

Student performance in business and accounting subjects as measured by assessment results: An exploration of the relevance of personality traits, identified using meta programmes

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Abstract

Meta programmes, part of the model of Neuro Linguistic Programming (NLP), are a well documented approach to identifying an individual's personality traits as evidenced by their behaviour or language.

This study attempts to identify whether there are any associations between students' meta programme patterns and their performance in summative assessments – and therefore whether students with certain meta programmes do better in their summative assessments. The students chosen were enrolled on a number of degree schemes at a UK Business School including Accounting and Finance, Business Studies, Human Resources Management, Marketing, and Leisure and Tourism Management.

A total of 213 first year undergraduates completed the Motivation Profile Questionnaire (MPQ) to identify their meta programme patterns and their questionnaire scores were compared with their performance in summative assessments.

Significant correlations between meta programme patterns and the students' assessment performance were found. In some cases the correlation was positive, which suggests that students with certain meta programme preferences perform better in their assessments. In other cases the correlation was negative, suggesting that students with other meta programme preferences do less well in their assessments. The 'people' and 'options' meta programmes were negatively correlated with performance for Accounting and Finance students but positively correlated with performance for other Business students. Therefore, given that meta programmes may be subject to change, identification of meta programmes could have implications for successful completion of modules.

Key words: personality traits, Neuro Linguistic Programming (NLP), meta programmes, academic performance