

The Learning Styles and Personality Traits of Undergraduates: A Case at a State University in Istanbul

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ABSTRACT This paper investigated dominant learning styles and personality traits, and their relationships among 224 undergraduates. It employed a quantitative research approach with a descriptive statistical method. Three instruments in the form of questionnaires were used to collect data: A demographic data form; a learning style inventory (Kolb's Learning Style Inventory); and a personality trait inventory (The Big Five Inventory). Statistical Package for the Social Sciences (SPSS, version 17.0) was used for statistical analysis. Results indicated that the most frequently occurring learning style was 'assimilator', and there was no significant relationship between the various learning styles and gender, department, or Grade Point Average (GPA). Further findings indicated that the most frequently occurring personality trait was 'agreeableness', and there was no significant relationship between their personality traits and gender, department, or GPA. Finally, there was no significant relationship between the students' learning styles and their personality traits.