be

- Center of Attention
- Conversationalist
- Assertive
- Outgoing
- Positive
- Sociable

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Big Five Personality Traits

Agreeableness

Individuals displaying traits of **Agreeableness** tend to be

- Forgiving
- Generous
- Kind
- Trusting
- Sympathetic
- Compassionate
- Cooperative

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Big Five Personality Traits

Neuroticism

Individuals displaying traits of **Neuroticism** tend to be

- Anxious
- Hostile
- Stressed
- Unstable
- Depressed
- Over-sensitive

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Online Course Impressions

- Five Scales:
  - Two assessing positive impressions of online courses
    - **Engagement**
    - **Value to Career**
  - Two assessing overall feelings and preference about online courses
    - **Overall Evaluation**
    - **Preference for Online Courses**
  - One assessing negative impressions
    - **Anxiety/Frustration**

(Keller & Karau, 2013)

Online Course Impressions

- Engagement
  - Online courses are very motivating to me
  - I find online courses engaging
  - Online courses motivate me to do my best
  - Online discussions motivate me to participate
  - I tend to disengage from online courses
  - Not having other students present hurts motivation in an online course

(Keller & Karau, 2013)

Online Course Impressions

- Value to Career
  - I think online courses will help me in my career
  - Online courses will have little or no value to my career
  - I will be able to apply what I learn in my online courses to my job
  - Taking courses online will help me get a better job
  - Online courses will make me more competitive for raises and promotions
  - I sometimes doubt the work relevance of my online courses

(Keller & Karau, 2013)
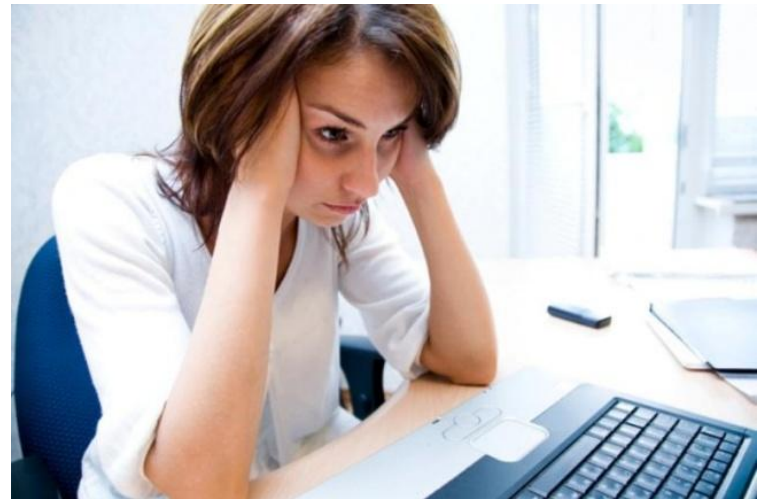
Online Course Impressions

- Overall Evaluation
  - My experience with online courses has been positive
  - I would recommend online courses to my family or friends
  - I feel online courses are valuable
  - I enjoy being able to take courses online
  - I hate online courses
  - I've had bad experiences with online courses

(Keller & Karau, 2013)

Online Course Impressions

- Anxiety/Frustration
  - Online courses make me anxious
  - The anonymity of online courses makes me less anxious than traditional, face-to-face courses
  - Online courses involve too much uncertainty
  - I lose sleep worrying about my online courses
  - Online courses lessen my anxieties about learning

(Keller & Karau, 2013)

Online Course Impressions

- Preference to Online Course
  - I learn better online than I do in a traditional classroom
  - I am more comfortable participating in discussions online
  - I prefer online courses over traditional courses
  - Given the choice, I would always choose an online course over a traditional course

(Keller & Karau, 2013)

Research Variables

Independent Variables

- Five continuous variables measuring **Personality Traits**
  - **Openness to Experience**
  - **Conscientiousness**
  - **Extraversion**
  - **Agreeableness**
  - **Neuroticism**

(Costa & McCrae, 1988; Chamorro-Premuzic & Furnham 2009; McCrae & John, 1992)

Dependent Variables

- Six continuous variables measuring **Online Course Impressions**
    - **Engagement**
    - **Value to Career**
    - **Overall Evaluation**
    - **Anxiety/Frustration**
    - **Preference for Online Courses**

(Keller & Karau, 2013)

Demographic and Control Variables

- **One dichotomous**
    - **Gender**
- **Three dummy coded variables**
    - **Ethnicity**
    - **Marital Status**
- **Five continuous**
    - **Age**
    - **Employment Status**
    - **Number Of Online Courses Enrolled In Current Semester**
    - **Number Of Online Courses Taken In The Past**

Research Questions

Research Question

- Is there a relationship between student's self-rated **Personality Traits** (**Openness to Experience**, **Conscientiousness**, **Extraversion**, **Agreeableness**, and **Neuroticism**), his/her impression of **Engagement** in an online courses when considering students' **age, gender, marital status, ethnicity, employment status, number of online courses enrolled this semester, and number of online courses taken in the past**

Research Question

- Is there a relationship between student's self-rated **Personality Traits** (**Openness to Experience**, **Conscientiousness**, **Extraversion**, **Agreeableness**, and **Neuroticism**), his/her impression of **Value to Career** in an online courses when considering students' **age, gender, marital status, ethnicity, employment status, number of online courses enrolled this semester, and number of online courses taken in the past**

Research Question

- Is there a relationship between student's self-rated **Personality Traits** (**Openness to Experience**, **Conscientiousness**, **Extraversion**, **Agreeableness**, and **Neuroticism**), his/her impression of **Overall Evaluation** in an online courses when considering students' **age, gender, marital status, ethnicity, employment status, number of online courses enrolled this semester, and number of online courses taken in the past**

Research Question

- Is there a relationship between student's self-rated **Personality Traits** (**Openness to Experience**, **Conscientiousness**, **Extraversion**, **Agreeableness**, and **Neuroticism**), his/her impression of **Anxiety/Frustration** in an online courses when considering students' **age, gender, marital status, ethnicity, employment status, number of online courses enrolled this semester, and number of online courses taken in the past**

Research Question

- Is there a relationship between student's self-rated **Personality Traits** (**Openness to Experience**, **Conscientiousness**, **Extraversion**, **Agreeableness**, and **Neuroticism**), his/her impression of **Preference for Online Courses** in an online courses when considering students' **age, gender, marital status, ethnicity, employment status, number of online courses enrolled this semester, and number of online courses taken in the past**

Descriptive Statistics Of Students

Demographics

Demographics

- Hybrid Courses
  - Participants: 25
  - Ethnicity
    - Hispanic: 20
    - Non-Hispanic: 5
  - Age Mean: 32
  - Gender
    - Male: 14
    - Female: 11
  - Marital Status
    - Married: 11
    - Not Married: 14
  - Work Experience Mean: 11

- Online Course
  - Participants: 17
  - Ethnicity
    - Hispanic: 15
    - Non-Hispanic: 2
  - Age Mean: 34
  - Gender
    - Male: 6
    - Female: 11
  - Marital Status
    - Married: 10
    - Not Married: 7
  - Work Experience Mean: 14

Demographics - Continued

- Hybrid Courses
  - Online Courses - Past
    - Mean: 3
  - Online Courses - Current
    - Mean: 1

- Online Course
  - Online Courses - Past
    - Mean: 8
  - Online Courses - Current
    - Mean: 1

Control Variables
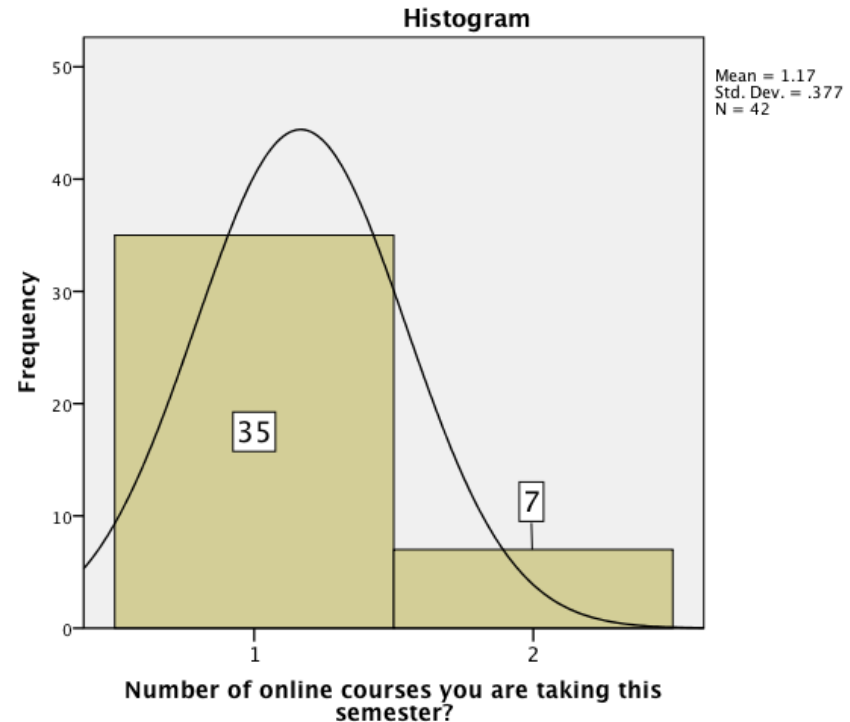
Online Courses Enrolled in Current Semester

N = 42

Min = 1

Max = 2

Mean = 1.17

Std. Dev. = .377

Scale: Continuous
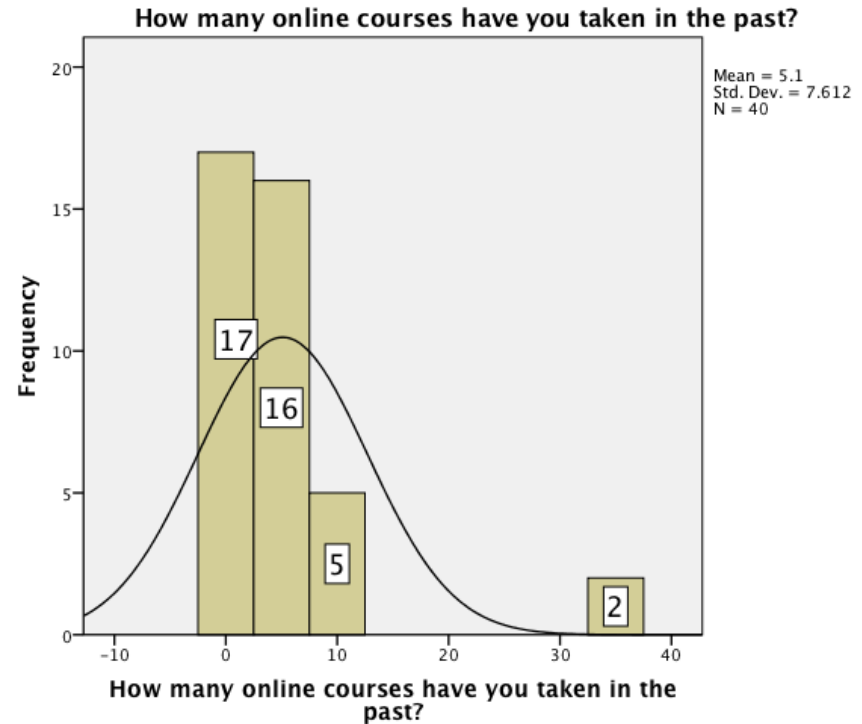

Histogram

Mean = 1.17
Std. Dev. = .377
N = 42

Number of online courses you are taking this semester?

Number of Online Courses taken in the Past

N = 40

Mean = 5.1

Std. Dev. = 7.612

Scale: Continuous

How many online courses have you taken in the past?

Mean = 5.1
Std. Dev. = 7.612
N = 40

Independent Variables

Students' Self-rated Openness to Experience

N = 42

Min = 25

Max = 48

Mean = 37.26

Std. Dev. = 4.527

Scale = 10 to 50

Openness

Mean = 37.26
Std. Dev. = 4.527
N = 42
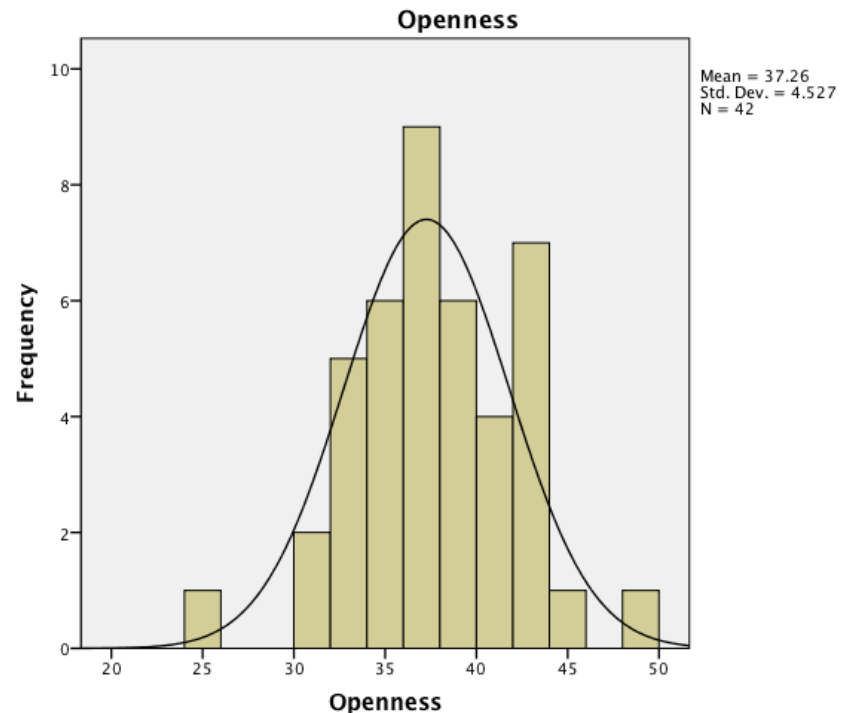
Students' Self-rated Conscientious

N = 42

Min = 25

Max = 49

Mean = 39.36

Std. Dev. = 5.346

Scale = 10 to 50

Conscientiousness

Mean = 39.36
Std. Dev. = 5.346
N = 42
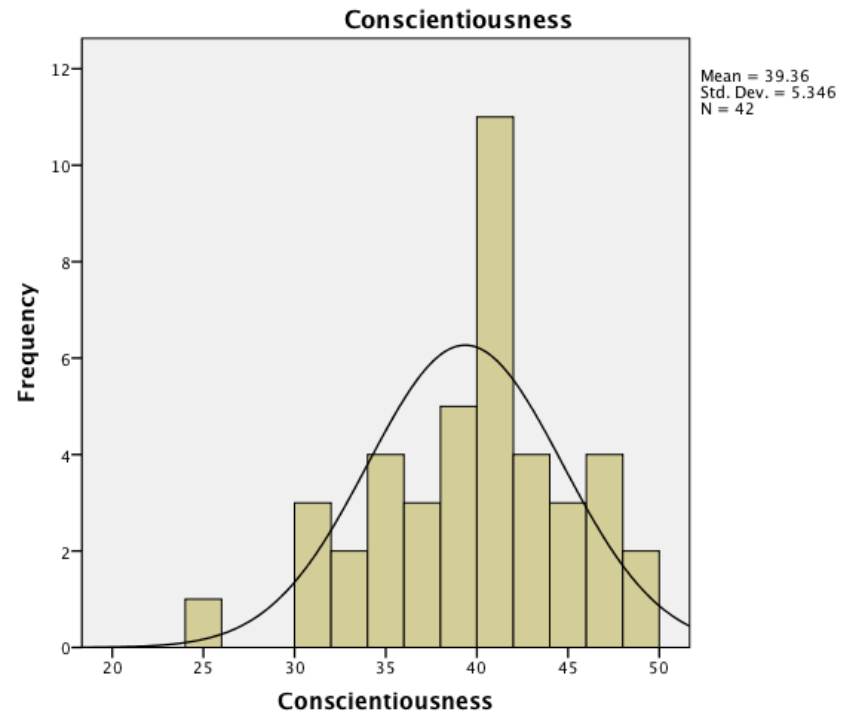
Students' Self-rated Extraversion

N = 42

Min = 19
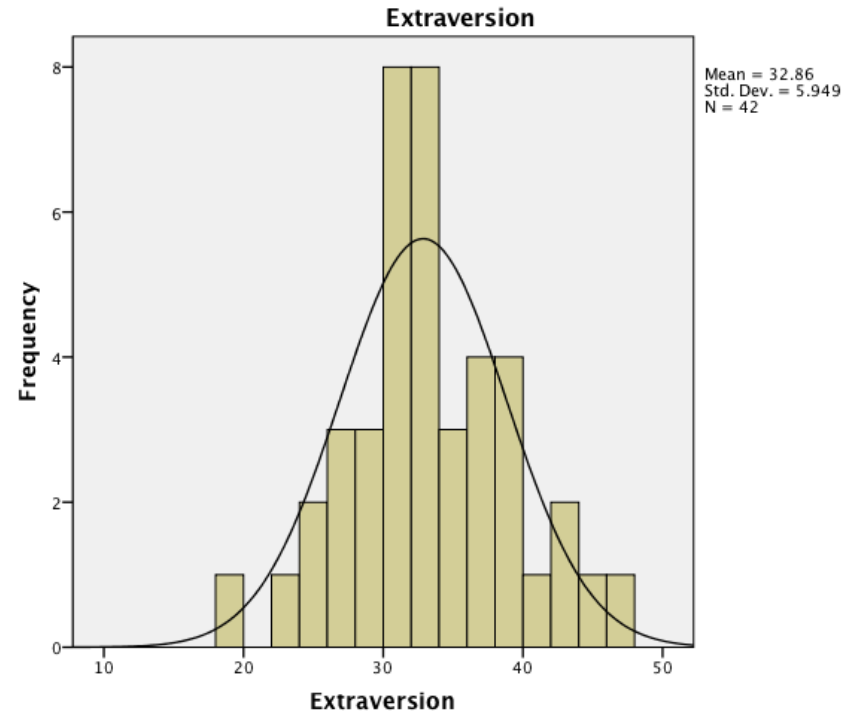
Max = 47

Mean = 32.86

Std. Dev. = 5.949

Scale = 10 to 50

Extraversion

Mean = 32.86
Std. Dev. = 5.949
N = 42

Students' Self-rated Agreeableness

N = 42

Min = 28
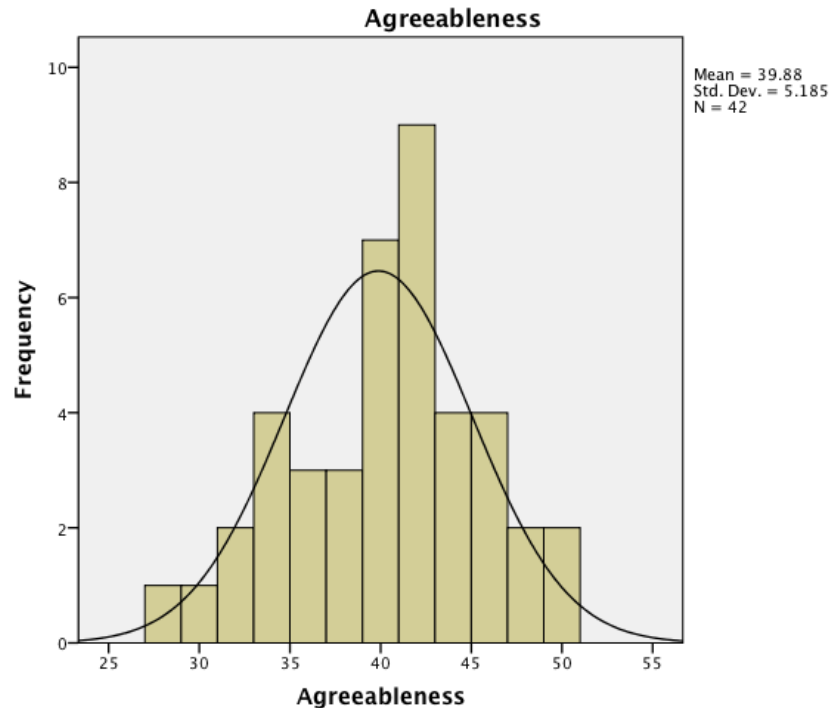
Max = 50

Mean = 39.88

Std. Dev. = 5.185

Scale = 10 to 50

Agreeableness

Mean = 39.88
Std. Dev. = 5.185
N = 42

Students' Self-rated Neuroticism

N = 42
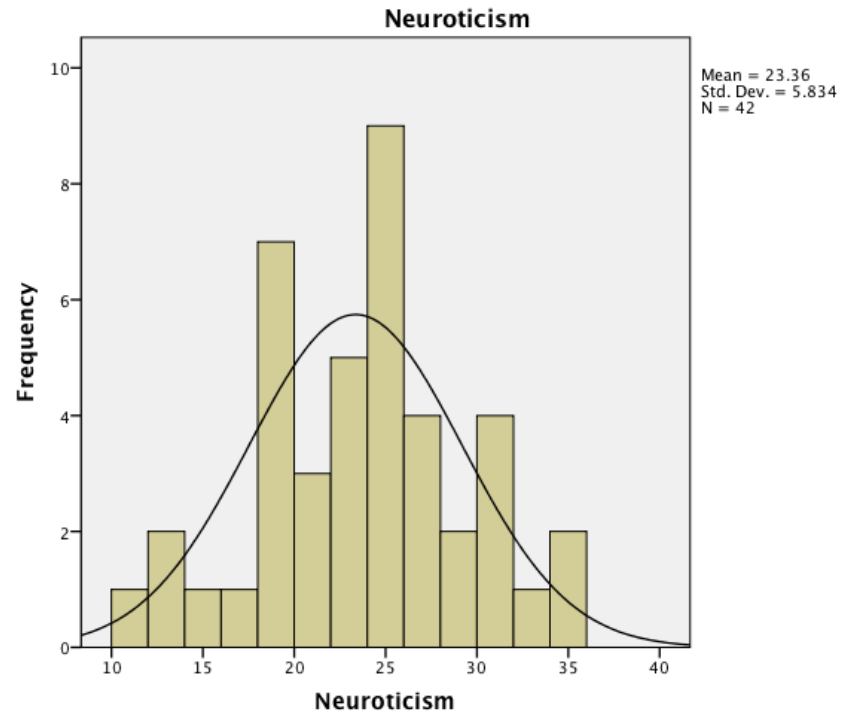
Min = 11

Max = 35

Mean = 23.36

Std. Dev. = 5.836

Scale = 10 to 50

Neuroticism

Mean = 23.36
Std. Dev. = 5.834
N = 42

Dependent Variables

Student's Impression of Engagement
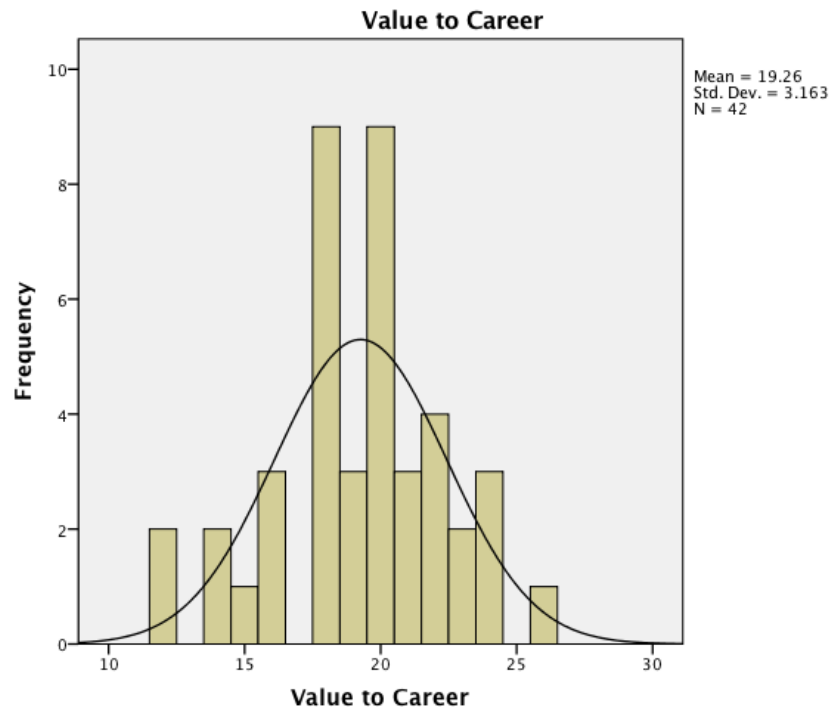
N = 42

Mean = 19.26

Std. Dev. = 3.663

Scale = 6 to 30

Engagement

Mean = 19.26
Std. Dev. = 3.663
N = 42
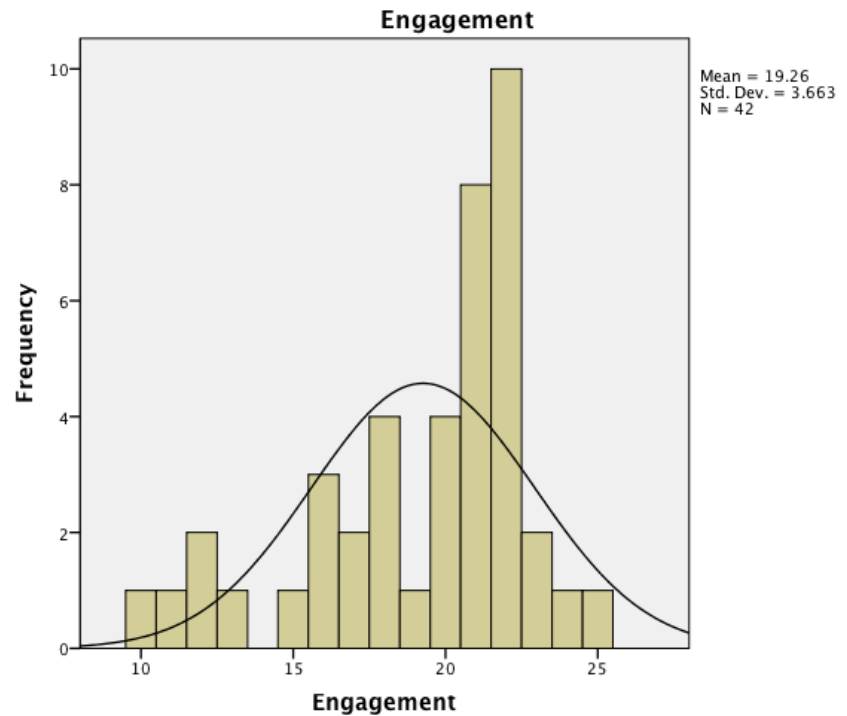
Student's Impression of Value to Career
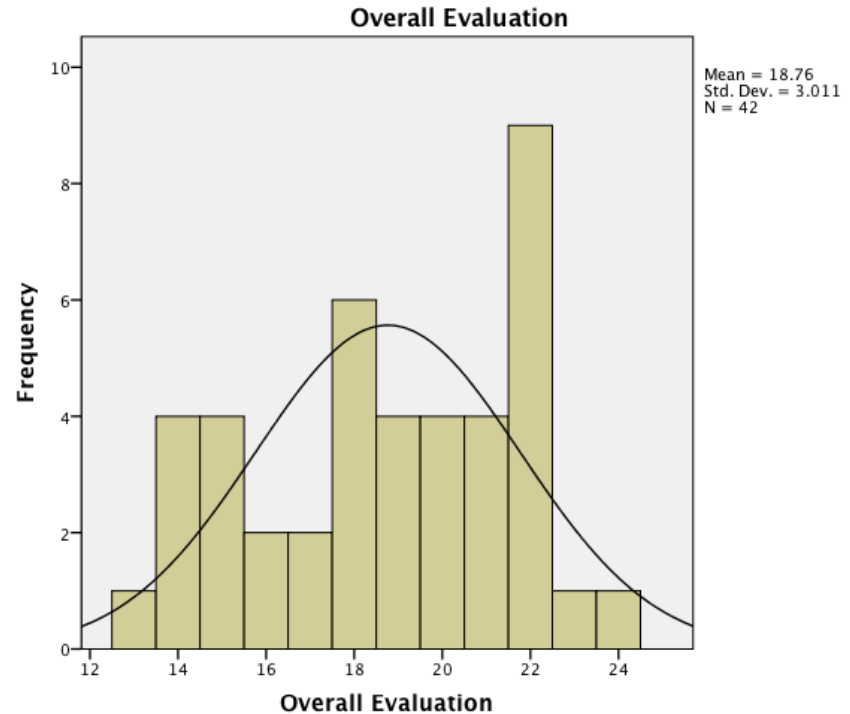
N = 42

Mean = 19.26

Std. Dev. = 3.163

Scale = 6 to 30

Value to Career

Mean = 19.26
Std. Dev. = 3.163
N = 42

Student's Impression of Overall Evaluation

N = 42

Mean = 18.76

Std. Dev. = 3.011

Scale = 6 to 30

Overall Evaluation

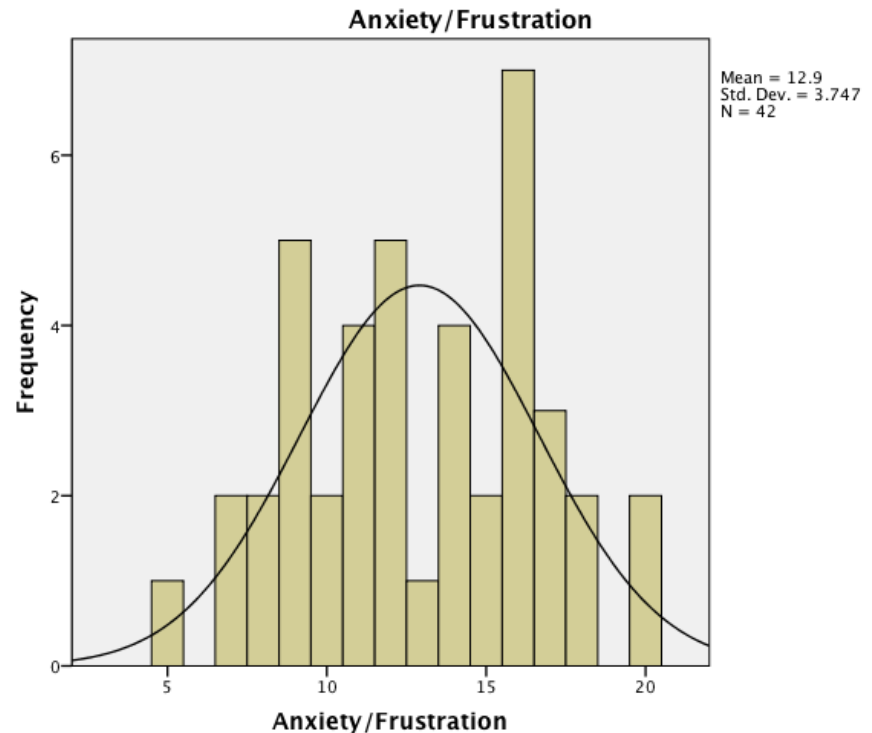Mean = 18.76
Std. Dev. = 3.011
N = 42

Student's Impression of Anxiety/Frustration

N = 42

Mean = 12.90

Std. Dev. = 3.747

Scale = 5 to 25

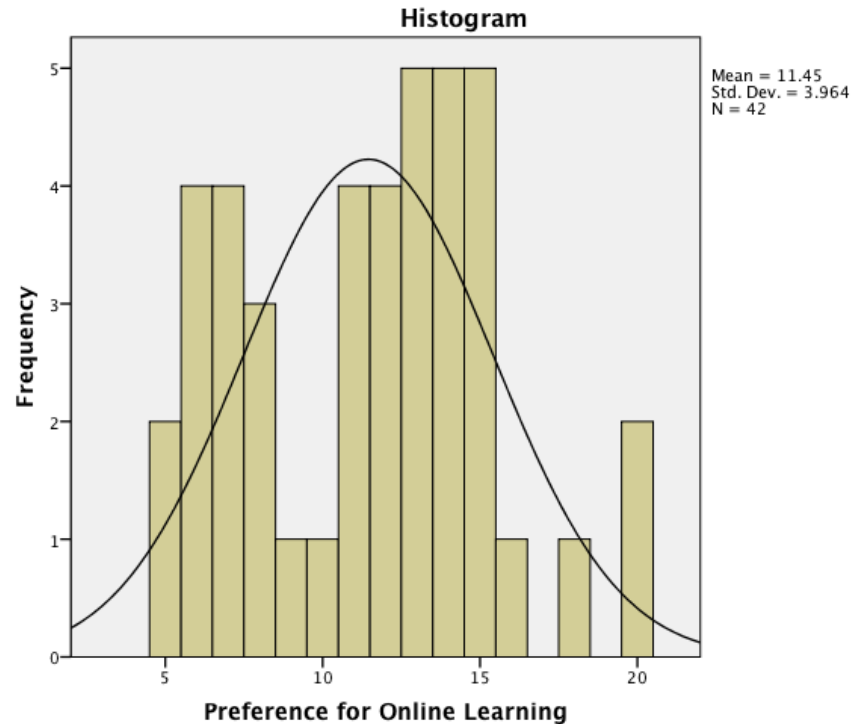# Student's Impression Preference for Online Courses

N = 42

Mean = 11.45

Std. Dev. = 3.964

Scale = 4 to 20

Histogram

Mean = 11.45
Std. Dev. = 3.964
N = 42

Preference for Online Learning

Previous Research

Keller & Karau, 2013

OCI	O	C	E	A	N
Engage		.17**	.39**		.18**
Value to Career		.25**	.26**	.18**	.21**
Overall Evaluation		.15*	.32**		.14*
Anxiety/Frustration			-.24**		
Prefer Online			.17**		

*$p < .05$
**$p < .01$

Closing and Future Research

Limitations of the Study

- Sample size - Exploratory Study
- Predominantly a large Hispanic student sample
  - Restrictions on generalizability to populations outside a south Texas region

Future Research

- Continue present study to include
  - More students at UTPA (online & hybrid)
  - Add other predominantly Hispanic universities
  - Additional analysis to include correlation/ regression
- Further study and develop the OCI Instrument

Questions?

- References

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- Costa, P. T., Jr., & McCrae, R. R. (1988). From catalog to classification: Murray's needs and the five-factor model. *Journal of Personality and Social Psychology. 55*, 258-265.

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