

(波普金斯, 1998; 斯里伐他瓦, 2010), 但它在评估人们在某些特定情况下的行为和个性时, 并不能做到完全科学和足够精确(麦克亚当斯, 1992; 波普金斯, 1998)。

此外, 由于自我报告普遍被认为不如其他报告那么客观和科学, 在本文作者测试结果报告的基础上对大五测试因子进行

解读分析, 相对削弱了本文的客观科学性及参考性, 也应被读者纳入考虑。

尽管如此, 大五人格测试, 或者其他人格测试的结果分析对于追求教学效能感的提升是有相对科学客观正面的参考意义的, 这点毋庸置疑。

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