RELATIONSHIP BETWEEN PERSONALITY TYPE AND ACADEMIC ACHIEVEMENT

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ABSTRACT

Aim of the study was to test Holland’s theory of career choice to identify relationship between measured career interest and academic achievement in BDS students at Rawal Institute of Health Sciences from January 2014 to June 2014. All BDS students of first, second and third year were included in the study. Students were directed and supervised to undergo online Holland’s personality test “RIASEC”. Personality of every student was noted and was compared with result of 1st and 2nd term examination. Data were entered in SPSS for descriptive analysis and to check statistically significant relationship between career choice and academic achievement. Positive relationship was found between type of personality and exam scores according to Holland theory of career choice.

Based upon results of study, specific personality tests and career counseling sessions could be arranged for the students seeking admission in medical colleges.

Hypothesis: Positive relationship exists between academic achievement and career chosen according to basic personality type.

Key Words: measured career interest, vocational satisfaction, academic achievement.

INTRODUCTION

Personality can be defined as organized patterns of thoughts, feelings and behaviors. It is consistency in a person’s way of being, that is his particular ways of perceiving, thinking, acting and reacting as a person.1

The relationship between personality and career success has long been established and has provoked a great deal of speculation. It has often been asserted that achievement can be explained largely by factors such as individual initiative, effort, and merit.2

Students differ in their personal values; they receive and process information differently; their personality trait is different and hence, also is their understanding. Educators, researchers, and psychologists have been constantly searching for patterns of students’ behaviors and their relationship to academic achievement. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career.3

Different studies have been done to recognize Personality as a determining factor on how people learn for career development.4,5 John Holland proposed his theory of career choice in 1959, presented in 1973 and subsequently revised in 1985 and 1997.6 His theory stated that there are six basic personality types, and for a person to be successful in life, choice of career should be according to basic personality type. These personality types are realistic, investigative, artistic, social, enterprising and conventional and according to his theory dentistry was most suitable profession for investigative type of personality.

A dozen literary reviews and two meta-analyses of congruence research, operationally defined using John Holland’s theory, to reveal a mixture of significant and non-significant relations between basic personality type and a variety of work-related behaviors.7

However, there is a lack of adequate research addressing the role of personality as a predictor of achievement in a dentistry program. The purpose of this study was, therefore, to examine the impact of personality type on the academic performance of BDS students using Holland’s theory of vocational preference.

METHODOLOGY

It was a cross sectional, descriptive, quantitative survey, done at Rawal Institute of Health Sciences from January 2014 to June 2014. All BDS students of first, second and third year were included in the study. Ethical committee approval was obtained and counter signed by co-chairperson of institute. Ethics Board had no objections to the content of the survey. Students were informed about purpose of the study and were directed and supervised to undergo self-directed Holland’s personality e-assessment test (RIASEC) in their respective class rooms. RIASEC stands for all the six personality types, i.e. R (realistic), I (investigative), A (artistic), S (social), E (enterprising) and C (conventional). It is an interactive e-test in the form of 60 questions with three options for each question. Students answered
all the questions online and got their Holland code for personality calculated. Personality of every student was noted and was compared with results of 1st and 2nd term examination. Data were entered in SPSS for descriptive analysis and to check statistically significant relationship between career choice and academic achievement.

RESULTS

Out of total 150 BDS students, 123 students underwent personality test. Out of these 123 students 102 students had results of both 1st and 2nd term examination.

There were 24 male (23%) and 78 female (76%) students in the study.8 were 3rd year, 39 1st year and 55 were 2nd year BDS students. Descriptive statistics revealed that 25% students were investigative, 25% were artistic, 38% were social, 7% were enterprising, 3% were conventional and no student was having realistic personality. Most of the male (46%) and female (36%) students were having social personality. In all the three classes most of students were having social personalities. Maximum mean percentage (46%) in exam was secured by investigative group. Second highest mean percentage (45%) was secured by social group, and least mean percentage was secured by conventional group. Mean percentage of female students was 47% and male students was 40% which exhibit statistical significant difference of <.001. Highest male scorers were Social type and highest female scorers were Investigative type.

DISCUSSION

It is 55 years since John L. Holland an American Psychologist, first proposed his theory of vocational choice (1959). In that period it was probably true to say that it had attracted more research than any other vocational guidance measure.8 Six basic personality types were identified by J.L. Holland, these included realistic, investigative, artistic, social, enterprising and conventional. Realistic individuals are active and stable and enjoy hands-on or manual activities, such as building, mechanics and machinery operations. Investigative individuals are analytical, intellectual and observant and enjoy research, mathematical or scientific activities. Social individuals are humanistic, idealistic, responsible and concerned with the welfare of others. Enterprising individuals are energetic, ambitious, adventurous, sociable and self-confident. They enjoy activities that require them to persuade others in leadership roles. Conventional individuals are efficient, careful, conforming, organized and conscientious. They are comfortable working within an established chain of command and prefer organized, systematic activities and have an aversion to ambiguity.9

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality type</th>
<th>N= total</th>
<th>Males</th>
<th>Females</th>
<th>Mean percentage Result exam</th>
<th>Males</th>
<th>Females</th>
<th>P value</th>
<th>Means percentage male &amp; females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>realistic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40.42</td>
<td>47.08</td>
<td>.001</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>investigative</td>
<td>26(25%)</td>
<td>6(25%)</td>
<td>20(25%)</td>
<td>46.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>artistic</td>
<td>26(25%)</td>
<td>5(20%)</td>
<td>21(27%)</td>
<td>43.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>social</td>
<td>39(38%)</td>
<td>11(46%)</td>
<td>28(36%)</td>
<td>45.56</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>enterprising</td>
<td>8(7%)</td>
<td>0(0%)</td>
<td>8(10%)</td>
<td>40.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>conventional</td>
<td>3(3%)</td>
<td>2(8%)</td>
<td>1(1.2%)</td>
<td>39.33</td>
<td></td>
<td></td>
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</table>

TABLE 1: DISTRIBUTION OF PERSONALITY TYPE IN STUDENTS AND RESPECTIVE MEAN PERCENTAGE EXAM

<table>
<thead>
<tr>
<th>Class</th>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
<th>Social</th>
<th>Enterprising</th>
<th>Conventional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>0</td>
<td>23%</td>
<td>31%</td>
<td>31%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>2nd year</td>
<td>0</td>
<td>29%</td>
<td>22%</td>
<td>42%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>3rd year</td>
<td>0</td>
<td>12.5%</td>
<td>25%</td>
<td>50%</td>
<td>12.5%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Studies on person-environment congruence, consistently showed significant, positive relationships between congruence and academic performance. A latest study (2013), done in Greek university students showed positive relationship between their personality and university grades.

According to John L. Holland’s theory of Vocational preference, BDS profession was most suitable for investigative type of personality and according to him it was very important to choose one’s profession based upon his personality type.

Goal of the present study was to examine the relationship between personality type and academic performance. Probably this study is the first of its kind that has been carried out among BDS students to explore this relationship.

In the current study it was found that most of the students (38%) were having social personality. Second most common personality types were investigative and artistic (25% each). Very low number of students had conventional and enterprising personalities while no student was having realistic personality. When these personality types were compared with student’s academic performance in 1st and 2nd term examination it was found that highest scores were obtained by investigative group which is supportive of John Holland’s theory of vocational preference. That investigative personality type is more successful in dentistry. It was also found in current study that most of investigative group consisted of female students, while most of male students were having social personality. Female students showed statistically significant difference in percentage as compared to male students as a whole, which further supported hypothesis of the study that investigative personality has positive relationship with academic success in case of BDS students.

The results of the present study provide clear evidence of the importance of personality factor in predicting academic performance, lending support to previous findings by Feyer et al., (2012) and Komarraju et al., (2009).

Based on the results of present study it is assumed that choosing a college major, training program or a career that fits Holland personality type is a vital step toward success and good grades.

Implications of Holland’s theory for college students and for academic and career counselors are that they can use personality measures to help students with guidance and coaching. Holland’s theory can be used to increase understanding of an individual’s Personal Career Theory (PCT). The quality of a PCT provides information regarding a person’s readiness for career decision making and is effective in solving career problems. Implication of this theory for career counselors and college administrators are very important and has much to offer those who want to select their careers, congruent with their personality.

**CONCLUSION**

Examination of Holland theory on BDS students of Rawal Institute of Health Sciences has supported hypothesis of the present study, that personality of the students has positive relationship with academic achievement, when there is congruence between their personality and chosen career.

**REFERENCES**