

**PERSONALITY TYPES AND LEARNING STYLES:
A STUDY OF WORKING PEOPLE IN BANGKOK**



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entitled
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A STUDY OF WORKING PEOPLE IN BANGKOK**

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PERSONALITY TYPES AND LEARNING STYLES: A STUDY OF WORKING
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ABSTRACT

The purpose of this study was to examine the major personality types and learning styles of working people in Bangkok. A mixed-methodology approach was used in this study. The sampling group consisted of 100 people. 2 instruments were used for this research, one was a personality types inventory that was created by Hogan& Champagne, the other one was a learning style questionnaire which was created by Honey&Mumford. Personality type questionnaires were distributed to a sampling group first and after that, learning style questionnaires were distributed to the same group of people. Then, the researcher randomly selected 3 people from each type of personality to interview regarding their preferred learning style. This was done in order to find out what learning style they prefer to adopt when learning. The major personality type of people working in any position in Bangkok is I S T J and the major learning style of this group of people is Theorist.

KEYWORDS: Personality type/ Learning style/ Personality type and learning style /
Bangkok

66 pages

CONTENTS

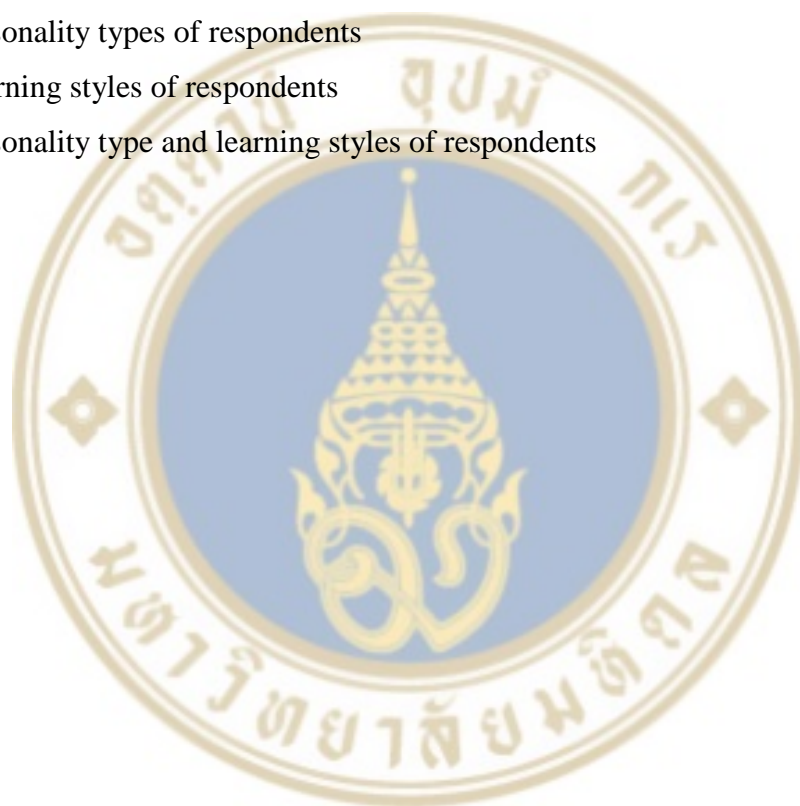
	Page
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER I	
INTRODUCTION	
1.1 Rationale for the study	1
1.2 Objective of the study	3
1.3 Research Questions	3
1.4 Scope of the study	3
1.5 Expected Outcome	4
CHAPTER II	
LITERATURE REVIEW	
2.1 Definition of Personality	5
2.2 Personality Theories	6
2.2.1 Freud’s psychoanalytic Theories	6
2.2.2 Erikson’s theory	7
2.2.3 Sheldon’s theory	8
2.2.4 Jung’s theory	8
2.2.5 Enneagram personality types	10
2.3 Hofstede’s cultural dimensions	11
2.4 Personality types test	13
2.4.1 Myers-Briggs Types Indicator (MBTI)	13
2.4.2 Hogan and Champagne personality types inventory	14
2.4.3 Riso-Hudson Enneagram Type Indicator (RHETI)	14

CONTENTS (cont.)

	Page
2.5 Learning Theories	15
2.5.1 Definition of learning	15
2.5.2 Learning Styles Definition	15
2.5.3 Relationship between Personality types and Learning styles	20
2.6 Related researches	22
CHAPTER III RESEARCH METHODOOGY	
3.1 Quantitative part	28
3.2 Qualitative part	31
CHAPTER IV RESEARCH FINDING	
4.1 Result from questionnaire	34
4.1.1 Personality types questionnaire	34
4.1.2 Learning styles questionnaire	37
4.2 Result from interviews	39
CHAPTER V CONCLUSION AND RECOMMENDATIONS	
5.1 Discussion of Research Findings	49
5.2 Managerial Implication	50
5.3 Limitations and Suggestions	51
5.4 Recommendations for Future Research	52
5.5 Conclusion	52
REFERENCES	54
APPENDICES	58
Appendix A	59
Appendix B	65

LIST OF TABLES

Table	Page
2.1 Summary of related researches	22
3.1 Objective of interview question	32
4.1 Demographics Profile of Respondents	35
4.2 Personality types of respondents	36
4.3 Learning styles of respondents	37
4.4 Personality type and learning styles of respondents	37



LIST OF FIGURES

Figure	Page
2.1 Kolb's four stage learning cycle	17
2.2 Kolb's learning styles	18
2.3 Honey & Mumford's learning style	19



CHAPTER I

INTRODUCTION

1.1 Rationale for the study

The difference between humans and animals that we can see clearly is learning. Birds know how to build a nest by instinct, while humans have to learn from studying and trying to build. Birds can tell direction by air temperature while humans need to look at a map or GPS. It seems like animals learn how to survive while humans learn how to make things better. All facilities and technologies that we see nowadays are a result from human learning. Humans learn and always find a way to make their life better which is different from animals because there is nothing new, birds still build their nests from hay. Humans can learn by themselves through observing, reading, practicing, copying and they also learn at school. Moreover, learning also changes a learner's behavior. Hilgard, Atkinson and Atkinson (1971: 188-189) said that learning is the process to create or change behavior through human reaction to some situations. The behavior that is changed from learning is mostly permanent changing (Crider, 1983: 190). Then, we can say that learning makes people's behavior change almost permanently through experience or practice. Change that occurs from sickness, medicine or any chemicals is not a change that happens from learning (General Psychology, VipapornMapopsuk, 2005). The learning process starts from the point a human is born and continues throughout a human's life. It can happen both inside and outside the class room. In daily life, humans can also learn from their real experiences and a way that humans prefer to learn is different.

Nowadays, most people tend to study and develop science, technology and the economy rather than study in other subjects because they think these will help develop our country. But conflicts and problems are still the same. It seems like the more the country is developed the more problems are created. Most of the problems occur from humans not understanding things around them and themselves or others. To understand self and others, humans need to know about the personality type which

makes them think and act differently. And they have to understand and adapt those differences with an open-mind.

Nowadays, the world is changing very fast. Many organizations need to continuously learn to adapt and follow that fast growing world otherwise they're going to lose in the competitive business. So, learning is very important for all employees in an organization. When the change comes they have to learn how to survive with that changed environment. And having just only 1 leader who understands and knows how to adapt and change the way to conduct the business is not enough. Then that leader needs to educate his/her subordinates to know the situation and know the direction that company is going in and how the company is going to do in order to make incremental improvements to the organization. Then the time that managers use to educate their subordinates is crucial, the shorter period they take the better chance they can compete against others.

To educate subordinates who have different personality types and learning styles. Most managers always have a problem when teaching newly hired employees or subordinates who have different personality types and learning styles from their manager. They found that there are some differences between teaching one person to another person. It can take a long time to teach one employee while another employee can take only a few weeks to learn. Some employees learn best when they have a chance to do that job while other learns best when reading a theory. Sometimes, there is a conflict between employees and managers when they do job training. In order to give suggestions to managers, this research is made to verify the relationship between personality types and learning styles. If managers know their subordinate's P-types and learning styles, it will make their job training or the way they teach the job more appropriate and effective for each employee. Moreover, there are only few studies explored on the relationship between personality types and learning styles among the workforces in Bangkok.

1.2 Objectives of the study

The objectives of this research are:

1. To examine the personality types and learning styles among sampling group of employees in Bangkok metropolitan.
2. To find out the key learning styles of this group of employee.

1.3 Research Questions

1. What are the personality types among employees in Bangkok metropolitan?
2. What are the key learning styles of this group of employees?

1.4 Scope of the study

Quantitative research and qualitative method or mixed method will be the way that the researcher conducts this research. The researcher is going to give the Personality types test to the sampling group and then separate the result into 8 groups; Introvert, Extrovert, Feeling, Perceiving, Intuition, Sensing, Thinking and Judging. Then let them do another questionnaire that the researcher modified based on Honey & Mumford's Learning style inventory and make a conclusion to describe the majority learning styles and personality types of sampling. The people who are working in Bangkok are the group of people that the researcher chose to study.

For the qualitative method, the researcher randomly interviewed 3 people of sampling group in each personality types. Three respondents in each group are interviewed about their preferable way of learning. To get more reliable data and to prove the data that was acquired from the questionnaire.

1.5 Terminology

Personality Types: Personality types mean characteristic that make each person different. Personality type is not just about figure or face but also includes attitude, aptitude, thoughts and feelings. To know our personality type can be done by doing a questionnaire. In this research, Myers-Briggs Type Indicator (MBTI) is the instrument that is used to identify the person's personality types. This instrument indicates eight dimensions of personality and if combined together it creates 16 types of people. And each type has different characteristics.

Learning styles: Learning styles mean the way that people prefer to learn. Each person prefers different learning styles and techniques. Some people may find that they use mostly one learning style while others may find that they mix their learning styles. There is no right or wrong and there is no better style than the other. In this research, the researcher develops the questionnaire from studying each learning style's behavior.

1.6 Expected Outcome

It is hoped that the contribution of this research will help with the following:

- 1) Understand personality types and learning styles of the sampling group.
- 2) Know the preferable learning styles of people in each type.
- 3) Help a manager to know their subordinate's learning style and personality types and also understand them and find a way to teach them effectively within a short period of time.
- 4) The workforce will know themselves and understand their style in order to learn most effectively in the workplace.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Personality

Teaching a job required a two-way communication between manager and his/her subordinate. A manager use it not only teaches their employees but also prepares them to be ready to face the change that might happen. Moreover, it includes a manager and theirsubordinates consider and solve problems together. Line managers can be a coach to subordinates because they know the business goals and strategies of the company. So, the responsibility of a line manager is to manage the work and people in order to create a successful organization. To make teaching succeed effectively, a line manager should understand their subordinate in terms of personality and learning style (Pongrak,2007). Line managers have to know which style their subordinates prefer to learn in and also their personality type in order to understand them and know the way to teach them efficiently.

The first obvious thing that makes each employee different is personality type which is built from knowledge, experience and the way that an employee is raised. Personality is derived from the Latin word “per sonare” which mean to speak through.

Hilgard 1962:447 give a definition of personality type where “Personality may be understood as the characteristic patterns of behavior and modes of thinking that determine a person’s adjustment to the environment.”

According to Zimbardo and Ruch(2000) personality is the sum of the unique psychological processes of an individual that influences overt and covert behavior patterns in consistent ways in different situations.

Bootzin and others (1991:502)said personality is the characteristic and pattern of thought, feeling and acting of each person. Moreover, personality is the overall behavior of people is shown to others which is different according to different environments or it is hereditary. (AnchaleeJamjaroen 1988:163). Allport(1937)

believes that personality is biologically determined at birth, and shaped by a person's environmental experience. Weinberg & Gould (1999) also wrote that personality is the characteristics or blend of characteristics that make a person unique.

Personality not only differentiates people but also supports people to succeed in doing anything. Confidence is considered a characteristic of a good personality. They seem to collaborate more and are loved by others. And they are also easily and happily adapt themselves in a new environment (Poonsup, 2008).

2.2 Personality Theories

Many psychologists have developed theories about personality. For example,

2.2.1 Freud's psychoanalytic Theories

The owner of Psychoanalytic theories stated that personality composed of three parts of the mind; Id which is the basic physical need of people that operate entirely unconsciously or it can call in another word is instinct, the superego is one part of mind that concerned with social rules and morals. It develops as a child learns what their culture considers right and wrong. This part is the part that makes people feel guilty when doing something against their society rules. Ego, in contrast to the Id and the moral superego, the ego is the rational, pragmatic part of our personality. It is what Freud considered to be the "self," and its job is to balance the demands of the id and super ego in the practical context to reality. Hall, Calvin S.; Lindzey, Gardner (1957) said in Freud's psychoanalytic theory that "The attack upon the traditional psychology of consciousness came from quite a different direction. He likened the mind to an iceberg in which the smaller part showing above the surface of the water represents the region of consciousness while the much larger mass below the water level represents the region of unconsciousness. In this vast domain of the unconscious are to be found the urges, the passions, the repressed ideas and feelings--a great underworld of vital, unseen forces which exercise an imperious control over the conscious thoughts and deeds of man. From this point of view, a psychology which limits itself to the analysis of consciousness is wholly inadequate for understanding

the underlying motives of man's behavior". A good psychoanalytic explanation must be consistent with theory, satisfy the rules for interpretation, be a therapeutic factor for the analyses and must give narrative intelligibility to the case history. Even though Freud's psychoanalytic Theories is complex, difficult and problematical it still specify truth in psychoanalysis and the intricate relations (Ricoeur, Paul, 1992)

2.2.2 Erikson's theory

This theory is similar to Freud's theory but he thinks that society, culture and psychological environment affect personality. He thinks ego is more important than Id and development of people is not limited only to the adolescent period but continues until the last period of a human's life. And a human's personality can change all the time. Erikson also divides the personality of humans into 8 stages according to age. The first stage is Basic Trust vs. Mistrust; this stage occurs in infants. It is the basic stage of development. The second stage is Autonomy or Shame and Doubt, this stage happen between the ages of 2-3 years old. They tend to have curiosity and want to explore everything around them. The third stage is initiative and Guilt, ages between 3-5 years old. They want to do everything by themselves and have more of an imagination. The fourth stage is Industry and Inferiority, ages between 6-12 years old. This stage is energetic and love to do and learn through many activities. The fifth stage is Identity and Role Confusion. This stage is at ages between 12-18 years old. Their body is fully developed till similar to an adult. Some may confuse and feel uncomfortable with many changes that have happened to them. The sixth stage is Intimacy and Isolation. This stage is the young adulthood stage. They mostly know what they want and they are ready to have relationship with others especially with the opposite sex. Some of them may like isolate themselves. The seventh stage is generatively and Stagnation, this is the stage of adulthood. They tend to look after the younger generation and educate others. The eighth stage is Integrity and Despair. This stage is the last stage of a human's life. It's a combination of all the previous stages. Some of them are satisfied with their life but some are not. There are some books which point out that this theory neglects an important element within Erikson's account of personality development in both sexes that is Erikson does not account fully account for the development of intimacy or other expressions of

interpersonal attachment (Franz and White,2006). However, this theory is validity and reliable as seen in research that measure the personality components (Ochse, Rhona; Plug, Cornelis, 1986).

2.2.3 Sheldon's theory

This theory say that body structure can be the important thing that is used to define the personality of people into 3 types; Endomorphy is a person who is short and chubby who tends to be sociable, kind, calm and fussy, Mesomorphy is a person who is thin and has few muscles. This kind of person tends to be sensitive and unsociable. The last group is called Ectomophy and these people are thin and have narrow shoulders and hips. This group of people is introverted, emotionally restrained, thoughtful and are self-conscious. As seen in a research called reexamination of Sheldon's somatotypes and criminal behavior, this research use personality types of people which divided by physical character compare with types of crimes and the result proved that Sheldon's theory are related with criminal patterns (Walker, Jeffery and Mitchell,2008).

2.2.4 Jung's theory

One of the popular theories is of Carl Gustav Jung's theory or most well known as Carl G. Jung. He was a Swiss psychiatrist whose research was deep-rooted in psychoanalysis. He was greatly influenced by Sigmund Freud and he conducted research alongside him. Eventually, though, Jung disagreed with many of Freud's theories. Jung is best known for his research in personality, dream analysis and the human psyche.

In his theory, he distinguished personality into 3 preferences; the first one is characterized by their preference of general attitude which are Extraverted (E) and Introverted (I), then he found that only general attitude couldn't explain the difference of people from his observation, so he introduced the second one which is characterized by their preference of perception or taking in information which are Sensing (S) and Intuition (N), and the third one is preference of judging which are Thinking (T) and Feeling (F). It's a mental function that we use to evaluate information or make decisions. Afterward Briggs Myers, a researcher and practitioner of Jung's theory

added another characteristic from seeing the relationship between preference of judging and perceiving. So, the last preference is Judging (J) and Perceiving (P)(Briggs Myers, I.1980, 1995). This theory is used popularly to identifying the 16 different patterns of action into which every person fits (Thomas J., 2002)

According to Jung's theory, he explains that Introverts are people who gain power from the inside, this group of people tend to be quiet and isolated. They like to take time to think and do thing by themselves. They feel uncomfortable talking to strangers and perceived as a great listener. They are unsociable people. On the contrary, extroverts are a group of people who gain power or motivation from the outside. They tend to talk first and think later. They are sociable people; they can talk confidently to strangers. They tend to generate ideas by getting an inspiration from a group rather than by themselves. They think listening is harder than speaking. So, they are a kind of person who can share many stories even though their story to others.

For sensing dimension, his theory says that the people collect concrete data through using their five senses. They prefer to be practical, realistic and enjoy the tangible part of everything they perceive. They tend to focus on the facts and details of something. They like things presented to them in an exact and sequential manner and if they have to come to rely primarily on their five senses as a means of gathering information- they are certain about only those things they can taste, touch, see, hear, and smell. While Intuitive people prefer gathering information through their five senses but they perceive it by looking at the grand scheme, the holistic aspect of things and try to put things into some theoretical framework. (Krorger and Thuesen,1989) They make connections and infer meanings beyond sensory data and tend to use their imagination in processing data and sometime they ignore the details.

For people who have Thinking as preference, they prefer logical, analytical and driven by objective values. These people tend to separate their personal feeling in making decision. They strive for justice and clarity and they are also called firm-minded. In the contrary, people who are driven by interpersonal involvement that come from subjective values in decision making process, they have a preference for feeling decision. This kind of people will make decision based on emotion, values and situation. They care about themselves and other's feeling at the same time. They are sensitive with any comments. So, they are in Feeling type.

The last two preferences are life-style orientation, which are judging or perceiving. For Judging they always plan their work and work through their plan. They will create a structured, scheduled, ordered, planned and controlled environment. This kind of person tends to take a short time when making a decision because they have a clear goal. On the other hand, flexibility, spontaneity, adaptability and responsiveness to a variety of situations are the characters of perceivers. This kind of person will take more time when making decisions. They prefer to take a wait-and-see attitude on most things. They also prefer to keep collecting new information rather than to make a conclusion on any subject.

There are many researchers use Jung's theory to conduct a research to study about relationship between personality and many other things in psychological field for example relationship between learning styles and self-adjustment ability of students (Chusai,2013).

2.2.5 Enneagram personality types

The Enneagram of personality is a model of human personality. This model is developed based on many ideas from religious. It separates humans into 9 types. This model can be presented in the image of a circle where there are 9 points around. The number 9 is at the top of the circle and number 1 is on the right. The numbers are in clockwise order and are also connected with each other by inner lines of Enneagram. Type one is principled, purposeful, self-controlled, and perfectionist. Type two is generous, demonstrative, people-pleasing, and possessive. Type Three is adaptable, excelling, driven, and image-conscious. Type Four is expressive, dramatic, self-absorbed, and temperamental. Type Five is perceptive, innovative, secretive, and isolated. Type Six is engaging, responsible, anxious, and suspicious. Type Seven is spontaneous, versatile, acquisitive, and scattered. Type Eight is self-confident, decisive, willful, and confrontational. And type nine is receptive, reassuring, complacent, and resigned

According to all the definitions above, personality is the thing that identifies people which includes the things that others can easily see e.g. figure, voice, brain ability and skills in doing some activities and also psychological behavior which is difficult to see e.g. thought, attitude, values and goal etc. To know one

personality type can be done by observing, interviewing and doing some questionnaires which is the way that the researcher chose to do with sampling group.

It is important to keep in mind that there are no “good or bad” types. Each has its own strengths and weaknesses. And to understand each type provides some strong insights on how to interact with those whose preferences are different or even the same (Krorger and Thuesen,1989)

There are many factors that shaped personality types. Many researchers said differently about this topic. Some said factors are culture and gender. Some said biological, family and situational are the factor that shaped personality. The most famous and popular theory that support cultural factor is Hofstede’s cultural dimension.

2.3 Hofstede’s cultural dimensions

Hofstede's cultural dimensions theory is a framework for cross-cultural communication, developed by Geert Hofstede. It describes the effects of a society's culture on the values of its members, and how these values relate to behavior, using a structure derived from factor analysis.

In 1965 Hofstede founded the personnel research department of IBM Europe (which he managed until 1971). Between 1967 and 1973, he executed a large survey study regarding national values differences across the worldwide subsidiaries of this multinational corporation: he compared the answers of 117,000 IBM matched employees samples on the same attitude survey in different countries. He first focused his research on the 40 largest countries, and then extended it to 50 countries and 3 regions, "at that time probably the largest matched-sample cross-national database available anywhere. The theory was one of the first quantifiable theories that could be used to explain observed differences between cultures.

This initial analysis identified systematic differences in national cultures on four primary dimensions: power distance (PDI) is defined as “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (Hofstede and Hofstede, 2005, p. 402), individualism (IDV) is the opposite of collectivism and represents the degree to which

individuals are supposed to look after themselves or remain integrated into groups (Hofstede and Hofstede, 2005), uncertainty avoidance (UAI) is defined as “the extent to which members of a culture feel threatened by ambiguous or unknown situations (Hofstede and Hofstede, 2005, p. 403) and masculinity (MAS) is the opposite of femininity and it represents a society where: emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life (Hofstede and Hofstede, 2005, p. 402).

Moreover, there are some studies said nationality are one factor that make culture different and when people have different culture, they tend to have difference personality. Multidimensional scaling showed a clear contrast of European and American cultures with Asian and African cultures. The former were higher in extraversion and openness to experience and lower in agreeableness. A second dimension reflected differences in psychological adjustment. Observed differences between cultures may be the result of differences in gene pools or in features of culture; acculturation studies and the analyses of other natural experiments are needed to understand the origins of geographical differences in personality traits (Allik & McCrae, 2004).

One factor that connects cultural context and personality is cultural values. Cheung et al.'s (2001) work on the Chinese Personality Inventory includes the dimension of interpersonal relatedness, a value that is highly emphasized in many East Asian cultures. In addition, the value of collectivism and individualism, for example, may play a role on how personality is perceived and expressed (Williams, Satterwhite, & Saiz, 1998). Konstabel, Realo, and Kallasmaa (2002).

In Thailand, the Thai personality profiles are likely to be: Slightly more Introverted, Intuitive, Thinking, Prospecting and Assertive (16 Personality Profile) which mean Thai people are calm and don't want to make thing too serious. So, they are flexible and relaxed. They are open for opportunities and also have logic. They prefer to rely on their imagination, ideas and possibilities.

2.4 Personality types test

Personality is a thing that we cannot obviously see, to know another's personality types can be done by guessing or observing. But to do that it takes more time and the result might not be accurate. So, there are many psychologists who have created tests to make finding the personality type easier and more accurate.

2.4.1 Myers-Briggs Types Indicator (MBTI)

The Myers-Briggs Types Indicator or MBTI is the most popular tool to define the psychological personality types of people (Gregory J. Boyle,). It was developed by Isabel Briggs Myers and her mother Katherine Briggs based on Carl G. Jung's theory. It is a reliable and valid instrument that measures and categorizes your personality and behavior. It is not a test. There is no "right" or "wrong" answers. The result of the questionnaire will describe personality in terms of a four-letter code and can be made up into 16 possible types of personality for example; a person with preferences for Extraverted, Sensing, Thinking, and Judging is called an ESTJ. Every description of each letter is similar to Carl G. Jung descriptions. The Extrovert-Introvert dimension describes whether one's general attitude towards the world is outside oriented or energized by others or internally oriented which is energized by idea, emotions and memories. The Sensing-Intuitive dimension describes perceptual style or the way that people prefer to take in information whether one perceives the information through the fact that they can see those things or rely more on their unconscious perceptual process. The Thinking-Feeling dimension describes whether one's decision making through their logical thinking, their feeling or emotional reaction to events. The last dimension is Judging-Perception dimension which describes whether one's judging attitude is fast and is done before all facts are in hand or waiting for more information before making decision (Gregory J. Boyle,). The MBTI is a useful tool for helping instructors and advisors to understand their students and to design instruction that can benefit all of them. However, there are some researchers said most of the extant studies of the MBTI are defective and that there is insufficient research into the utility of the MBTI in organizational settings (Bjork and Druckman, 1991).

2.4.2 Hogan and Champagne personality types inventory

Hogan and Champagne personality types inventory or PSI. It is an instrument to define the personality types of each person. This instrument is based on Carl G. Jung's personality theory. It is the same as the MBTI but this instrument measures how people prefer to behave which makes it different from MBTI which measures how people usually behave. Moreover, this instrument also measures the relative strengths of each dimension which is more helpful to individuals than other instruments. And another thing that makes PSI different from other instrument is the short and non-complexity of the questionnaire. It has only 32 situations to choose from and the way to calculate the point of each dimension is not too difficult. The purpose of the PSI is to provide a simple instrument for knowing one's preferences, but that profile, while different from the profiles of other people's personalities, has nothing to do with mental health or mental problems (Lai, 2003).

2.4.3 Riso-Hudson Enneagram Type Indicator (RHETI)

It is another personality type inventory to test what type of person you are. This instrument is based on Enneagram personality type's model which defines personality type of people into 9 types. And the result of the test will explain about internal behavior of the person along with a set the external behavior. Moreover, this instrument will also make people not only understand themselves but also understand others. The score from this measure is validated and rigorous. This trend necessitates a change in the manner in which counseling students, school counselors, professional counselors, counselor educators, and educational researchers are taught personality assessment (Rebecca A.; Parr, Patricia E.; Newman, Isadore, 2002).

2.5 Learning Theory

2.5.1 Definition of learning

The scientific definition of learning is a relatively permanent change in behavior due to experience. Learning is the way that humans obtain knowledge, skills and behaviors. We can learn through reading, observing, practicing and copying. So, there is a book called HOW LEARNING WORKS: Seven Research-Based Principles for Smart Teaching said about definition of learning that “There are three critical components to this definition

1. Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students’ products or performances.

2. Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.

3. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences — conscious and unconscious, past and present.” Moreover, each of us prefers different way of learning (Marica, Pengerb, Todorovicc, Djuricac, Pintar, 2015). The preferred way of learning and approaches a task are difference based on a variety of theoretical models.

2.5.2 Learning Styles Definition

As learning styles of each people are different, a way of taking in and understanding information of each people also different. Learning styles affected by age, experience, physiology, culture, and many other factors and it can change over time and can be modified purposely (Bandler R., Grinder J., &O’Stevens J. 1981). To understand more, there are many different models that explain about learning styles.

- 2.5.2.1 The VARK model is developed by Fleming and Mills. For this model, learning styles are divided into 4 predominant styles which are visual,

auditory, read/write, and kinesthetic and all of these are known as VARK as an abbreviation. For visual learners, they learn best when seeing things like graphs, flowchart and pictures. They tend to focus less if only have lectures. On the other hand, auditory learners, learn best through lectures, reading, tutorials and group discussions. For people who learn best when they read and write, they tend to like lectures with many textbooks. This type of people are called Read/Write style and for Kinesthetic they are the people who learn best by doing it by themselves. Fleming and Baume (2006) cited about VARK in Learning Styles Again: VARKing up the right tree “VARK” is a catalyst for met cognition, not a diagnostic or a measure. The questionnaire is deliberately kept short (13 questions -maybe 16 in the new version) in order to prevent student survey fatigue. It also tries to encourage respondents to reflect and answer from within their experience, rather than from hypothetical situations”

2.5.2.2 Grasha&Reichman model divides learning styles into 6 types which are independent, people who prefer this style tend to love doing, thinking and solving problems by themselves. They will pay more attention on what they perceive to be important. They are confident with their learning skills. The second type is dependant; this type of person has limited curiosity. They will learn what others learn and do. They like to wait for instructions rather than finding their own way of learning. The third style is collaborative, this type of learner loves to participate in class activities and learn best when having a chance to share their opinions. The fourth style is avoidance. This type of person is the person thinks learning in a classroom is boring. So, they won't participate in any activity. The fifth is a competitive style, this style of learner is an active learner. They like to participate in every activities. They love to compete with other classmates. The last style is participant, this style will participate in the class activities that are related to the context and they try to participate as much as they can if having activities that are related to the topic that they want learn (Juntawong 2013, in Thai).

2.5.2.3 Kolb's theory of learning styles is another well known theory. Kolb's experiential learning theory included four continuous learning stages: Concrete Experience, the stage of participation and knowledge gaining. Reflective Observation, the stage that learners gently observe and consider the knowledge that they learned. The third stage is abstract conceptualization stage. This stage learner will

process all knowledge that they have learnt and use their reason and background to summarize all of this knowledge. And the last stage is active experimentation. This stage is the practical stage. The learner will bring their understanding that they get from the third stage into practicing to see whether their understanding is correct or not (Shu-Chuan Lin 1, Jing-Ying Lin, Yih-Yeong Lin, Chao-Jen Cheng, 2003)

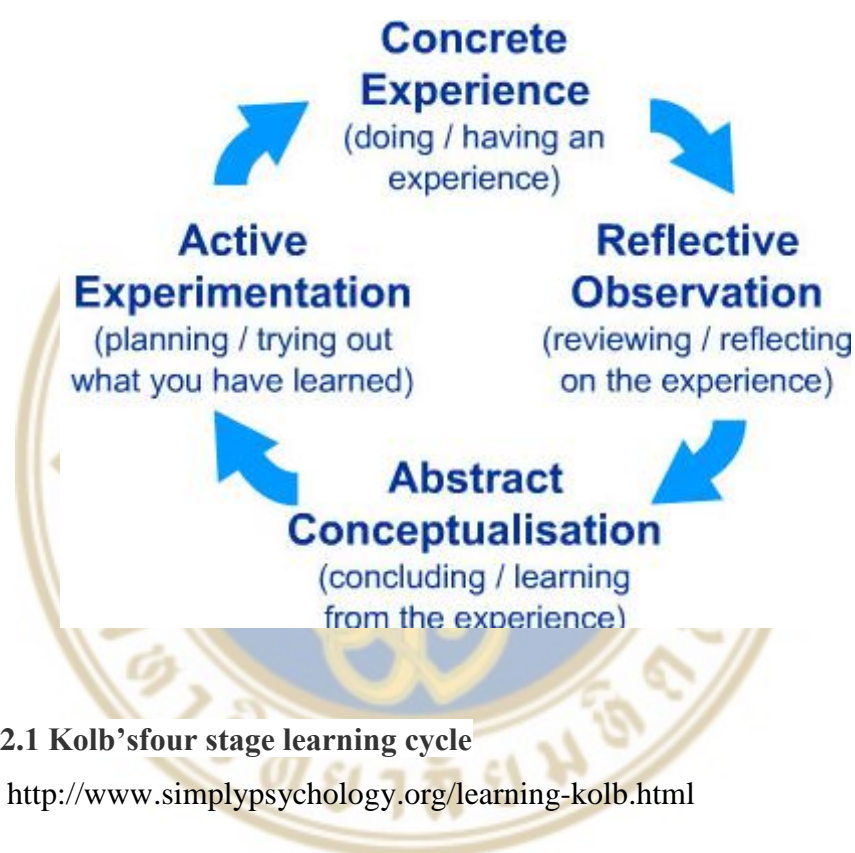


Figure 2.1 Kolb's four stage learning cycle

Source: <http://www.simplypsychology.org/learning-kolb.html>

Moreover, Kolb, Rubin & McIntyre (1984) mentions about 4 learning styles that each people prefer differently; the first style is Divergent learning style. This kind of people will use their perceiving ability and imagination to analyze the data. They can work well in situation that need various ideas. The second style is Assimilative learning style; people who prefer this style tend to focus more on theory and anything that subjective. They tend to have less interested in real experience and don't like to apply theory in their practical life. Third style is convergent learning style; this style is the people who adapt theory into their real life. They use reason to solve the problem rather than emotion. They will focus on the specific thing and keen

on that thing. The fourth style is accommodation learning style; people who prefer this style normally love to deal with many people. They are the one who love experiment everything around them. They can work well in the situations that need adapting themselves.

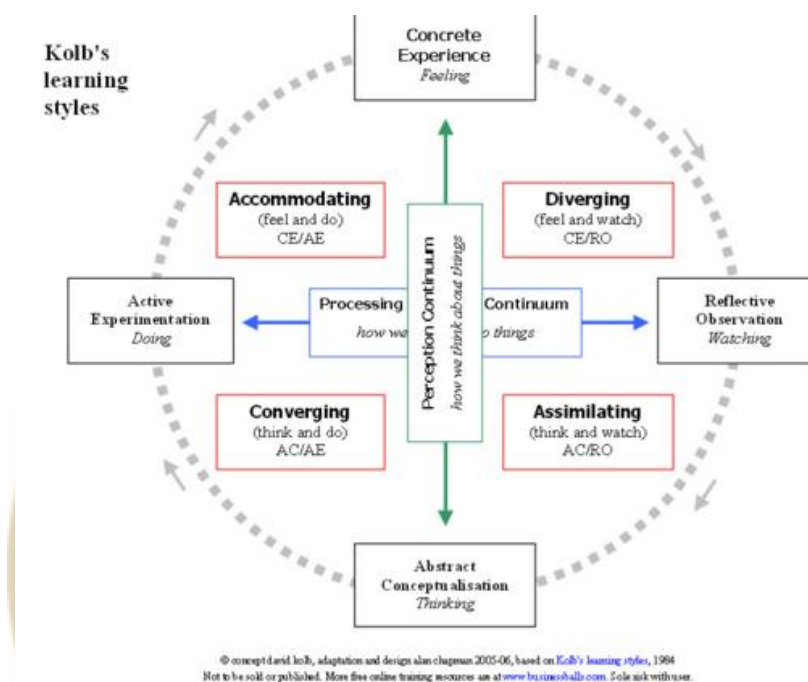


Figure 2.2 Kolb's learning styles

Source: <http://www.businessballs.com/kolblearningstyles.htm>

However, Kolb's learning style is less reliable when used repeatedly and has a little or no relationship between factors that should be related with learning style classification i.e. in the research that classified learning style among university student found that one of sample population is classified as "Convergers" which is the people who learn best when having experiment. This group of people tends to be a professional in mathematic or science. They should choose to study in this field for the higher education. But the result shows that this student choose to study philosophy which are the subject that opposite with their expert skill (Tantarangsee, 2011).

However, some researchers think that Kolb's learning style is the best tool in that era. Many researchers used this tool (Bostrom, 1993).

There were many researchers use Kolb's learning style, so, it can guarantee that it was analyzed many times and its benchmark might be reliable.

It can conclude that most researchers agreed with Kolb's learning style but it still has some conflicts about the way to classify the learning style of people because the questionnaire ask about what preferred learning style to people and also use the difficult word to understand (Tantarangsee, 2011)

2.5.2.4 Honey & Mumford also divided learning styles into 4 styles because Peter Honey and Alan Mumford use the same concept as Kolb in invention the questionnaire for classify learning style but in this questionnaire asking about learning behaviors that people usually do. So, it tends to get more reliable answer than Kolb. Honey & Mumford classified learning style into 4 styles like Kolb but they use the easy words that appear in dictionary that make it easy to understand. They agreed that people can be more than one style. They little modified in Kolb's learning cycle as in the picture

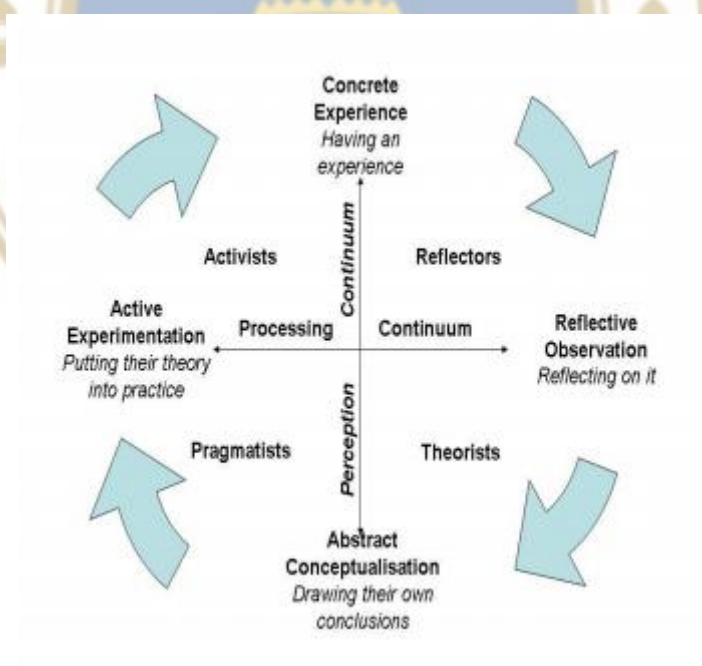


Figure 2.3 Honey & Mumford's learning style

Source: http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html

From the picture above, the upper left box is called Activist; this group of people loves to learn new things, they love to do new things without knowing

whether it right or not. They are enthusiastic to do activities and brainstorm. They like working as a team rather than work alone. They will learn less when provide them only a lecture and theory without any activity. The upper right box is called Reflector; this group of people will analyze many aspects of their work. So, they will observe others first and collect data as much as they can. They will learn best when having a time for them to observe and analyze the data. To provide them the time and homework to practice at home would be suitable task for this style of learner. The lower right box is called Theorist, this style of people loves to analyze and synthesize the data. They can link all data together through the truth and their observation. They are logical and have a theory. They will learn best when knowing the objective of learning and having a clear theory and goal. The lower left box is called Pragmatist. This style of learner love to prove whether the theories they have learned is practical or not. They will learn best when know what they are going to learn is practical and useful for their life. They are a planner who loves to plan to use what they have learned to their real life. They will learn less when learn what they think is not related to their real life.

To know self-learning style preference from doing questionnaire, makes having a better learning and prevents the inappropriate learning failure. And it likes a cautious when we have to learn anything because we know our strengths and weaknesses in learning (Tantarangsee, 2011)

So, through the Honey and Mumford's Learning style theory, the adult learning can be divided into 4 stages; 1) learner who like to learn from anything that touchable is activist 2) the learner who like to observe and think are called reflector 3) the learner who like to learn through summarize rules and regulations from objective experiences are called theorist 4) the learner who like to bring the rules and other ideas into practical is called pragmatists.

2.5.3 Relationship between Personality types and Learning styles

There is much research on the relationship between personality types and learning styles, but most of them study the sampling who is students in the countries outside Thailand. Some of them found that there is a relationship between these two constructs. For example in a study conducted by Ibrahimoglu, Unaldi, Samancioglu

and Baglbel, the results revealed a meaningful relationship between learning styles and personality profiles. The high levels of Big Five personality traits (extraversion, agreeableness, conscientiousness, and openness) and low level of neuroticism have diverging and accommodating learning styles, and it can be claimed that they like hands-on experiences and prefer to learn by doing. A study conducted by Furnham also found that in each case personality measures, particularly extraversion and psychoticism were relatively strongly correlated with learning/cognitive styles. Moreover, if using the Mayer Briggs type Indicator and the Gregorc Style Delineator to examine the construct validity of style Delineator, the result shows that there is the relationship between them. While a study conducted by Sadler-Smith is different. The result shows that learning style and cognitive style are independent and the relationship between style and preference is mediated by gender. Furthermore, the study conducted by Threeton also shows that there is no statistically significant association between the personality types and learning styles. On the other hand, a study conducted by Jackson and Lawty-Jones said that learning style is a sub-set of personality and need not be measured independently. All elements of learning style were related to at least one of the elements of the personality traits.

2.6 Related Researches

Table 2.1 Summary of related researches

No.	Author	Title	Research Question	Result	Methodology
1	Ochse, Rhona; Plug, Cornelis	Cross-cultural investigation of the validity of Erikson's theory of personality development.	To measure the personality components, according to E. H. Erikson	The reliability of the total scale was high and adequate for both Black and White. The components of personality that theoretically develop in childhood seemed strongly interrelated in adolescent and adult Whites. Psychosocial development was related to well-being and Black men seem to resolve the identity crisis only after age 40 yrs and the psychosocial development of Black adult women was frustrated.	self-report questionnaire
2	Walker, Jeffery and Mitchell	Does size really matter?: A reexamination of Sheldon's somatotypes and criminal behavior	Does the somatotypes are related with criminal behaviour	Prisoner's somatotype is associated with criminal patterns	Do an examination of prisoners from the State of Arkansas, using information provided by the Arkansas Department of Correction's database on inmates. Examine prisoners' physical characteristics and compare with types of crimes that these prisoners committed.
3	Supaporn Chusai	Personality and self-adjustment ability of students in faculty of Education Phetchabun Ratbhat	To study the types of personality of the first year students, Faculty of Education, Phetchabun Rajabhat University 2) to study the level of self-adjustment abilities of the students 3) to compare self-adjustment ability of the students with different personal factors, such as different genders, programs, average scores, habitations, nurture, and financial support. 4) to study the relationship between personality and self-adjustment ability of the students	Most of students had ENFJ which had extrovert personality type. 2) The self-adjustment ability of the students was at high level. 3) The students who had different genders, programs, average scores, habitations, nurture, and financial support did not have different self-adjustment ability. 4) The personality had positive correlation with the self-adjustment ability of the first year students with statistic significance at .01 level.	The research tools were personality test and self-adjustment ability
4	Hung-Sheng Lai, B.S., M.B.A.	Learning styles and personality types: Identification and comparison of hospitality students in Taiwan and the United States	The specific objectives of study were to: (1) identify hospitality undergraduate students' learning styles and personality styles, and (2) compare students' demographic backgrounds with learning styles and personality types.	There is a linkage between learning styles and personality types which is useful for hospitality students, educators, and administrators in Taiwan. Hospitality programs may try to establish a unique and professional educational environment to better serve and help students in achieving their educational goals.	The three-section questionnaire included demographic items, Kolb's Learning Style Inventory, and the Personal Style Inventory
5	Rebecca A.; Parr, Patricia E.; Newman, Isadore, 2002	The Enneagram: Trends in Validation	Is there validity in enneagram model	the scores from personality measures are validated in a variety of ways. Trends in validation related to the Enneagram system are becoming more rigorous	Quantitative research is used in this research.

Table 2.1 Summary of related researches (cont.)

No.	Author	Title	Research Question	Result	Methodology
6	Carol E Franz* and Kathleen M White	Individuation and attachment in personality development: Extending Erikson's theory	Whether Erikson's theory of psychosocial development is a complete and coherent view of development in males and females is considered	Erikson does not account fully for the development of intimacy or other expressions of interpersonal attachment	Quantitative research is used in this research.
7	Pornprapa Junta	Use of Learning Style-based Instruction to Promote English Writing Ability and Opinions of Mathayom Suksa 2 Students	To study the English writing ability of students before and after using learning style-based and to survey the students opinion about learning style-based	The result shows that students English writing ability after using learning style-based is higher than before using and opinion about writing English after using learning style-based is better than before using it.	This research use demonstration each learning style with sampling
8	Shu-Chuan Lin;Yih-Yeong Lin;Jing-Ying Lin;Chao-Jen Cheng	A Study of Kolb Learning Style on Experiential Learning	To explore the reaction of different learning styles students on experiential learning course	Action oriented accommodator was superior to Assimilator with thinking orientation ; Converger with non-emotional character was superior to Diverger with innovative character	Kolb's Learning Style Inventory is used to divide students into 4 kinds of learning style.
9	Chaiwat Tantarua	Learning Styles of University Students in Bangkok: The Characteristics and the Relevant Instructional Context.	To identify learning styles of university students in Bangkok, and to study the frequency of the relevant instructional context of the identified learning styles.	32.30 percent - are Activists, while 28.10 percent are Theorists, 20.10 are Reflectors, and 19.50 are Pragmatists. The frequency level of the instructional context is totally in high level.	Online learning style questionnaire from The Course Websites and 5-scale questionnaire about the frequency of the instructional context conducted in the course are used.
10	Nurettin Ibrahimoglu1 , Ihsan Unaldi2 , Mustafa Samancioglu3 , Murat Baglibel4	THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND LEARNING STYLES: A CLUSTER ANALYSIS	1. What are the learning styles of the participants? 2. What are the personality profiles of the participants according to the dimensions of personality? 3. Is there a significant relationship between participants' personality profiles and their learning styles?	The majority of the participants adopted assimilating and converging learning styles. The results revealed a meaningful relationship between learning styles and personality profiles.	The Big Factor Personality Inventory and Kolb's Learning Styles Inventory III were used as the research tools. Using K-means cluster, percentage and frequency and chi-square analysis respectively
11	Miha Marica, Sandra Pengerb, Ivan Todorovic, Nina Djuricac, Rok Pintar	Differences in Learning Styles: A comparison of Slovenian Universities	To measure the various learning styles	Minor differences in the prevailing learning styles and propose to the educators to plan their teaching approaches are found..	Used the Honey and Mumford's learning style questionnaire (LSQ)
12	Eugene Sadler-S	The relationship between learning style and cognitive style	To explored the construct validity of learning style as operationalised in the Learning Styles Inventory (LSI) and its relationship with cognitive style as measured using the Cognitive Styles Analysis (CSA)	Learning style and cognitive style are independent and the relationship between style and preference is mediated by gender.	Quantitative research is used in this research.
13	Jackson and Lawty-Jones	Explaining the overlap between personality and learning style	is there any relationship between learning styles and personality types.	Learning style is a sub-set of personality and need not be measured independently. All elements of learning style were related to at least one of the elements of the personality traits	Eysenck Personality Questionnaire (EPQ) and the Learning Styles Questionnaire (LSQ) was factor analysed

Table 2.1 Summary of related researches (cont.)

No.	Author	Title	Research Question	Result	Methodology
14	Adrian Furnham	Personality and learning style: A study of three instruments	To reports on three studies all concerned with personality correlates of learning styles.	The Eysenckian dimensions of Extraversion, Neuroticism, Psychoticism and Lie (Dissimulation) were correlated with three different measures of learning style: the Honey and Mumford (1982) Learning Style Questionnaire (LSQ); the Whetten and Cameron (1984) Cognitive Style Instrument (CST); and the Kolb (1976) Learning Style Inventory (LSI)	Quantitative research is used in this research.
15	Vittorio V Busatoa, , Frans J Prinsb, Jan J Elshouta, Christiaan Hamakera	The relation between learning styles, the Big Five personality traits and achievement motivation in higher education	To investigate the relation between these learning styles, the big five personality traits and achievement motivation.	Extraversion correlated positively with the meaning directed, reproduction directed and application directed learning style. Conscientiousness was associated positively with the meaning, reproduction and application directed learning style, and negatively with the undirected learning style. Openness to experience correlated positively with the meaning and application directed learning style, and negatively with the undirected learning style. Besides, it was found that neuroticism correlated positively with the undirected learning style and negatively with the meaning and reproduction directed learning style. Agreeableness was associated positively with the reproduction and application directed learning style. Positive correlations were found for achievement motivation with the meaning, reproduction and the application directed learning style, and a negative one with the undirected learning style.	Quantitative research is used in this research.
16	Mark D. Threton	THE RELATIONSHIP BETWEEN PERSONALITY TYPE AND LEARNING STYLE: A STUDY OF AUTOMOTIVE TECHNOLOGY STUDENTS	What is the predominant personality type of postsecondary automotive technology students? 2. Is there a relationship between the postsecondary automotive technology student predominant personality type and their learning style?	Realistic personality type was the predominant classification and The findings revealed no statistically significant association between the personality types and learning styles	Quantitative research methodology was used to conduct the study
17	ROBERT DRUMMOND, AND ANN H. STODDARD	LEARNING STYLE AND PERSONALITY TYPE	To investigate the relationship between Mayer Briggs type Indicator and the Gregorc Style Delineator and to examine the construct validity of the style Delineator	There is a relationship between these two things. Judging tend to percieve themselves as concrete sequential thinker while individual thought they are concrete random thinker and feeling type tended to prefer random modes of thinking.	Quantitative research methodology was used to conduct the study

Table 2.1 Summary of related researches (cont.)

No.	Author	Title	Research Question	Result	Methodology
18	Eugene Sadler-Smith	The relationship between learning style and cognitive style	To explore the construct validity of learning style as operationalised in the Learning Styles Inventory (LSI) and its relationship with cognitive style	The result found that learning style and cognitive style are independent and the relationship between style and preference is mediated by gender.	Quantitative research methodology was used in this research. The Cognitive Styles Analysis (CSA) was used.
19	Mahshid Izadi	Evaluation the Relationship between Personality Types and Learning Skills of the Students	To investigate the relationship between personality types and learning skill of the student.	The results showed that extravert personality characteristic has negative correlation with convergent learning style. Also adaptive personality characteristic has a significant and negative correlation with divergent learning style. Conscientious personality characteristic has a significant and positive relationship with grade variable	Quantitative research methodology was used to conduct the study. Two tests were used: Neo personality inventory (Costa & McCrae, 1992), (big five factors) and Kolb learning inventory (Kolb, D, 1985)
20	Erdal Yanardöner ¹ , Zeynep Kızıltepe ² , Fatma Nevra Seggie ² and Sibel Akmehtmet Sekerler ²	The Learning Styles and Personality Traits of Undergraduates: A Case at a State University in Istanbul	To investigate dominant learning styles and personality traits, and their relationships among 224 undergraduates.	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.	Quantitative research approach with a descriptive statistical method were used in this research. Kolb's Learning Style Inventory; and a personality trait inventory The Big Five Inventory were used to collect the data.
21	Tomas Chamorro-Premuzic ^a , Adrian Furnham	Mainly Openness: The relationship between the Big Five personality traits and learning approaches	To examine the relationship between broad personality traits and learning approaches.	Openness which is one of personality trait was also found to be negatively linked to Surface learning, but other Big Five traits were not saliently associated with learning approaches. Results indicate that the overlap between learning approaches and personality traits is lower than previously suggested.	Quantitative research is used in this research.
22	Abdorreza Tahriri, Hoda Divsar, Fatemeh Ashouri	The relationship between EFL learners' personality types and their cognitive learning styles.	To investigate the relationship between male and female EFL learners' learning styles and their personality types	There was no statistically significant relationship between males and females' learning styles and personality types.	Quantitative research is used in this research.

From the literature reviews above, the researcher found that there are many research projects cited about personality types and learning styles. What distinguishes a person from another is personality. Personality can be shaped from many factors. Some sources said those factors are culture and gender. Some said biological, family and situational are the factor that shaped personality. For cultural factor, culture plays a significant part in communal communication as humans are differentiated on the basis of cultures. Culture can be defined as “the forms of things that people have in mind, their models for perceiving, relating or otherwise interpreting them” (Hofstede and Hofstede 2005). People interact with each other using cultural properties which existed historically in the geographical group they belong to (Kluckhohn and Kelly 1945).

For the personality type of Thai people, there is some research study about personality type of students in faculty of Education Phetchabun Ratbapat and found that ENFJ is the majority personality types (Chusai 2013). From, study about Learning styles and personality types: Identification and comparison of hospitality students in Taiwan and the United States found that personality types of Taiwanese hospitality students from two major universities and American hospitality students from one major equivalent program traits of extroversion (E), sensing (S), feeling (F), and judging (J) (Hung-Sheng Lai, 2011). While one research study the relationship between male and female EFL learners' learning styles and their personality types. This study found that the most frequent personality types were ISTJ. (Tahriri, Divsar, Ashouri, (2015).

Moreover, many researches studies about learning styles found that each person prefers different learning style; and this might not only depend on personality types but also other factors. For example, ESL students who have a different language background sometimes have different learning style preferences. Factors affected such as sex, length of time in the United States, length of time studying English in the U. S., field of study, level of education, TOEFL score, and age are related to differences in learning styles (REID, 1987). Learning styles are the ways in which individuals characteristically approach different learning tasks. A third key term in the area, learning strategies (Hartley, 1998) defines as the strategies students adopt when

studying. Hartley (1998, p. 149) continues: “different strategies can be selected by learners to deal with different tasks.”



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses methods of the research, research design, research instrument/questionnaire, collection of data, and statistical treatment of data. According to the research questions that want to know what are the personality types among employees in Bangkok metropolitan and also want to know what the key learning style of this group of employees. To get these answers, mixed method was used in this research.

As using mixed method in this study, this chapter is divided into two parts. The first part is telling about quantitative research methodology, and qualitative research is explained in the second part.

3.1 Quantitative part

3.1.1 Population

The personality type inventory was distributed to 100 people who are working in Bangkok metropolitan. The researcher used purposive sampling to choose a group of people who are working in any position in Bangkok. To choose this sampling, the researcher thinks that it is convenient to apply the result from the research into real situation because Bangkok is the capital city that has many companies and lot of people working here. When a place has crowded people, it is normally to have the problem. Then, to understand each other in terms of personality types and their learning styles would make them know and understand each other more and it likely to decrease the conflict when people gathering and working . So, researcher decided to conduct the research among these people and choosing this sampling makes the collecting data is more convenient and the result might be used in the real situation easier. One-hundred of respondents who are in the various gender

and age and still working in any position in the organization are participated in this research.

3.1.2 Instrument

There are 2 instruments in this research. One is Hogan & Champagne personality type inventory, This questionnaire is not a questionnaire that asking about what respondents think about something but it is asking to find out what personality type they are in. when respondent completed the questionnaire, there is the manual to calculate and translate all answers into 8 personality preferences. And the highest score of each pair of preference is the personality of that respondent. But if that respondent got the same score in one pair of preference, the result and the explanation of each preference will send back to that respondent to read and choose again because they are the one who know which one is similar to them most.

This instrument is worldwide used. The researcher chooses this instrument because it is simple, valid, and reliable and also obviously sees the difference.

Another one is the questionnaire that modified from Honey& Mumford learning style questionnaire.

Even though Honey & Mumford learning style inventory is worldwide used, researcher observe that this questionnaire are long and some questions are hard to answer. Moreover, researcher see that VARK's learning style inventory is easier to understand so, researcher modified the learning styles questionnaire based on Honey & Mumford and mixed with style of VARK's questions which is short and encourage respondents answer from their experience.

The example of personality type inventory created by Hogan & Champagne and translated in Thai by the researcher is shown in the appendix.

The questionnaire is composed of 44 questions and divided into 3 parts. The first part is demographic questions. This part asked about personal demographic information of respondent such as age, gender and occupation. Second part is Hogan&Champagne personality type test. This part has 32 questions, each question has 2 statements to read and if the respondents think it similar to them,they have to put the score to that statement. They can put the score from 0-5(0 means that statement is different from their behavior, 5 means that statement is most similar to their behavior).

But in both statements when combined the scores, the total score has to equal 5. It means if put 2 in the first statement, the second statement has to be 3 to make the total score is equal 5. For response that didn't follow the instruction, that response couldn't use in this study. The third part is asking about learning style. This part is composed of 12 questions. All questions are modified from Honey & Mumford learning style questionnaire. To find out what is the most learning style respondent prefers to adopt. The questions were designed as a situation based to ask if respondent is in that situation what they will do. The example of third part questionnaire which is modified from Honey&Mumford learning style questionnaire is shown in the appendix

3.1.3 Data collection

The questionnaire was distributed to 100 people via email and also hard copy. Some people prefer to do a questionnaire on a piece of paper more than on an electronic device. For those who prefer to do on electronic device, researcher sent the link of Google form to them. All questions in Google form is exactly the same as in the paper.

3.1.4 Data Analysis

After completed collecting data, the researcher analyzed to define the most preferable learning style of each personality types. Frequency tables were used in this research to identify the majority personality types and learning styles of the samplinggroup.

After collecting all questionnaires, the researcher calculated and translated all scores from the questionnaires into 4 letters of personality preferences as the Hogan & Champagne's instruction. The frequency table was used in this part to see which personality type the respondents belonged to. If there were any incomplete form, the researcher sent it back to the respondent or threw it away, and a new questionnaire would be sent out to a new respondent until there were 100 responses.

3.2 Qualitative part

3.2.1 Population

The population in this part is the group of people who have already done the Hogan&Champagne personality type inventory. The researcher randomly selected people from each preference group to interview. Three people from each of the eight preferences are the sampling that the researcher interviewed to probe the learning style that people in each preference prefer to adopt.

3.2.2 Instrument

Ten questions were invented by researcher and use to interview sampling. The questions are divided into 3 types of question. The first type of question asked about what respondent learn within one year, how they learn and do they have any problem in learn anything new. The second part asked about what their expectation about anyone who teach them a job. The third part of questions asked about respondent's learning experience. Here are the examples of the first part of interviewed questions.

- In this year, did you learn anything new? (Soft skill or technical skill please choose to explain only 1 thing) How did you learn?
- Did you find any problem in learning new things?
- In your current job, do they provide the training to you? What kind of training? And what do you think about it? Does it help you to work better? Why?

Here are the examples of the second part of interviewed question which asked about the expectation about teacher or anyone who teach a job.

- If you have to attend a class, what kind of teacher or instructor you expect to meet?
- If you just start a new job how do you expect your boss or manager or colleagues to teach you a new job?

Here are the examples of the third part of interviewed question which asked about the learning experiences of respondent.

- Please explain the best instructor or best job trainer you have met.

- Please explain the worst experience you have ever had when studying or learning (either in the class room training or on-the-job training). Why did it happen?

To summary what is the objective of interview question as in the table below;

Table 3.1 Objective of interview questions

Question	Objective
1. In this year, did you learn anything new? (Soft skill or technical skill please choose to explain only 1 thing) How did you learn?	To probe the way respondent prefer to learn.
2. Did you find any problem in learning new things?	To see what is their learning obstacle.
3. What do you do to make your learning better?	To see how they know to learn best.
4. What do you think between class room training and on-the-job training? Which one is better? And which one you prefer? Why?	To probe what learning style they prefer to learn.
5. In your current job, do they provide the training to you? What kind of training? And what do you think about it? Does it help you to work better? Why?	To probe learning style they prefer to learn.
6. If you just start a new job how do you expect your boss or manager or colleagues to teach you a new job?	To probe how teaching technique they prefer.
6. If you have to attend a class, what kind of teacher or instructor you expect to meet?	To probe what their expectation about people who they have to dealing with.
7. Please explain the best instructor or best job trainer you have met.	To know what their learning style they prefer in the past.

Table 3.1 Objective of interview questions (cont.)

Question	Objective
8. Please explain the worst experience you have ever had when studying or learning. Why did it happen?	To know what their learning style they don't like in the past.
9. After boss, manager or colleagues have taught you a job by telling how to do that job, do you think you can do that job from listening? Why? If not, what will you do?	To probe whether they can adopt what they learn in their real life.

3.2.3 Data collection

Randomly interviewed was used in this study. Three people from each personality preferences were interviewed. So, twenty-four people in total were interviewed about what learning style they prefer to learn.

3.2.4 Data Analysis

After interviewed, coding technique was used in this research. Answering-pattern would be seen from the interview. The research focused on personality types and learning styles of sampling group who are working people in Bangkok. All of the data was analyzed by using descriptive analysis.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the results are presented in two parts. One part describes the result from the questionnaires, this is the quantitative part. The second part analyzes the results from the interviews. The findings show the major personality types and learning styles of the people in the sampling group. To dig deeper into the questionnaire's results, interviews were conducted. So, this chapter will provide a summary of the interview questions and some examples of the responses. Normally, there are four preference pairs in a person's personality type. But in this study, the researcher separated the study to focus on each dimension in each pair to see what the major personality types and learning styles are of the sampling group. The researcher distributed the questionnaire to respondents and the results were separated into topics as shown below.

4.1 Results from questionnaire

This part shows the results from the questionnaires. Two types of questionnaires were distributed to the sampling group. One was a personality type inventory from Hogan&Champagne and another one was the learning style questionnaire which was modified from Honey&Mumford's learning style questionnaire. The results are shown below.

4.1.1 Personality types questionnaire

This questionnaire was divided into two parts which were a demographic question part and a personality type question part.

4.1.1.1 Demographic profile of respondents

The profile included gender, age and occupation. The descriptive statistics—frequency and percentage—were used to analyze the data. The researcher distributed the

questionnaire to one hundred people who are working in any position in Bangkok and the results of the questionnaires are shown in the table below:

Table 4.1 Demographics Profile of Respondents

Variables	Sample (n=100)	Percent
Gender		
1. Male	28	28%
2. Female	72	72%
Total	100	100%
Age		
1. 22-25 years old	15	15%
2. 26-30 years old	24	24%
3. 31-35 years old	19	19%
4. 36-40 years old	6	6%
5. Above 40 years old	36	36%
Total	100	100%
Occupation		
1. Private company employee	60	60%
2. Government officer	25	25%
3. Private company employee	6	6%
4. Business owner	4	4%
5. Housewife	2	2%
6. Lawyer	1	1%
7. Freelance	1	1%
8. Security	1	1%
Total	100	100%

As shown in table 4.1, the majority of the respondents in this survey were female, which represented 72% of the total respondents. The highest proportion of the respondents' age was over 40 years old, which is 36% of total respondents. Private company employees were the majority occupation of respondents as they represented 60% of total respondents.

4.1.1.2 Personality types of respondents

To find out what the majority personality types was among the sampling group, the researcher distributed the Hogan & Champagne questionnaire to a group of people who are working in any position in Bangkok. And the proportion of the results is shown in the table below:

Table 4.2 Personality types of respondents

Variable	Sample	Percent
1. Extrovert	43	43%
Introvert	57	57%
Total	100	100
2. Intuition	35	35%
Sensing	65	65%
Total	100	100
3. Thinking	64	64%
Feeling	36	36%
Total	100	100
4. Perceiving	34	33%
Judging	66	66%
Total	100	100

From the table above, the researcher separated the four dimensions of personality types in order to see it clearer and easier. And the result showed that 57% of respondents are Introverts while 43% of them are Extroverts. The second dimension

was Sensing which represented 65% of the total respondents and 35% are Intuition. The third dimension is the way that a person processes information, this questionnaire showed 64% of respondents are Thinking while 36% of them are Feeling. And the last two dimensions are Perceiving which is represented by 33% of the total respondents while 66% of them are Judging.

4.1.2 Learning styles questionnaire

The learning styles questionnaire was distributed to the same sampling group who had already done the personality types questionnaire. This questionnaire was adapted from the Honey&Mumford's learning styles questionnaire. The results are in the table below:

Table 4.3 Learning styles of respondents

Variable	Sample	Percent
1. Theorist	55	55%
2. Reflector	19	19%
3. Pragmatist	13	13%
4. Activist	13	13%
Total	100	100%

From the table above, the majority of learning styles preferences are Theorist, which is represented by 55% of total respondents. While 19% of total respondents are Reflector and 13% of them are Activist and Pragmatist. The learning styles that each personality type most preferred are shown in the table below:

Table 4.4 Personality type and learning styles of respondents

Personality types	Learning styles	Total	Percent
1. Extrovert	Activist	9	21%
	Pragmatist	7	16%
	Reflector	5	12%
	Theorist	22	51%

Table 4.4 Personality type and learning styles of respondents (cont.)

Personality types	Learning styles	Total	Percent
2. Introvert	Activist	3	5%
	Pragmatist	6	11%
	Reflector	14	25%
	Theorist	34	60%
3. Intuition	Activist	9	26%
	Pragmatist	5	14%
	Reflector	7	20%
	Theorist	14	40%
4. Sensing	Activist	3	5%
	Pragmatist	8	12%
	Reflector	12	18%
	Theorist	42	65%
5. Thinking	Activist	6	9%
	Pragmatist	6	9%
	Reflector	10	16%
	Theorist	42	66%
6. Feeling	Activist	6	17%
	Pragmatist	7	19%
	Reflector	9	25%
	Theorist	14	39%
7. Judging	Activist	6	9%
	Pragmatist	11	17%
	Reflector	12	18%
	Theorist	37	56%
8. Perceiving	Activist	6	18%
	Pragmatist	2	6%
	Reflector	7	21%
	Theorist	19	56%

According to the table above, the majority of learning styles among people who have the Extrovert dimension in their personality type is Theorist which represented 51% of the total number of extrovert people in this study. People who had Intuition in their personality type also learn through the theorist style. As seen in the table, the percentage of theorists is 40% which is the main learning styles that this type prefers. For sensing people, the study also found that they love to learn like all other types, which is theorist. The table shows that 65% of them preferred theorist as their learning style. Thinking people also had theorist as their learning style, 66% of total Thinking people in this study chose to learn through the theorist style. Respondents who had Feeling in their personality type also chose Theorist as their preferred learning style. As seen in the table, 39% of respondents chose Theorist as their main learning style. Moreover, the table above showed that 56% of people who have a Judging dimension in their personality type also chose Theorist as their preferred learning style. The last dimension was Perceiving. 56% of them also chose Theorist as their preferred leaning style.

In summary, the learning style that people from the sampling group prefer to use when learning is the Theorist style. It means they learn best when they have a chance to read stories and quotes and they appreciate as much background information as they can get.

4.2 Result from interviews

This part shows the results those interviewed from the sampling group. The researcher randomly interviewed three people from each personality dimension. Personality type is composed of eight dimensions. The total number of interviewees was twenty-four people. Coding technique was used in this part. The results of the interview regarding a preferred learning style are shown as below.

4.2.1 Introvert people

From interviewing Miss Chuleeporn Jad-kham, a 26-year-old employee from a private company, who has an introvert dimension in her personality type, the researcher found out that she chose theorist as her preferred learning style. She stated,

“When I have problems I always solve those problems by myself and I always find the solution from many places like reading books or searching the internet. I try to find the solution by myself until I could not find one, then I ask another person. When I learn new things that I never knew before, I also want a teacher to explain the direction clearly step by step. It is great if a teacher or boss or anyone who is teaching something to me provides me with a manual to read before they explain and demonstrate this new knowledge to me.”

From interviewing Ms. Jareerut Sanguanchao, a 44-year-old manager of a purchasing Department in a department store, who has an introvert in her personality type. She stated,

“When I learnt how to use computer effectively, I love instructor explain me clearly and also provide me a manual or handout to read before they teach anything to me. I think an instructor should be calm and let me have a chance to think and read by myself first and then explain me more details step-by-step. When I learn anything new I try to think in advance about what if things happen like this, what I need to do and what theory can support that. If I found anything that I do not understand or I feel not sure I will find the answer by reading and searching from the internet rather than asking. I think reading anything from reliable sources is better than asking people.”

From interviewing Ms. Pornwisa Sanguanchao, a 23-year-old employee in an R&D Department in a private company, who has an introvert in her personality type. She stated,

“I want the instructor or anyone who teach me a job tell me what I am going to learn. I think to learn anything if I have a chance to study or have a basic background would be better than know nothing. I also think that when I learn anything, handout or slide is needed because I am a people who cannot understand things from just see and hear but I need to read again and again. To let me do anything

it can makes me understand thing but it would be better to leave me a manual or paper to read and remind what I have learnt.”

4.2.2 Extrovert people

From interviewing Ms. Nuntharat Chaowarat, a 27-year-old, a freelancer, who has an Extrovert in her personality type. She chose Theorist as her learning style. She stated,

“I want to stay among many people. I like when there are many people study the same thing. When I have a problem I often talk with my friends and sometimes, my family. I sometimes, have my way to solve that problem but I still like to ask and talk with other to see whether they think same or different as mine. When I learn anything new if there is an instruction or manual I try to read it but sometime did not read it carefully. I like to have a chance to think and try to do it by follow an instruction. To see, hear, touch is not enough for me to learn anything. To read and write are the way to make me learn more effective.”

From interviewing Ms. Patraporn Setsitthichote, a 27-year-old private company employee, who has an Extrovert in her personality type. She chose Theorist as her learning style. She stated,

“I like when teacher or anyone who teach me anything allow me to not only read a text book but also let me do some activities that related to that topic. When I learn anything, I expect my teacher tell me step-by-step because I like a clear instruction more than a broad instruction and let me find my way. I think to have a clear instruction takes a short time but get the effective result.”

From Interviewing Mr. Atapon Pechrujee, a 28-year-old, a government officer, who has an Extrovert in his personality type. He chose Theorist as his learning style. He stated,

“I like myself when I talk in front of the class or meeting. I think I like when I speak and everyone pay attention to me. When I learn something I also like my teacher or anyone who teach me tell me exactly the same as when I teach my students. I think to let student find their way to learn is take time. Some students cannot do and finish the task if there is no clear instruction. Like myself, I like instructor or the one who teach me tell me what step I need to do. If there is a manual or a book to read in

advance I will read it. I do not like when I listen the thing and have no background at all.”

4.2.3 Intuition people

From interviewing Miss Supathida Khairusamee, a 35-year-old private company employee, who has Intuition in her personality type. She chose Theorist as her learning style. She stated,

“When I found the problem, I usually try to solve the problem by talking with my mom or anyone who I think had experience in solving the same problem as me. And I try to think about myself what I will be if I choose this way. I always have a picture in my mind. When I learn anything new I like my colleagues to teach me step by step but not tell me directly what I need to do.”

From interviewing Mr. Chotechana Saguanchao, a 52-year-old manager of a private company, who has Intuition in his personality type. He chose Theorist as his preferred learning style. He stated,

“I love everything planned and organized. I think to have a rule and regulation make me know what I can and cannot do. I love anyone who teach me anything is a professional in their teaching and that person need to tell me what I have to do after I learn these things because when I learn I will create a picture in my mind to use that knowledge I got. To study about overall picture of the thing I’m going to learn is the best way that makes me easy to understand.”

From interviewing Mrs. Saree Kaewnon, a 53-year-old government officer, who has Intuition in her personality type. She chose Theorist as her learning style. She stated,

“When I have a problem I always solve that problem by thinking about the options of solving those problems sometimes I think many options and I also think about possibility of each option. When I learn anything I like teacher tell me slowly and clearly because I take some time to understand thing. I love to read a lot of handouts and text or information rather than seeing only picture and graph.”

4.2.4 Sensing people

From interviewing Miss Kanlayawat Kaewprasert, a 27-year-old private company employee, who has Sensing in her personality type. She chose Theorist as her learning style. She stated,

“I like the instructor to tell me what I need to know and how it is important to me before I learn anything. I like to see and hear the real situation. I think I can learn best when the instructor tells me a case study or real situation. And I like to think about the root cause of the problem, I do not believe in my senses. And I need to solve problems step-by-step. If there is anything new to me I will take more time to study and I do not want to take a risk.”

From interviewing Mrs. Boonrin Thungmanee, a 51-year-old government officer, who has Sensing in her personality type. She chose Theorist as her learning style. She stated,

“I like to learn anything new by listen the real situation that happened to other. I like when having question and answer session in the class. I think I can learn a lot from that. I like instructor or anyone who teach me is friendly and tell me step-by-step but not too much detail. I like when I have chance to express my opinion. I think to have a manual or anything I can read is better than just listen or see what other did because I think when I read anything I got a chance to think and it makes me more understand and remember it longer than just listen and see things.”

From interviewing Ms. Koravee Thungmanee, a 25-year-old private company employee, who has Sensing in her personality type. She chose Theorist as her learning style. She stated,

“I like to lean anything that related to my life. I think I like teacher or anyone who teach me anything tell me why I have to learn this. I like when instructor share a lot of experiences that happened in the real world. I think to have an exercise, to search and to read and find the answers by myself first is a good way to learn for me.”

4.2.5 Thinking people

From interview Ms.Sarocho Wichajaroen, a 30-year-old private company employee, who has Thinking in her personality type. She chose Theorist as her learning style. She stated,

“I usually solve the problem by myself, sometimes I have a solution but I always have the overall picture. I know the consequences of what I choose. Moreover, I think I always stay with reality. I like people who teach jobs to me or clearly explain the job to me, step-by-step. I am ok even if I did not have a chance to create anything new and have to follow the instructions. I also want to know the details of things in advance and I think I’m a straightforward person.”

From interviewing Ms. Supisara Nimkrut, a 27-year-old private company employee, who has Thinking in her personality type. She chose Theorist as her learning style. She stated,

“When I learn anything I try to listen what teacher or anyone who teach me anything told me. After that I try to prove the thing I have learnt by searching on the internet or finding the text book that prove the thing I learn to make sure that I have learnt the right thing. When I have a problem I usually analyze pros and cons of the options I have. Sometimes, I search on the internet to see what other think. I love to read a book.”

From interviewing Ms. Kodchakorn Pobkhuntod, a 27-year-old private company employee, who has Thinking in her personality type. She chose Theorist as her learning style. She stated,

“When I learn anything I like teacher or people who teach me is friendly, able to make the comfortable environment and tell me more details step-by-step. Sometimes, they do not provided me a handout or presentation slide, it makes me cannot remember all the things I have learn. I like to have those before I learn to prepare myself. When I was in a school, I often read a textbook in advance.”

4.2.6 Feeling people

From interviewing Miss Napaporn Kongubol, a 32-year-old private company employee, who has Feeling in her personality type. She chose Theorist as her learning style. She stated,

“When I learn something I always expect a teacher or anybody who is teaching me to be a kind person and to talk to me with a sweet voice. And I also expect a teacher or anyone who is going to teach me a job to tell me the objective of the work and it would be great if they can provide me a manual to read before they come and teach me new information. I will think and conclude about the information I got by myself and I do my job after that.”

From interviewing Ms. Rapeepat Wantaya, a 26-year-old private company employee, who has Feeling in her personality type. She chose Theorist as her learning style. She stated,

“I like teacher who is very kind to me and able to explain the hard topic easy to understand. I like teacher give me an example. I think example can make me see understand easier especially the example that similar to my real life. Moreover, teacher or anyone who teach me needs to provide me a handout or tell me where I can find the sources of the similar knowledge I have learnt. I also want teacher or anyone who teach me understand me as well.”

From interviewing Ms. Jitprapa Mekautsa, a 23-year-old government officer, who has Feeling in her personality type. She chose Theorist as her learning style. She stated,

“I always read any text on the paper I gave when I learn anything. I think I can learn best when I feel that teacher is willing to teach me. She tells me all and explains me very clear I like it. I feel that she want to give me all her knowledge she has. I pay attention to study in that course very much. She gives me a lot of papers and suggests me about the text book I can read further. I think to provide me a manual and text or anything I can read is the best way that makes me learn best.”

4.2.7 Judging people

From interviewing Miss Sutasinee Nualpum, a 27-year-old private company employee, who has Judging in her personality type. She chose Theorist as her learning style. She stated,

“When I have a problem I will think about the root cause of those problems, sometimes most of the problems occur from me. Just changing my thoughts and changing my mind set can solve the problem. I work here without any manuals

and I found that I cannot remember a lot of data or work processes. It makes me feel like I have to start over on each task again and again because after I was taught by colleagues I easily forget what I had learnt. Moreover, if a teacher or anyone who teaches me a job tells me about what they will teach me in advance, it would be great because I need to read and find basic information in advance in order to make me study more effectively.”

From interviewing Mrs.Thunyaluk Saneepak, a 52-year-old government officer, who has Judging in her personality type. She chose Theorist as her learning style. She stated,

“I like anything planed and organized. When I learn anything I need to know the objective of this learning. If the objective of learning is not related to my life at that time I tend to lose focus. I usually make to do list, if I have anything not done yet I tend to get it done first. I applied this behavior automatically in learning, when I want to know anything I will find out until I know them all. I love to find out what I did not know through reading a book and search on the internet. The teacher or anyone who teach me needs to be a person who can explain me and make the complicated thing easy to understand.”

From interviewing Mr. Thanathorn Chomsang, a 22-year-old government officer, who has Judging in his personality type. He chose Theorist as his learning style. He stated,

“When learn anything new I like to read the instruction or manual if they have first. I do not want to take any risk. When I work if there is a manual or work example, I tend to study and understand it first. The teacher who teaches me no need to explain me step-by-step but to give me a chance to think and try by myself first would be nice. Teacher or anyone who teach me is willing to help me when I cannot do or do not understand anything.”

4.2.8 Perceiving people

From interviewing Miss Pornsawan Kitbumrungsin, a 30-year-old private company employee, who has Perceiving in her personality type. She chose Theorist as her learning style. She stated,

“I am able to adapt myself in any situation and with any type of person. So, some people will see and think I am not strict with instructions or policies. Even though I am a flexible but in reality I still need a policy, structure and instructions. I need a clear instruction and sometimes it would be great if teachers or colleagues tell me what I need to do with a sweet voice”

From interviewing Mr.Chidchanok Srisawang, a 47-year-old freelancer, who has Perceiving in his personality type. He chose Theorist as his learning style. He stated,

“When I have a problem I solve problem by thinking and sometimes I ask other. I often think in the same thing back and forth until time is rush, I stop thinking. I often interested in many things. I love to learn anything new even though it is not related to my life but it is the thing that I want to know I choose to learn. But when I learn even I want to know many things but I still need to know the concept of the study. I always read an instruction or manual when provided. I want teacher or anyone who teach me give me an exercise to practice those I have learn and also provide me a handout or presentation slide to me at the same time.”

From interviewing Mr. Jutawat Ob-aom, a 27-year-old private company employee, who has Perceiving in his personality type. He chose Theorist as his learning style. He stated,

“ I like to learn with the instructor or anyone who teach me provide me a lot of details which is not only about the content but also about the thing that I need to know for example about the manner I need to have when talking with boss who is older than me. I also like to read and prepare myself to be ready for the study. So, when I got a manual or handout I often read it.”

CHAPTER V

CONCLUSION AND RECOMENDATIONS

In this chapter, the researcher has concluded the research findings that the researcher got from collecting data through questionnaires and interviews. The findings show the major personality types and learning styles of the sampling group.

From the study, the researcher has learnt that from the group sampling of people who work in Bangkok, their major personality type is I S T J and the preferred learning style is the Theorist style.

The results of the study differ from the literature reviews that are shown in chapter two. Those literatures use a sampling group of university students in an Asian country and they found that major personality types of the sampling group were E N F J and E S F J.

The assumption of main key factors that might affect personality types and learning styles are culture, environment and age. A lot of research has found that there is a relationship between personality types and learning styles, which means people in the same personality type generally prefer the same learning style. People who have different personality types preferred to learn in different ways. However, the researcher also found from the literature review that some research found no relationship between these two things. The researcher is interested in this and has decided to find out what the major of personality type and learning style of the sampling group is by distributing a questionnaire to find out a respondent's personality type and then let them do the learning styles questionnaire. From the results, as shown in chapter four, the researcher found that people have different personality types and that they preferred to learn in different ways but there are also some common personality types and learning styles as shown above. Then the researcher analyzed all the data and found the three key factors that might be the reason to these common personality and learning styles which are culture, environment and age.

5.1 Discussion of Research Findings

The sampling groups are people who work in Bangkok. The major personality type is I S T J which is different from other common Thai personality types which are E N F P. This result could have occurred due to three key factors which are:

5.1.1 Environment

There is one statement that said that... “The environment is everything that affects the individual except his genes. There are many potential environmental influences that help to shape personality. These include the place we live in and the people around us. Our experiences in our day to day life, as well as the people who we associate with such as our family, friends, people at school, in the church and the community as a whole, all influence our personality”... This confirms the results from the questionnaire. In this study, most of the respondents are people who are working as an employee in a private company. A private company’s work environment is mostly strict and has a lot of competition. So, as the statement says, the external environment can affect a human’s personality. It is possible a person’s behavior and personality can change by following the characteristics of their job. If one is faced with the same environment they will adapt themselves to follow the environment they are in. So, it is no doubt that most of the private company employees preferred to learn as a theorist and are also an intuitive person.

5.1.2 Culture

According to Hofstede’s cultural dimension said about different culture in four dimensions which are power distance, individualism (IDV), uncertainty avoidance (UAI) and masculinity (MAS). All of these dimensions can affect values and values are base of creating behavior. In Thailand we divided our country into 4 regions. Each region has a different culture. This might be a reason as to why the major personality type from the sampling group is different to that of the literature review. This study used respondents who work in Bangkok. Central Thailand is also the area that has the greatest population density, and the greatest concentration of ethnic Thais. It is the political, economic, and cultural center of Thailand.

5.1.3 Age

The majority age of respondents is over 40 years old. When people get older, their personality type tends to change. As this research found, most of the respondents who are aged over 40 years old preferred the same learning styles which is the theorist style. When people reach this age, they probably have more experience, and they know what to focus on when learning or doing something new. It might be because they tried to use other ways of learning and found the right one which makes them feel safe and comfortable. When they have to do anything new these people will read a manual and follow instructions. They do not want to take a risk.

Moreover, people at this age have met many people; they know and see failure and success from others. Then it seems like they have references when they do anything new and they tend to be more cautious to prevent themselves from failure.

5.2 Managerial Implications

The results of this study show that People who have different personality types are able to have the same learning styles and this depends on many factors. Those factors are environment, culture and age. To know the personality type and learning style of one's staff or employees will help managers or leaders know the best way for their staff to learn. But managers or trainers should not perceive a preferred learning style and employee's personality. When designing any training or conducting any training or even on-the-job training, a manager should be concerned about different learning styles people prefer to use. From this study, the researcher would suggest a manager or anyone who is responsible for teaching, training or coaching should identify the way to teach on an individual basis. For example, if a manager knows their employee is an extrovert person, they should not assume that this person would prefer to do many activities like an activist style. The best way to do this is to observe, ask or let that person do a learning style questionnaire in order to know and design teaching techniques to meet the style they like. In the case that a manager or teacher cannot identify the learning style of their individual staff members or in the case that many employees need to be trained, the manager needs to be concerned about occupation, job characteristics and age. These would help a manager or

instructor to design appropriate teaching techniques to meet with learner's style. For example, if someone is teaching graphic designers in a creative organization, the instructors need to understand these certain job characteristics. A graphic designer needs to have creativity and their work needs to deal more with images than text. So, when designing a training program for these people, instructors or trainers should not provide them with many of texts and theories.

Even though the results show most of the respondents prefer theorist as a learning style, there are still some people who preferred different learning styles. Managers or anyone who has a subordinate should know the difference between their employees. To make training or teaching a job more effective, organizations need to mix learning and teaching methods in order to make learning effective.

Moreover, managers or the management team should be concerned about the differences among the staff in their company and try to understand them. If there is a person who learns slowly, do not blame them but try to understand and find the way they prefer to learn instead. It can decrease conflict among managers and staff in teaching a job or teaching anything new to their employees.

5.3 Limitations and Suggestions

5.3.1 Scope of the study

This research question wanted to find out the major learning style and personality type of a certain sampling group. Each personality type preferred different learning styles. Therefore, the result of this research showed that Theorist is the preferred learning style and that I S T J is the major personality type. This is different from the previous study. It is probably due to three factors which are environment, culture and age.

5.3.2 Population

In this study, the questionnaire was distributed to a sampling group of people who work in Bangkok, but not to those in various occupations. Most of the respondents are working as a private company employee. So, the results of the

questionnaires are similar. People in the same occupation tend to have the same personality type and learning style. And also the age of respondents are also in the same range. Then, the same result comes up in this research.

5.4 Recommendations for Future Research

Future study should focus more in-depth on the factors of people in different personality types but have the same learning styles. The questionnaire should be divided and distributed to a larger variety of occupations and to many organizations in order to see whether people who work in different occupations have the same personality types and learning styles or not.

Moreover, future research should study other sampling groups, for example expat staff or people who work in other provinces not only in Bangkok to see whether the major personality types and learning styles are the same as this sampling group or not.

5.5 Conclusion

There has been a lot of research conducted to find out what the major personality types and learning styles are. Most of the research collected data by distributing questionnaires to sampling groups of university students. Other research showed that the characteristics of each personality type affect the learning style they prefer. For example, Extrovert people tend to love being around many people and they will solve problems by talking with each other. This type of person tends to prefer Activist as their learning style. Moreover, this type of person is a risk taker. They are willing to do anything new. So, when teachers know their students personality types and learning styles they are able to create activities that support their students' learning. The researcher wanted to know what the major personality type and learning style of the respondents in the sampling group was. A mixed-method approach was used in this study. And the results show that among working people in Bangkok, this group of people have I S T J as their personality type and Theorist as their preferred learning style. The researcher assumes that a difference in personality type and

learning style might be affected by three key factors which are environment, culture and age. Managers or teachers need to be concerned about these things when conducting training in order to make learning more effective. Moreover, understanding the difference between each person is the most important thing that everyone in the organization needs to know in order to decrease a conflict in the work place.



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APPENDIX A: Personality types & Learning styles questionnaire



แบบสอบถามชุดนี้ เป็นส่วนหนึ่งของการศึกษาปริญญาโท ภาควิชาการจัดการทรัพยากร มนุษย์ วิทยาลัยการจัดการ มหาวิทยาลัยมหิดล ข้อมูลของท่านจะถูกนำไปใช้ทางการศึกษา เปรียบเทียบหาความสัมพันธ์ระหว่างลักษณะทางบุคลิกภาพ (Personality types) และรูปแบบการ เรียนรู้ (Learning styles) ของประชากรในวัยทำงานในเขตกรุงเทพมหานคร โดยแบบสอบถามจะ แบ่งออกเป็น 3 ส่วน ส่วนแรกจะเป็นข้อมูลทั่วไปของท่าน ส่วนที่สองเป็นแบบทดสอบบุคลิกภาพ ของ Hogan & Champagne ที่มีพื้นฐานมาจากทฤษฎีบุคลิกภาพของ Carl G. Jung ส่วนที่สามคือ แบบทดสอบรูปแบบการเรียนรู้ที่ผู้วิจัยได้พัฒนามาจากแบบทดสอบรูปแบบการเรียนรู้ของ Honey&Mumford

ส่วนที่ 1 : ข้อมูลทั่วไป

กรุณาใส่เครื่องหมาย / หน้าข้อที่ท่านเลือก

อายุ ___ 22-25 ปี ___ 26-30 ปี ___ 31-35 ปี ___ 36-40 ปี ___ 40 ปีขึ้นไป

เพศ ___ หญิง ___ ชาย E-mail _____

อาชีพ ___ พนักงานบริษัทเอกชน ___ ข้าราชการ ___ ธุรกิจส่วนตัว ___ อื่นๆ โปรด ระบุ _____

ส่วนที่ 2 : แบบทดสอบบุคลิกภาพ (Personality types)

ให้ท่านใส่คะแนนให้กับประโยค 2 ประโยค โดยที่คะแนนของทั้งสองประโยครวมกันจะต้องได้ไม่ เกิน 5 เช่น ถ้าประโยคแรกใส่ 1 อีกประโยคจะใส่ได้แค่ 4 ถ้าประโยคแรกใส่ 2 อีกประโยคจะใส่ได้แค่ 3 และถ้าประโยคแรกใส่ 0 อีกประโยคจะใส่ได้แค่ 5 เป็นต้น โดย 5 คือท่านเห็นด้วยกับประโยคมากที่สุด และ 0 คือท่านไม่เห็นด้วยเลยกับประโยคนั้น

1. A. _____ ฉันมักจะตัดสินใจหลังจากที่ทราบว่ามีผู้อื่นตัดสินใจอย่างไร
- B. _____ ฉันมักจะตัดสินใจด้วยตนเองโดยไม่ต้องปรึกษาใคร

2. A. _____ ฉันชอบที่จะให้คนอื่นมองว่าเป็นคนช่างคิดช่างจินตนาการ
 B. _____ ฉันชอบที่จะให้คนอื่นมองว่าเป็นคนอยู่กับความเป็นจริง ทำอะไรอย่างถูกต้อง
 แม่นยำ
3. A. _____ ฉันมักจะตัดสินผู้อื่นจากข้อมูลที่ฉันมีอยู่ และวิเคราะห์เหตุการณ์เหล่านั้นอย่างเป็น
 ขั้นตอน
 B. _____ ฉันมักจะตัดสินผู้อื่นจากความรู้สึก และชอบที่จะเข้าใจความต้องการของเขา
 เหล่านั้น
4. A. _____ ฉันมักจะชอบให้ความรับผิดชอบนั้นเกิดขึ้นจากความสมัครใจ
 B. _____ ฉันมักจะชอบให้มีการแบ่งความรับผิดชอบงานชัดเจน เพื่อจะได้แน่ใจว่าจะมี
 คนทำงานนั้น
5. A. _____ ฉันมักจะใช้เวลาในการคิดได้ตรงทุกอย่างง่ายๆ ตามลำพัง
 B. _____ ฉันมักจะต้องการเวลาและพลังจากผู้อื่นรอบข้าง
6. A. _____ ฉันมักจะใช้วิธีการทำงานแบบเดิมที่รู้ดีอยู่แล้วว่ามันจะทำให้งานสำเร็จได้ดี
 B. _____ ฉันมักจะพยายามคิดหาวิธีการทำงานใหม่ๆ อยู่เสมอ
7. A. _____ ฉันมักจะหาข้อสรุปโดยใช้เหตุผล และคิดอย่างเป็นขั้นตอนอย่างระมัดระวัง
 B. _____ ฉันมักจะหาข้อสรุปจากความรู้สึก และประสบการณ์ที่ฉันเคยพบเจอมาในอดีต
8. A. _____ ฉันมักจะไม่มีตารางการทำงาน อยากจะทำเมื่อไหร่ถึงจะทำ
 B. _____ ฉันมักจะตั้งตารางการทำงานและยึดตารางนั้น ไม่เปลี่ยนแปลง
9. A. _____ ฉันมักจะคิดได้หลังจากพูดไปแล้วระยะหนึ่ง
 B. _____ ฉันมักจะพูดออกไปโดยไม่ได้คิดและมักจะมาคิดได้เมื่อพูดจบไปแล้ว
10. A. _____ ฉันมักจะคิดถึงความเป็นไปได้
 B. _____ ฉันมักจะคิดถึงสิ่งที่เป็นอย่างจริง
11. A. _____ ฉันมักจะถูกมองว่าเป็นคนชอบใช้ความคิด ไม่ค่อยใช้อารมณ์ความรู้สึก
 B. _____ ฉันมักจะถูกมองว่าเป็นคนชอบใช้อารมณ์ความรู้สึกมากกว่าความคิด
12. A. _____ ก่อนและหลังการตัดสินใจเลือกอะไรฉันมักจะคิดพิจารณาตัวเองทุกอย่างถี่
 ถ้วน
 B. _____ ในการตัดสินใจเลือกอะไรฉันมักจะตัดสินใจเลือกอย่างรวดเร็วและเด็ดเดี่ยวหลังจากที่
 ได้รับข้อมูลแล้วว่าสิ่งที่เลือกตรงกับความต้องการ
13. A. _____ ฉันชอบคิดและรู้สึกอยู่ภายใน โดยไม่ต้องมีใครสามารถเห็นหรือรับรู้ได้
 B. _____ ฉันชอบกิจกรรม และเหตุการณ์ที่ผู้อื่นสามารถรับรู้และร่วมด้วยได้

14. A. _____ ฉันชอบความคิดเชิงทฤษฎี หรืออะไรที่เกี่ยวกับทฤษฎี
 B. _____ ฉันชอบอะไรที่สามารถจับต้องได้ เป็นจริงและไม่ได้เป็นแค่ทฤษฎี
15. A. _____ ถ้ามีโอกาสฉันจะช่วยคนอื่นให้เข้าใจความรู้สึกของเขาเองและทำตามความรู้สึก
 ของเขาเอง
 B. _____ ถ้ามีโอกาสฉันจะช่วยคนอื่นตัดสินใจบางสิ่งบางอย่างอย่างเช่นเหตุเป็นผล
16. A. _____ ฉันยินดีที่จะพบกับการเปลี่ยนแปลงที่ไม่เคยคาดคิดมาก่อน และยอมรับการ
 เปลี่ยนแปลงที่จะเกิดขึ้นได้เสมอ
 B. _____ ฉันยินดีที่จะพบเจอกับสิ่งที่ได้คาดคะเนไว้ล่วงหน้าแล้วมากกว่าสิ่งที่ไม่คาดคิดมา
 ก่อน
17. A. _____ ฉันมักจะแสดงอารมณ์ ความคิด ความรู้สึกออกมาเพียงเล็กน้อย
 B. _____ ฉันมักจะแสดงอารมณ์ ความคิด ความรู้สึกออกมาเต็มที่
18. A. _____ ฉันชอบมองภาพรวมของงานและสิ่งทีอาจจะเป็นไปได้ในงานนั้นๆ
 B. _____ ฉันชอบมองรายละเอียดปลีกย่อยที่จะเกิดขึ้นจริงของงานนั้นๆ
19. A. _____ ฉันมักจะใช้ความรู้สึกพื้นฐาน (common sense) และมีความมั่นใจ เมื่อต้องตัดสินใจ
 B. _____ ฉันมักใช้ข้อมูล การวิเคราะห์ และเหตุผลในการตัดสินใจ
20. A. _____ ฉันมักจะวางแผนล่วงหน้าและต้องการให้เป็นไปตามแผนที่ตั้งใจไว้
 B. _____ ฉันมักจะวางแผนคร่าวๆตามความจำเป็นอาจมีการปรับเปลี่ยนได้เสมอ
21. A. _____ ฉันชอบที่จะพบปะผู้คนใหม่ๆ
 B. _____ ฉันชอบที่จะอยู่คนเดียวหรือไม่ก็อยู่กับคนที่ฉันรู้จักดี
22. A. _____ ฉันชอบความแปลกใหม่
 B. _____ ฉันชอบความเป็นจริงที่เป็นอยู่
23. A. _____ ฉันชอบให้มีคนหรือสิ่งบางอย่างที่สามารถให้ความเชื่อมั่นได้
 B. _____ ฉันชอบข้อสรุปที่สามารถพิสูจน์ได้ว่าเป็นจริง
24. A. _____ ฉันมักจะจดวันนัดหมายหรืองานที่ต้องทำลงในสมุดจดให้มากที่สุดเท่าที่จะได้
 B. _____ ฉันใช้สมุดจดการนัดหมายหรือสมุดโน้ตต่างๆน้อยที่สุดเท่าที่จะทำได้
25. A. _____ ฉันชอบที่จะพูดคุย ถกเถียงหัวข้อต่างๆในกลุ่มเพื่อนและหาคำตอบด้วยกัน
 B. _____ ฉันมักจะถกเถียงและหาคำตอบกับตัวเองในใจ แล้วจึงจะไปเล่าหรือพูดคุยสิ่งที่
 ตัวเองคิดกับผู้อื่น
26. A. _____ ฉันมักจะดำเนินการตามแผนอย่างละเอียดรอบคอบและแม่นยำ
 B. _____ ฉันมักจะคิดแผนและรูปแบบของแผนโดยไม่มีการดำเนินการตามแผนนั้น

27. A. _____ ฉันชอบคนมีเหตุผล
 B. _____ ฉันชอบคนที่ใส่ใจอารมณ์ความรู้สึกคนอื่น
28. A. _____ ฉันสามารถทำอะไรก็ได้ตามแต่จะถูกสั่งให้ทำตอนนั้นโดยไม่ต้องมีการบอก
 ล่วงหน้า
 B. _____ ฉันสามารถทำในสิ่งที่ฉันรู้ล่วงหน้ามาก่อนว่าจะต้องทำ
29. A. _____ ฉันชอบที่จะพูดเล่นเรื่อยเปื่อย หรือทำกิจกรรม
 B. _____ ฉันชอบความเงียบสงบ
30. A. _____ ฉันมักจะคิดถึงสิ่งที่ยังไม่เกิดขึ้น
 B. _____ ฉันมักจะพิสูจน์รายละเอียดของสิ่งที่เกิดขึ้นแล้ว
31. A. _____ ฉันมักจะมีประสบการณ์ พบเห็น หรือได้มีส่วนเกี่ยวข้องกับสถานการณ์ที่มีการใช้
 อารมณ์ การถกเถียง หรือเกี่ยวกับภาพยนตร์
 B. _____ ฉันมักจะใช้ความสามารถในการวิเคราะห์ห้อย่างเป็นเหตุเป็นผล
32. A. _____ ฉันมักจะมีภาระนัดประชุมหรือจะประชุมเมื่อมีการจัดไว้ล่วงหน้า
 B. _____ ฉันมักจะประชุมเมื่อทุกคนสะดวกและพร้อมโดยไม่ได้มีการนัดไว้ก่อน

ส่วนที่ 2 แบบสอบถามเพื่อหารูปแบบการเรียนรู้ (Learning style questionnaire)

ให้ท่านกากบาทหน้าข้อที่ท่านเลือกเพียงข้อเดียว

- a) ถ้าเรียนวิชาคอมพิวเตอร์ท่านจะเรียนได้ดีเมื่อ
1. อ่านจากหนังสือ หรือคู่มือ
 2. ครูอาจารย์ทดลองใช้ให้ดู
 3. ทดลองใช้คอมพิวเตอร์ด้วยตนเอง
 4. อาจารย์ให้โจทย์หรือปัญหาเกี่ยวกับคอมพิวเตอร์มาให้แก้ไข
- b) ท่านใช้วิธีการใดในการเตรียมสอบ
1. อ่านหลายๆครั้ง จากหนังสือหลายๆเล่ม หาข้อมูลสนับสนุนเพิ่มเติมแทนการท่องจำ
 2. นั่งทบทวนสิ่งที่เคยฟังในห้องเรียน ให้เพื่อนช่วยติวหรืออ่านหนังสือให้ฟัง
 3. อ่าน,เขียนสรุป, ทำ my mapping, พูดคุยแลกเปลี่ยนความรู้กับเพื่อน
 4. ทดลองคิดข้อสอบและลองตอบคำถามเหล่านั้น
- c) สมมุติว่าถ้าไปเยี่ยมชมพิพิธภัณฑ์ ท่านจะทำอะไรอย่างแรก
1. มองหาแผ่นป้ายบอกทางและเดินตามแผนผัง
 2. รอดูว่าคนส่วนใหญ่เดินไปทางไหนแล้วจึงเดินตาม เพราะสิ่งนี้น่าจะเป็นสิ่งที่น่าสนใจที่สุด

3. เดินไปดูสิ่งที่ตนสนใจอันดับแรกไม่สนใจป้ายแผนผังหรือคนอื่น
 4. เดินไปดูสิ่งที่เกี่ยวข้องกับสถานการณ์ในช่วงชีวิตตอนนั้นของตนเป็นลำดับแรก เช่น กำลังเลี้ยงสุนัขก็จะเดินไปดูสิ่งของหรือเรื่องราวที่เกี่ยวกับสุนัขที่จัดแสดงในพิพิธภัณฑ์
- d) เมื่อมีปัญหาเกิดขึ้นคุณจะทำ
1. คิดอย่างรอบคอบเป็นขั้นเป็นตอน มีเหตุผล ประกอบการแก้ปัญหาทุกครั้ง
 2. ใช้เวลาคิดรอบด้าน รอคอยคนอื่นแก้ไขปัญหาก่อนแล้วจึงทำตามหรือปรึกษาคนอื่น ๆ และนำข้อมูลที่ได้อีกมาคิดอย่างละเอียดรอบคอบ
 3. ลงมือแก้ปัญหาเลยแม้ว่าผลสุดท้ายจะไม่สามารถแก้ไขได้คุณก็ไม่ลังเลที่จะลองเปลี่ยนวิธีการใหม่ๆ ไปเรื่อยๆ
 4. คิดหาวิธีของตนในการแก้ปัญหาและลองปฏิบัติ เพื่อดูว่าสิ่งที่ตนคิดนั้นปฏิบัติได้จริง
- e) เมื่อไปเที่ยวคุณมักจะ
1. วางแผนการเดินทาง ศึกษาข้อมูล และยึดตามแผนนั้นทุกประการ
 2. ศึกษาข้อมูลการเดินทางและรายละเอียดของสถานที่ต่างๆก่อนเลือกตัดสินใจไปชมด้วยตนเอง
 3. วางแผนคร่าวๆและแผนสามารถเปลี่ยนได้เสมอ ตามสถานการณ์
 4. ลองไปตามแผนการเดินทางที่คนอื่นไปมาเพื่อความสนุกสนานและสวยตามที่คนอื่นพูดหรือไม่
- f) เมื่อทำงานชิ้นใดชิ้นหนึ่งคุณจะทำ
1. ต้องทำให้สำเร็จและดีที่สุดโดยศึกษาหาข้อมูลอย่างละเอียดและปฏิบัติอย่างมีขั้นตอน
 2. ดูเพื่อนทำก่อนว่าจะเป็นอย่างใด แล้วคุณจึงนำข้อมูลที่คิดไตร่ตรองอย่างรอบคอบปฏิบัติด้วยตนเอง
 3. ลงมือทำทันทีโดยไม่ได้ไตร่ตรองหรือคิดผลลัพธ์ที่จะได้ให้รอบคอบ และไม่สามารถอยู่กับงานชิ้นเดิมนานๆได้ต้องเปลี่ยนไปทำอย่างอื่นหรืออะไรที่แปลกใหม่สักพัก
 4. คิดหาวิธีการที่จะช่วยในการทำงานชิ้นนั้นขึ้นมาจาก และทดลองปฏิบัติตามเพื่อพิสูจน์ว่าใช้ได้จริง
- g) ถ้าคุณต้องประกอบพัสดุที่เพิ่งซื้อใหม่ด้วยตนเองโดยที่ไม่เคยทำมาก่อนคุณจะทำ
1. อ่านคู่มือการประกอบอย่างละเอียดจนจบก่อนแล้วจึงประกอบตามขั้นตอน
 2. อ่านคู่มือ คิดพิจารณาอุปกรณ์ทุกชิ้น เสร็จหาวิธีดีโอการประกอบที่ถูกต้องก่อนลงมือทำ
 3. ลงมือประกอบโดยไม่สนใจคู่มือ
 4. อ่านคู่มือคร่าวๆแล้วลงมือประกอบ
- h) เมื่อพบเด็กกำลังทะเลาะกันคุณจะทำ

1. สังเกตพฤติกรรมเด็กและตัดสินใจจากสิ่งที่เห็นว่าถูกหรือผิด
 2. ฟังเด็กอธิบายเหตุผลของแต่ละคน และใช้เวลาในการคิดตัดสินใจ
 3. สรุปว่าเด็กผิดทั้งคู่เพราะทะเลาะกันโดยไม่จำเป็นต้องฟังเด็กอธิบายเหตุผล
 4. พยายามหาสาเหตุของการทะเลาะกันของเด็กและหาเทคนิคที่ทำให้เด็กทั้งสองคนรู้สึกว่าคุณทำผิดและยอมรับผิดด้วยตนเอง
- g) เมื่อต้องทำงานกลุ่มท่านจะ
1. หยิบกระดาษมาวาดแผนการดำเนินงาน แบ่งหน้าที่ให้เพื่อน
 2. นั่งคิดและวางแผนเงียบๆ ในหัว
 3. เป็นผู้เริ่มลงมือทำงานนั้นทันที
 4. คิดหาวิธีที่จะทำงานนั้นให้เสร็จด้วยตนเอง
- h) คุณจะรู้สึกไม่พอใจเมื่อ
1. เมื่อได้รับมอบหมายงานที่มีคำสั่ง รูปแบบและวิธีการทำไม่ชัดเจน
 2. เมื่อได้รับมอบหมายให้ทำงานบางอย่างอย่างกะทันหัน ไม่ได้มีการวางแผนมาก่อน
 3. เมื่อได้รับมอบหมายให้ทำงานที่ต้องใช้ความละเอียด และมีการอ่าน เขียน และทำเหมือนเดิมซ้ำๆ
 4. เมื่อได้รับมอบหมายให้ทำงานที่ต้องยึดตามแบบแผน และเป็นงานที่อยู่ในอุดมคติ ไม่สามารถนำมาใช้ได้ในชีวิตประจำวัน
- i) ถ้าพบว่าเพื่อนทำโทรศัพท์มือถือหาย คุณจะช่วยเพื่อนโดย
1. ช่วยถามคำถามเพื่อย้อนความทรงจำของเพื่อน
 2. ฟังเพื่อนเล่าเหตุการณ์ก่อนหน้าที่จะโทรศัพท์หาย
 3. ช่วยเพื่อนค้นหาโทรศัพท์
 4. เดินไปถามคนที่คุณสงสัยว่าจะเป็นขโมย
- j) ประโยคที่คุณมักจะพูดเมื่อต้องทำงานชิ้นสำคัญ
1. งานนี้มีข้อกำหนดอะไรบ้าง
 2. ขอใช้เวลาคิดสักครู่
 3. เริ่มเลย
 4. มันน่าจะมีวิธีที่ดีกว่านี้

---ขอขอบคุณที่ท่านให้ความร่วมมือในการตอบแบบสอบถามค่ะ---

APPENDIX B: Interview questions

These are the questions that researcher will use in interviewing

All of these questions will be in the qualitative research to find out whether there is the relationship between personality types and learning styles. Researcher select to study among the group of people who are working in Bangkok by using in-depth interview to interview individually.

There are 2 parts of questions

1. Question about demographic

Name, gender, age, position, working experience

2. Question about learning styles

2.1 In this year, did you learn anything new? (Soft skill or technical skill please choose to explain only 1 thing) How did you learn?

2.2 Did you find any problem in learning new things?

2.3 What do you do to make your learning better?

2.4 What do you think between class room training and on-the-job training? Which one is better? And which one you prefer? Why?

2.5 In your current job, do they provide the training to you? What kind of training? And what do you think about it? Does it help you to work better? Why?

2.6 If you just start a new job how do you expect your boss or manager or colleagues to teach you a new job?

2.7 If you have to attend a class, what kind of teacher or instructor you expect to meet?

2.8 Please explain the best instructor or best job trainer you have met.

2.9 Please explain the worst experience you have ever had when studying or learning (either in the class room training or on-the-job training). Why did it happen?

2.10 After boss, manager or colleagues have taught you a job by telling how to do that job, do you think you can do that job from listening? Why? If not, what will you do?

แนวคำถามที่ใช้ในการสัมภาษณ์

- 2.1 ในช่วงระยะเวลา 1 ปีที่ผ่านมา คุณได้เรียนรู้อะไรใหม่ๆบ้าง (เลือกอธิบายเพียงเรื่องเดียวระหว่าง soft skill and technical skill) แล้วเรียนรู้ได้อย่างไร
- 2.2 คุณพบปัญหาอะไรบ้างในการเรียนรู้สิ่งใหม่ๆ (จากข้อ 1.1)
- 2.3 คุณทำอย่างไรให้เรียนรู้ได้ดี
- 2.4 คุณคิดอย่างไรระหว่างที่มีการสอนงานที่จัดขึ้นเป็นห้องเรียนและสอนงานกับการสอนงานด้วยการทำงานจริง คุณคิดว่าแบบไหนดีกว่า และคุณชอบแบบไหนมากกว่า เพราะอะไร
- 2.5 ในที่ทำงานของคุณมีการฝึกอบรมพนักงานหรือไม่ คอร์สที่จัดเป็นประเภทไหน คุณคิดอย่างไร การฝึกอบรมเหล่านี้ช่วยให้คุณทำงานดีขึ้นหรือไม่ เพราะอะไร
- 2.6 ถ้าคุณเพิ่งเริ่มงานที่ใหม่ คุณคาดหวังว่าหัวหน้า หรือเพื่อนร่วมงานจะสอนงานใหม่ให้คุณด้วยวิธีการอย่างไรบ้าง
- 2.7 ถ้าคุณต้องเข้าเรียน คุณคาดหวังว่าผู้สอนจะเป็นลักษณะใด
- 2.8 กรุณาอธิบายครูผู้สอน หรือ คนสอนงานที่ดีที่คุณเคยเจอ
- 2.9 กรุณาอธิบายประสบการณ์การเรียนรู้ที่แย่ที่สุดที่คุณเคยเจอมา (ไม่ว่าจะเป็นการสอนงานที่จัดเป็นห้องเรียนหรือการสอนงานขณะทำงาน) และคุณคิดว่าเป็นสาเหตุมาจากอะไร
- 2.10 คุณคิดว่าหลังจากที่ได้รับการสอนงานโดยวิธีการบอกเล่าจากเพื่อนร่วมงาน หรือหัวหน้าแล้วคุณคิดว่าคุณจะทำงานนั้น ได้ทันทีเลยหรือไม่ เพราะอะไร และถ้าไม่ได้ต้องทำอย่างไร