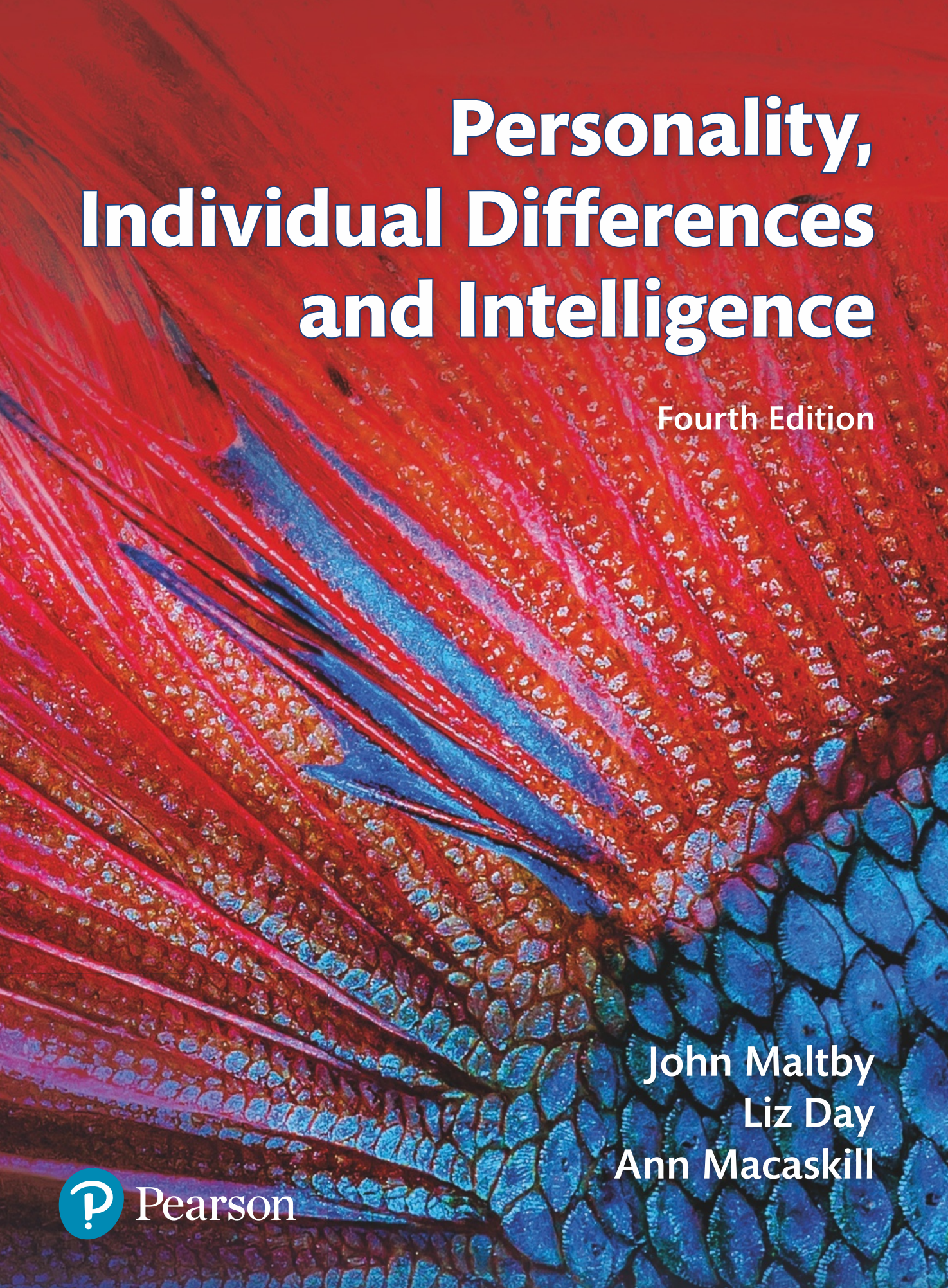
Personality, Individual Differences and Intelligence
Fourth Edition
John Maltby
Liz Day
Ann Macaskill
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Personality, Individual Differences and Intelligence

Fourth Edition

John Maltby
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Pearson Education Limited
Edinburgh Gate
Harlow CM20 2JE
United Kingdom
Tel: +44(0)1279 623623
Fax: +44(0)1279 431059
Web: **www.pearson.com/uk**

First published 2007 (print)
Second edition published 2010 (print)
Third edition published 2013 (print and electronic)
Fourth edition published 2017 (print and electronic)

© Pearson Education Limited 2007, 2010 (print)
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ISBN: 978-1-292-09051-1 (print)
978-1-292-09057-3 (PDF)
978-1-292-18063-2 (ePub)

British Library Cataloguing-in-Publication Data
A catalogue record for the print edition is available from the British Library

Library of Congress Cataloging-in-Publication Data
Names: Maltby, John, 1969– author. | Day, Liz. | Macaskill, Ann.
Title: Personality, individual differences and intelligence / John Maltby, University of Leicester, Liz Day, Sheffield Hallam University, Ann Macaskill, Sheffield Hallam University.
Description: Fourth Edition. | New York: Pearson, [2017] | Revised edition of the authors' Personality, individual differences and intelligence, 2013.
Identifiers: LCCN 2016053013 | ISBN 9781292090511
Subjects: LCSH: Personality. | Personality and intelligence. | Individual differences.
Classification: LCC BF698.9.I6 M35 2017 | DDC 155.2–dc23
LC record available at https://lccn.loc.gov/2016053013

10 9 8 7 6 5 4 3 2 1
16 15 14 13

Front cover image © picstyle99/Getty Images

Print edition typeset in 9.5/12 pt Times LT Pro Roman
Printed in Slovakia by Neografia

NOTE THAT ANY PAGE CROSS REFERENCES REFER TO THE PRINT EDITION

Dedication

For Liz

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Companion Website

For open-access **student resources** specifically written to complement this textbook and support your learning, including three additional web-only chapters, please visit **www.pearsoned.co.uk/maltby**

Lecturer Resources

For password-protected online resources tailored to support the use of this textbook in teaching, please visit **www.pearsoned.co.uk/maltby**

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PREFACE

Introduction

How would you describe your personality? Are you outgoing? Do you make friends easily? Do you worry too much? Think of two or three words that best describe how you generally behave, think and feel. How would you describe your general level of intelligence? Are you particularly good at some things and not so good at others?

Now think of your brothers or sisters (if you have them). Compared to everyone else you know, how similar are your brothers and sisters to your personality and level of intelligence? How like your parents are you? Are you more like your mother or your father? Would you say you and your friends have similar personalities, or very different ones?

Do you respond to situations in the same way that your family and friends respond? Do you hold similar views about the world, or very different ones? When it comes to general approaches to life, how different are you to everyone around you? Do you generally have a happy disposition or find life difficult a lot of the time? Can you name people who are similar in your approach to life, and people who are very different? In psychology, personality, individual differences and intelligence are all topics that examine how people are similar and how they differ in their behaviour, the way they think and how they feel. In this text we provide an overview of major theories, methods, research findings and debates in personality, individual differences and intelligence. Although the areas of personality, individual differences and intelligence cover a multitude of subjects, ranging from psychophysiology to socially learnt behaviour, you will see how these three main topics come together by using several similar approaches.

Our aim is to cover the topic areas that meet the requirements of the British Psychological Society qualifying exam and the Quality Assurance Agency Benchmarks for Psychology under their heading of 'Individual Differences'. The contents of this examination help to define the curriculum that is taught in psychology undergraduate degrees accredited by the British Psychological Society. With the British Psychological Society and Quality Assurance Agency Benchmarks for Psychology curriculum requirements in mind, this text also covers aspects of the history of various theories and approaches. This information will be useful for courses that teach history of psychology in an integrated fashion within specific modules.

Consequently, the overall aim of the text is to include substantial coverage of personality, individual differences and intelligence, as well as their integration that is applicable to United Kingdom/European students. We have discussed historical material and viewpoints as well as including contemporary and newer debates to make the material accessible and interesting to read.

We have written text with the novice in mind, and we guide you through the material, from the foundations to the more advanced material, so you can constantly build on previously acquired knowledge and build up a critical understanding of each topic.

To help you do this, we include opportunities to reflect on the material and test your own understanding.

Structure of the text

While writing this text, we consulted over 30 academics in the United Kingdom and Europe over what it should cover. We now know that people have many different ideas about what constitutes personality, intelligence and individual differences. We know that some courses teach all three topics as an Individual Differences course. Other courses see large distinctions between the different areas covered; for example, personality and intelligence. With this in mind, we have not assumed that there is a typical route through the text. Instead, we have sought to make the material in each chapter self-contained so that it may be taught separately. That said, you can divide the text's contents in the following three ways: parts, levels and themes.

Parts of the text

The first way that this text is organised is into three parts: (1) personality, (2) intelligence and (3) further debates and applications in individual differences. It is easy to see how these three sections might be taught separately as topic areas. Each part also has its own introduction, which serves as a guide and helps you structure your learning.

Part 1: Personality

The aim of this part is to provide a parsimonious account of personality theories and approaches to individual differences. We cover the major schools of psychology (psychoanalytic, learning, cognitive, humanistic, trait theorists and biological). Theories are set in a historical context and issues and debates are highlighted, always bearing in mind the key questions that the theories are designed to address. Topics covered include the nature of human beings, the basis of human motivation, the generation of emotions and cognitions and conceptions of psychological health and illness within the various models. Where appropriate, clinical applications of the various theories are also examined, not only to complement your learning in abnormal psychology but also to appeal to those of you with an interest in clinical psychology. Consistent criteria are used throughout to help you to evaluate, compare and contrast the various theoretical approaches. By the end of Part 1, readers will have a theoretical and a research-based appreciation of the sources of individual differences in behaviour, thinking and feeling.

Part 2: Intelligence

This part of the text covers theory, research, measurement and the application of intelligence. This is a controversial area of psychology, where there is a lot of debate. Indeed, you may already have some feelings about theories and measurement of intelligence. For example, what is your view of intelligence tests? If you haven't a view now, you will have by the end of Part 2. We have given full consideration to the theories and controversies in the topic of intelligence, and we highlight classical and modern approaches to how intelligence is defined, debated and applied, all within the historical context of intelligence.

Part 3: Further debates and applications in individual differences

The aim of this part is to cover a series of subjects that are commonly covered in the personality and individual differences journals, but much less so in personality and individual differences textbooks. The rationale for the topics chosen is to draw on influential subjects in individual differences that are contemporary and that we know excite students.

Individual differences in optimism, irrational beliefs, social anxiety, personal relationships, health, well-being and the social attitudes are important when applied in the individual differences literature to explain a wealth of human behaviours, feelings, thinking and reactions. These include explanations of our mental health, how we succeed and fail in interpersonal relationships and how we understand the social world. We have also structured these chapters to develop your 'individual differences' thinking by drawing on different aspects of theory and methodology. For example, in the optimism chapter we will show you how it is useful to unfold a single concept to allow a number of different considerations. In the irrational beliefs chapter we will present the central idea of irrational beliefs and show you how to assess the strength of this concept through to a conclusion by exploring how well it applies to a number of situations. In the social anxiety chapter, we consider two subject areas (shyness and embarrassment) and show you how sometimes it is useful to provide a general context to ideas. In the interpersonal relationships chapter, we show you how useful it can be to take a series of topics and try to link them together, so that you can present an overall process and identify recurring themes.

Level of study

The second way that this text is organised is through level of study. We are aware that some psychology courses teach different topic areas in personality, intelligence and individual differences in different years (ranging from first year to final year). Therefore, we have organised each of the three parts of the text so that the later chapters in each part may be considered as more advanced topics of study. In this way, there is a developmental progression in the learning. This also means that the text should be useful across all the years of your degree.

- **Personality** – This topic area is presented mainly in historical order. Therefore, you will see how approaches and theories in individuals have developed over time. In this part you can compare the classical psychoanalytic, learning, cognitive and humanistic approaches (Chapters 2–6) to understanding the self with modern-day humanistic, trait and biological approaches (Chapters 7–9) in individual differences.
- **Intelligence** – In this topic area the development of learning focuses on a historical overview but is also a comparison in terms of the complexity of arguments. We contrast everyday notions of intelligence and a historical overview of classical and modern theories and applications of intelligence (Chapters 10–12) with controversial and modern-day considerations and applications of intelligence (Chapters 13–15).
- **Further debates and applications in individual differences** – In this topic area the development is based on the number of subjects covered in the chapter. Therefore, the chapters that look at single concepts, such as optimism and irrational beliefs (Chapters 16 and 17), compare with the chapters that look at several topic areas surrounding social anxiety, interpersonal relationships and social attitudes and health well-being (Chapters 18–22).

Themes within the text

The main themes within the text reflect the British Psychological Society qualifying exam. In line with the exam, we have outlined the assumptions, evidence and main approaches to emotion, motivation, the self and personality and abnormal development. We consider the psychoanalytic, behavioural, cultural, social learning, social-cognitive, radical behaviourist, humanistic-existential, phenomenological, lexical-trait, neo-Darwinist, biological and behavioural genetic approaches to personality. These approaches can be found definitively in Chapters 1–9, but topics covering biological, cognitive and social learning aspects to emotion, motivation, the self, personality and abnormal development are also covered in Chapters 16, 17 and 18.

The influence of genetic, biological, environmental and cultural factors on individual differences, as well as the temporal and situational consistency of individual differences, is addressed throughout the text from Chapter 1 to Chapter 23. The controversies and debates regarding the interaction of genetic, environmental and cultural factors on personality and intelligence are focused on in Chapters 8 and 13.

The influence of personality, intelligence and individual differences on other behaviours, including health, education, culture, relationships, occupational choice and competency, again, is a focus throughout the text from Chapters 1 to 23. For specific examples, you may want to concentrate on Chapters 5 and 6 as well as Chapters 12 through to 23.

The history of mental and psychological testing, the nature of intelligence, contemporary approaches to intelligence and their implications for educational and social policy are covered in Chapters 10–15.

We would also like to draw your attention to other themes that might reflect emerging interests of students in individual differences and provide the basis of material for option modules. For example, those interested in following a theme on well-being might focus on the latter part of the book (Chapters 16–22) in addition to the chapters covering Freud (Chapter 2), Jung, Adler and Horney (Chapter 3), Ellis (Chapter 5), humanistic psychology (Chapter 6) and self-determination theory (Chapter 6). Those interested in statistical applications in psychology would be able to show the uses of factor analysis in intelligence testing (Chapter 11), meta-analysis and effect sizes in comparing sex differences in intelligence (Chapter 14) and the use of psychometrics in developing psychological tests (Chapter 23). Those interested in developing a positive psychology theme should note that there is material on theories within humanistic psychology (Chapter 6), self-determination theory (Chapter 6), wisdom and creativity (Chapter 15), optimism and hope (Chapter 16), love (Chapter 19, forgiveness (Chapter 19), positive aspects of religiosity (Chapter 20), subjective and psychological well-being (Chapter 21) and positive psychology and health (Chapter 22).

Finally, for this third edition of the text, there are some changes and additions since the last edition. As the literature is constantly updating, we have revised all chapters to include recent and key papers. We have also provided substantial new sections in the biologically focused chapters (Chapters 8 and 9), outlining the adaptive personality and behavioural ecology and debates around the general factor of personality, and introduced some further discussion (e.g. the Dickens/Flynn Model) around the Flynn effect that is covered in Chapter 12.

Additionally, in each chapter we have referred the reader to related discussions in other areas of the text.

Features of the text

There are features to the text, including within-chapter features and supplementary material provided on a website.

Within-chapter features

Each chapter has these features:

- **Key themes**, so you know the general areas that are covered in each chapter.
- Clear chapter objectives, put in the form of **learning outcomes**, so you can check that you have covered all the major areas.
- A series called **Stop and think** that asks you to think about the areas a little more, or gives you some further information to think about. These features are provided to spur you on and to start thinking critically about the area you have just read.
- **Profiles** that outline biographies of key thinkers or researchers in the topic area, so you get to know more about these psychologists.
- A number of chapters feature **Career focus** interviews, which explore the roles of different psychologists, such as clinical psychologist, neuropsychologist and organisational psychologist, and ask how skills and knowledge learned when studying personality and individual differences apply in these areas.
- **Summary** boxes at the end of each chapter to outline the main points that you should take forward.
- **Discussion questions** containing material that might be suitable for discussion or seminar work.
- **Essay questions** that address the core material in the chapter, allowing you to test your own knowledge and practise essays in the area.

- **Going further** material via key texts, journals and established web resources. This is to get you reading more around the topic areas.
- References to **film and literature** that reflect some of the ideas explored in the chapter.
- **Connecting up** points that references material elsewhere in the text that links with the themes explored in the chapter.

Personality, Individual Differences and Intelligence Companion Website (www.pearsoned.co.uk/maltby)

In addition to the features integrated into the text, there is also a variety of valuable resources on the website for both students and lecturers.

The Companion Website for students includes:

- **Multiple choice questions** – You will be able to access over 200 multiple choice questions so you can test your knowledge of the topics covered in the book.
- **Essay questions** – In addition to those in the text there are over 100 essay questions covering a range of topics so you can practise for your essay and examination assessment.
- **Advanced reading** – There are over 20 additional topic areas and recent readings that can be used to supplement or advance your study and act as a source for ideas for your independent projects.
- **Web links** – Annotated links to a variety of relevant personality, individual differences and intelligence sites on the web.

For lecturers there are:

- **PowerPoint slides** – These slides contain details of the main areas and figures provided in each chapter.
- **Additional essay and discussion questions** – There are over 300 essay and discussion questions covering topics to facilitate group work and assessment.
- **Multiple choice questions** – You will be able to access over 400 multiple choice questions so you are able to set your own multiple choice test for students.
- **Advanced reading** – There are over 20 additional topic areas and readings that can be used to supplement or advance students' study or be used for tutorials or seminars.

Also online are three supplementary chapters. These provide a framework for many of the academic and technical terms that are commonly used in the text and should be used as reference material to support your learning. One might expect to find a chapter early in the text outlining these terms; however, we found that it distracted from the content. We also didn't wish to dictate certain areas of study if the lecturer did not feel they were needed or taught these aspects in different ways.

The three chapters are on the following topics:

- **Academic argument (Chapter 24)** – In this chapter we discuss acceptable and unacceptable forms of academic argument. At points within the text, you will come across academic arguments that form the basis of discussion and debate in chapters. So this chapter on academic argument can be helpful to you to appreciate many aspects of the debate fully. There are many controversies and arguments in personality, individual differences and intelligence, and it is important that you are able to use argument effectively. This chapter can be used to inform what constitutes effective and valid argument and what comprises poor argument. It will also give you advice on the key ideas in critical thinking that can be used to improve your academic work.
- **Statistical analysis (Chapter 25)** – This chapter describes the statistical ideas that lie behind simple inferential statistics (i.e. correlations and *t*-tests); multivariate statistics, such as factor analysis and multiple regression; and advanced considerations in statistics, including meta-analysis and effect size. This material is needed because throughout the text we use statistical terms and concepts to outline, illustrate and support the topics we discuss. The use of statistical terms is common in psychology, and through your research methods and statistics classes you will already be aware of, or become familiar with, many of the terms we mention. However, there may be some statistical concepts with which you are less familiar. Whatever your knowledge or experience of statistical terms, we have included some supplementary material that will give you an easy understanding of many of the statistical terms to build your confidence with using these concepts in the material.
- **Ethics (Chapter 26)** – This chapter deals with ethics. Several times in the text, we touch on issues of ethics; for example, when considering psychoanalytic and humanistic personality or psychology or psychological testing in education and the workplace. This chapter, which outlines ethical guidelines alongside those suggested for research participants by the British Psychological Society, might prove useful in supplementing these discussions.

All these chapters refer to core academic skills or approaches in psychology. You might want to read through these chapters or you might like to use them as a resource that you can draw upon when required.

Final prefatorial comments

When we first started this text we thought that the topics of personality, individual differences and intelligence were important in modern-day psychology. Today we are convinced that they are crucial. Not only do they serve modern-day psychology well, but the past and the future of psychology are bound up in these three areas. No other topic area in psychology has provided so many commonly used concepts and applications to psychology. No other area of psychology can provide such controversy and emotion (for example, IQ testing, socially defined race differences in intelligence) while also providing such simple and eloquent answers to complicated questions (for example, the five-factor model of personality). Most of all, no other area starts with the construction of the first intelligence test and invention of statistical tests, dabbles in the psycho-physiological properties of the brain and finishes by explaining how we love and forgive.

ACKNOWLEDGEMENTS

Authors' acknowledgements

We would like to thank the reviewers, of this and the previous editions. We would like to thank them especially for devoting their valuable time, incredible patience and superb guidance and, not least, for always going beyond the call of duty in their help and advice.

John Maltby
Liz Day
Ann Macaskill

Publisher's acknowledgements

Our grateful thanks go to the reviewers of this fourth edition of the book for their time and valuable help:

Dr Christopher Bale – University of Huddersfield
Dr David Giles – University of Winchester
Dr Kamena Henshaw – University of East Anglia
Dr Julian Perara – Leeds Trinity University

We also want to thank those who have reviewed previous editions of this book for their helpful comments and suggestions:

Martin Bäckström – Lund University
Emma Barkus – University of Wollongong, Australia
Caroline Bettenay – London South Bank University
Tom Buchanan – University of Westminster
Geoff Bunn – Manchester Metropolitan University
Philip Corr – University of East Anglia
Martin Eisemann – University of Tromsø
Filip De Fruyt – Ghent University
Stephen Fisher – formerly University of Strathclyde
Peter Hancock – University of Stirling
Henrik Høgh-Olesen – Aarhus University
Wendy Johnson – University of Edinburgh
Leif Edward Ottesen Kennair – Norwegian University of Science and Technology
Melanie Mitchell – Northumbria University
Simon Moore – London Metropolitan University
Marcus Munafò – University of Bristol
Steven Muncer – Teesside University
Paddy O'Donnell – University of Glasgow
Lars Penke – University of Edinburgh
Susan Rasmussen – University of Strathclyde
Jeremy Ray – University of Gothenburg
Teresa Rushe – University of Ulster
Maria Sandgren – Södertörn University
Val Tuck – Newcastle University

Thanks also to those reviewers who we were unable to contact for permission to print their names.

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Tables

Table 12.3 from Massive IQ gains in 14 nations: What IQ tests really measure *Psychological Bulletin*, 101, 171–191 (Flynn, J. R. 1987), Psychological Bulletin is published by the American Psychological Association. Available online via PsycARTICLES.; Table 13.1 from Why g matters: the complexity of everyday life, *Intelligence*, 24, 79–132 (Gottfredson, L. S. 1997), Copyright © 1997, reproduced with permission from Elsevier; Table 21.1 from Carol Ryff's 1989 Psychological Well-being Scales Carol Ryff; Table 23.11 from Monte Carlo PCA for Parallel Analysis ©2000 by Marley W. Watkins. All rights reserved

Text

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PART 1

Personality and Individual Differences

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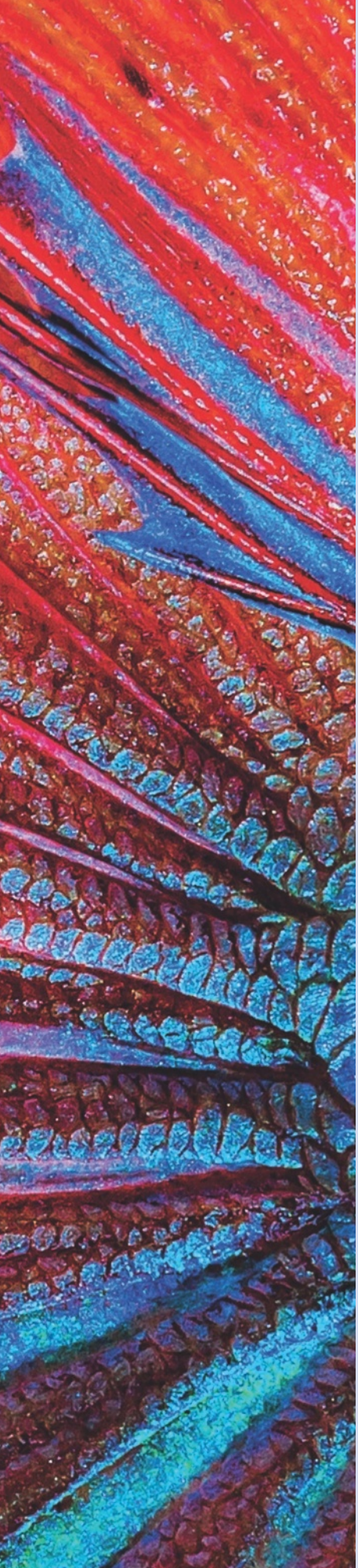

CHAPTER 1
Personality Theory in Context

Key themes

- Nature of personality
- Implicit personality theories
- Definitions of personality
- Aims of studying personality
- Approaches to studying personality
- Describing personality
- Distinctions made in personality research
- Measurement issues
- Strands of theorising
- Reading critically and evaluating theory

Learning outcomes

After studying this discussion you should:

- Appreciate why psychologists study personality
- Be aware of a variety of definitions of personality
- Understand the components of psychological definitions of personality
- Have developed an understanding of the historical roots of personality theory
- Understand the major questions that personality theories aim to address
- Understand the criteria that can be used to evaluate personality theories

Introduction

One of us recently overheard two female students who were discussing the merits of their friend's boyfriend. One student concluded, 'I don't know what she sees in him; he has no personality whatsoever.' The other agreed vehemently with this statement. What is this poor guy actually like? This is not an unusual comment, and you may have used it yourself. Can an individual have no personality? How do you visualise someone who is described as having 'no personality'? Take a minute to think about it. We tried this out on a group of students and asked them what they thought someone was like who could be described as having no personality. They easily produced descriptions such as quiet, not a lot of fun, unassuming, geeky, not very sociable, no sense of humour and dull. A few students even suggested that such people are unhappy looking, and others suggested that they dress in dull clothes.

Clearly the description of 'no personality' does not literally mean that the individual does not have personal characteristics of the type that we normally think of as being part of a person's personality; rather, it implies a certain sort of person. This then raises the issue of what we mean by personality. Firstly, following from our example, we will begin by looking at how non-psychologists, as opposed to psychologists, deal with personality. Then we will explore what psychologists mean by personality. At that point, some of the complexities of the topic area will become apparent.

Source: Photodisc

General population perspectives: implicit personality theories

It is clear from the opening example that describing someone as having 'no personality' conveys meaning to most people; and, for my students at least, there was a fairly good consensus about exactly what it meant. This is an example of what psychologists call **implicit personality theories**. These are intuitively based theories of human behaviour that we all construct to help us to understand both others and ourselves. We hear descriptions of individuals and we observe people going about their business, chatting with us and with others, and then we use this information to help us decide what sort of person we think they are. Most of the time we are not even consciously aware that we are doing this; it happens so frequently that it becomes an automatic response. In this way, we are all psychologists collecting data based on our observations of social situations. Human beings seem to have a natural curiosity about why people behave as they do. We use our observations to construct our implicit personality theories. These implicit theories are then used to explain behaviour.

For example, what about the student in your seminar group who never contributes to the discussion? Is it because of shyness, stupidity or laziness? How would you decide?