



# A comparison of personality type congruence with learning achievement of students from the primary school teacher education program at Adzkia University

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# A comparison of personality type congruence with learning achievement of students from the primary school teacher education program at Adzкия University



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## ABSTRACT

Personality type can be defined as an image of oneself manifested publicly. John Lewis Holland argues that personality type influences career choices and job satisfaction. Holland's Career Theory states that the most congruent personality types for a teacher's career are social, entrepreneurial, and artistic personality. The personality types that are less suited for a teaching role include the investigative, conventional, and realistic types. This research aimed to compare the congruence or incompatibility of personality types with the learning achievement of Primary School Teacher Education students at Adzкия University. This comparative quantitative study used the personality test arranged based on the concept of Hexagonal Theory by John Holland. The research sample comprised 161 selected using a simple random sampling technique. The research results show that 60% of the students' personality is congruent with their job as a teacher, whereas the remaining 40% shows the opposite. The average academic achievement of student's personality congruent with their job as a teacher is 81.6, while student personality opposite is 78.9. There is only a 2.1 point difference between the two. Furthermore, there is no difference in the learning achievement of students with the congruent personality type and those without. The hypothesis test result shows that personality type has no impact on learning achievement.

## Keywords:

Personality type,  
Learning achievement

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## Introduction

The term personality originates from Latin "persona" which means mask. Personality can be described as a person's self-image in public (Olson & Hergenhahn, 2013). Olson & Hergenhahn define personality as a dynamic organisation within oneself of one's psychophysical which determines one's unique adaptation to the environment so that it characterises one's behavior and thinking. Lampropoulos et al., (2022) affirm that personality is relatively stable for most individuals but is also dynamic and continuously developing based on each individual's unique characteristics, which is influenced by experience and interaction with the environment. Personality also refers to individuals' persistent behavioral patterns that distinguish oneself from others, including experience and environment (Yelpaze, 2022). Furthermore, personality is also a reflection of what we do and say, differentiating ourselves from others (Padliyalpattani, 2015). From the definitions above, it can be

inferred that personality is an individual's thinking, behaving, and reacting characteristics that distinguish oneself from others.

As quoted above, definitions of personality explicate that an individual's personality continues to experience psychological or physiological changes, ultimately determining how an individual presents himself differently in public. Personality is exceptional or unique, which differentiates an individual from others. Personality development is affected by several aspects that accompany an individual's life journey from conception to adulthood. Internal factors such as genetics and external factors such as upbringing, education, culture, and experience of individuals impact one's personality (Chairilisyah, 2012). Besides, it is also affected by genetic factors, traits, socio-cultural, learning, existential-humanistic, subconscious mechanisms, and cognitive processes (Olson & Hergenhahn, 2013). Personality type is influenced by biological factors such as heredity, physical condition, hormonal, nervous system, and environmental factors such as social aspect, culture, geography, parents, and education (Allport et al., 2018).

Personality affects all aspects of individual development, including personal, social, educational, and career. Those four aspects are the areas of study in guidance and counseling. The career discussed in those four areas is strongly correlated to personality. Numerous theories discuss the relationship between personality types and career development such as Faith and Factors by Parsons and Williamson, Anne Roe's Personality Theory, Super's self-concept by Donald Super, John Holland's Hexagonal Theory, and Situational theory. There are many studies on personality types and career choices that have previously been done (e.g. Sajjad Hussain, 2012; Kemboi et al., 2016; Hafsoh & Yusuf, 2021; Harahap et al., 2020; Alejos, 2017).

Almost all of the theories above implicate personality in career choice and success. However, among the five conceptions, only John Holland's Hexagonal Theory that clearly examines personality and career choice straightforwardly. Holland states that "...people tend to act based on their dominant interest, and they look for jobs where their interest can be realised" (Holland John, 1985). Holland in (Winkel, 1997) elucidates three fundamental concepts in the Hexagonal theory, namely: first; every person can be classified into one of the six personality type: Realistic (R), Investigative (I), Artistic (A), Social (S), Entrepreneur (E), and Conventional (C). These six personality types are, therefore, abbreviated as RIASEC. Second; the working environment of each person is categorised into six groups: Realistic, Investigative, Artistic, Social, Entrepreneur and Conventional. Third; the combination of a certain personality type and a suitable environmental model will create harmony in work. The congruence of personality types will facilitate individuals to develop themselves, and feel satisfied and contented.

Holland's Theory of Career Choice explains that in choosing a career, individuals will find it easier to develop themselves and feel satisfied, given that their work matches their personality type. The theory believes that personality type is the central aspect to be considered in choosing the type of work environment and that individuals will feel fulfilled with the job that follows their personality type. The concept also highlights the influences of personality type with job performance, professionalism, and satisfaction. Nulhusni et al., (2021) affirm that Holland's theory premise that job choice is a personality characteristic is legitimate because a person's job description is closely related to his personality. That is why Holland presumes that personality type is the best foundation for developing one's career (Nulhusni et al., 2021). Holland classifies people's personality types into six groups known as RIASEC (Realistic, Investigative, Artistic, Social, Enterprenuer and Conventional). These six types have their own traits by which people can determine the type of work suitable for them. Specifically, the personality types and their characteristics are explicated as follows (John, 1985; Afandi, 2011; Ismira, 2016).

### Realistic

Characteristics of this personality are stable, natural, masculine, practical, diligent, straightforward, independent, materialistic, honest, shy, pleasant, sincere, steadfast, meticulous, stubborn, and repetitive. The jobs suitable for this personality type are carpenter, mechanic, machine operator, electronic officer, technical skills teacher, photographer, surveyor, diver, and guide.

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### Investigative

This personality type has characteristics such as analytic, intellectual, meticulous, curious, independent, original, rational, passive, quiet, critical, precise, pessimistic, attentive, introverted, introspective, systematic, radical, and unpopular. The jobs suitable for this personality type are scientist, surgeon, investigator, psychiatrist, weatherman, geographer, forecaster, optometrist, economist, pathologist, computer technician, anthropologist, and planner.

### Artistic

Characteristics of this personality are sensitive, imaginative, creative, independent, soft-hearted, emotional, thoughtful, flexible, hasty, unsystematic, opinionated, less sociable, likes to be alone, expressive, intuitive, open-minded, idealistic and impractical. Some jobs suitable for this personality are language and literature teacher, actor or actress, musicologist, designer, composer, playwright, cartoonist, printmaker, architect, dance choreographer, drama producer, poet, make-up artist, painter, and journalist.

### Social

Several traits of people with this personality type are cooperative, helpful, rational, wise, risk taker, empathetic, caring, responsible, friendly, patient, kind, idealistic, cheerful, extroverted, aggressive, understanding of others, easy-going, friendly, generous, and feminine. Jobs such as language translator, teacher, spiritual teacher, political expert, nurse, counselor, company employee, social worker, presenter, flight attendant, psychologist, diplomat, and sociologist are compatible with this personality type.

### Entrepreneur

Aggressive, influential, intelligent, aspirational, extroverted, stylist, independent, persistent, argumentative, optimistic, seductive, manipulative, dominant, good interpersonal skills, good at leading, self-assertive, selfish, masculine, and highly motivated are the characteristics of this personality type. Marketing officers, negotiators, judges, insurance officers, politicians, publishers, museum guides, inspectors, businessmen, trade unionists, hotel maids, stock exchange salesmen, speculators, and personal assistants are some jobs that fit this personality type.

### Conventional

Those with this personality type are usually honest, frugal, thorough, neat, diligent, serious, like to work with numbers and notes, work regularly, structured, and work according to plan. Jobs such as librarian, secretary, bank teller, and accountant match with this personality type. Looking at those hexagonal theory, it becomes crucial to understand personality types as a concern when choosing a job. The importance of assessing this personality type is not merely necessary for companies or institutions to hire people but also for individuals to decide on future careers and endeavours, such as choosing a high school or college major. The significance of assessing personality type in choosing a career is confirmed by some studies such as [Yuline et al. \(2022\)](#), [Mor Dirlik et al. \(2022\)](#), [Apriyani \(2014\)](#), [Djamal \(2016\)](#), [M'manga et al. \(2019\)](#), and [Dizon et al. \(2022\)](#).

[Djamal \(2016\)](#) studies the congruence of personality types with study program choices by using the Holland theory. His research result shows that 1) the majority of students (70.17%) has personality types that are not following the psychology study program they have chosen, 2) gender influences their choice of study program, and 3) the more the personality type matches the choice of study program, the more it better affects the performance. Another study using the Holland theory was conducted by [Dimas Saputro \(2013\)](#) regarding the Mapping of Vocational Interests of High School and Vocational School students in Salatiga. The result of his research emphasizes the need to map personality types in choosing a major in vocational schools. Furthermore, [Ristadewi et al. \(2017\)](#) investigate the influence of Conventional, Adversity and Quotient personality types as well as Achievement Motivation toward the academic achievement of graduate students of Accounting. The results of their study show that those with the Conventional personality type achieve more academic accomplishment. Thus, this personality type is congruent for graduate accounting students who usually have many tasks with less verbal communication and prefer organised and sequential tasks.

The outcomes of the aforementioned studies highlight the significance of understanding the congruence of personality type with the major options or jobs that will be pursued. The congruence of personality type with the major or job chosen will affect an individual's level of satisfaction and excitement. Nevertheless, assessing personality type before choosing a major or job is rarely executed. This condition is likely to cause a mismatch between one's personality type and the work environment, impacting work satisfaction and productivity. [Kemboi et al. \(2016\)](#) assert that the personality dimension has a positive correlation with work satisfaction. Accordingly, [Said et al. \(2017\)](#) found that the congruence of an individual's personality type at work makes a difference in job fulfillment. Understanding personality type before choosing the Primary School Teacher Education program at Adzкия University is also necessary because the graduates are expected to become teachers in elementary schools later. The hexagonal theory claims that the personality types most congruent for such a job as a teacher are Social, Artistic, and Entrepreneur, respectively. Meanwhile, Investigative, Realistic, and Conventional personality types are deemed incompatible with such profession as a teacher.

Adzкия University is a private university with the highest output from the teacher education study program. Among five study programs at the university, the Primary School Teacher Education study program graduates up to 250 students every year. These graduates will be at the forefront of educating young learners in the future. Therefore, ensuring the congruence of their personality with the job they will embrace in the future is essential. As described in the hexagonal theory, the compatibility between the area of work and personality very likely facilitates an individual to develop oneself and feel fulfilled. Preliminary research results show that of the 257 students of Adzкия University's Primary School Teacher Education Study Program, only 24% of students have a personality type that is very congruent for the teaching profession (social personality type), while the other 76% are not congruent. This condition is also experienced by other study programs at different universities. Research by [Nuranisah Djamal \(2016\)](#) explains that 70.17% of students in the psychology study program at UIN Sunan Gunung Jati have a personality type that is not in accordance with the study program. [\(Abdullah, 2018\)](#) stated that many students make mistakes in choosing study programs due to low self-understanding regarding interests, skills, values and commitment to the chosen study program.

Based on the concept of the hexagonal theory, only three (Social, Artistic, and Entrepreneur) among the six personality types that are congruent with the teacher's profession. Hence, it is believed that students with those three personality types have more academic achievement compared to those whose personality types do not fall into the categories. This research is, therefore, aimed to comparing the learning achievement of students whose personality type matches the job of a teacher and the ones who did not. The research question was "Do students whose personality is congruent for the job as a teacher have more academic achievement compared to those who do not?". In this research, it began to be questioned whether there was a relationship between personality type and intelligence. Analysis of academic achievement is often related to the level of intelligence. Therefore, is it possible for students with personality types that do not congruent with their choice of studi program to still achieve good academic achievements because they have high intelligence?

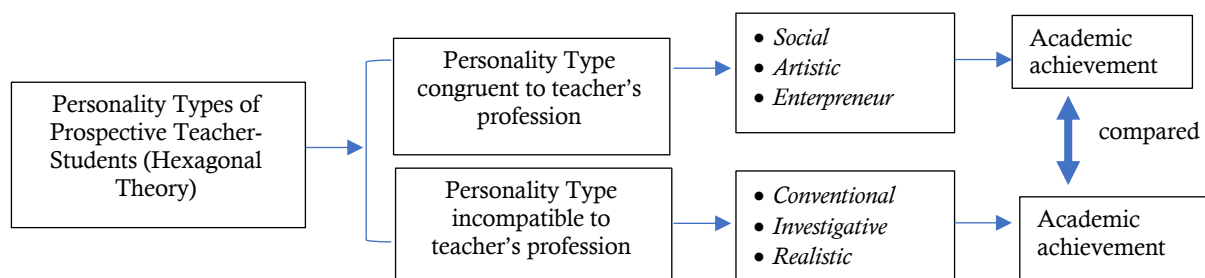


Figure 1. Research Framework



The formulation of the research problems includes: 1) what is the percentage of students whose personality matches and mismatches teacher as a profession? 2) what is the difference in the average score of students whose personality matches and mismatches a teacher's job? and 3) what is the difference in learning achievement of students whose personality matches and mismatches the job of a teacher? The research framework is depicted in the following figure 1.

## Method

The population of the study was 304 first-year students from the Primary School Teacher Education Study Program at Adzкия University. The research samples were taken using the simple random sampling technique because the population is homogeneous (Sugiono, 2011). Based on the table of sample size determination with an error rate of 5%, only 161 out of 304 students were used as the research samples (Sugiono, 2011). Samples were taken as many as 23 people from each class consisting of 7 classes. Table 1 The following is a table for determining sample size developed by Stephen Isaac and Willian B. Michael: Tabel 1. Penentuan Jumlah Sampel.

**Tabel 1.** Penentuan Jumlah Sampel

N	Sampel			N	Sampel		
	1 %	5 %	10 %		1 %	5 %	10 %
10	10	10	10	240	176	142	127
15	15	14	14	250	182	146	130
20	19	19	19	260	187	149	133
25	24	23	23	270	192	152	135
30	29	28	27	280	197	155	138
35	33	32	31	290	202	158	140
40	38	36	35	300	207	161	143
45	42	40	39	320	216	167	147
50	47	44	42	340	225	172	151
55	51	48	46	360	234	177	155
60	55	51	49	380	242	182	158
65	59	55	53	400	250	186	162

This research data was analysed by using the comparative quantitative method. The research instrument used the RIASEC personality type instrument originated from the Hexagonal theory by John Holland and has been initially validated. The research process comprised of: 1) assessing students' personality types, 2) sorting out students' personality types that are congruent and incompatible with the teacher's profession, 3) counting on the proportion of students whose personality was congruent or incongruent for work as a teacher, 4) collecting students' score, 5) comparing the students' average score, and 6) testing the hypothesis using the t-test for two data samples with the same variance. Research variables include personality type variables which are compared with student learning achievement data. The results of data processing compare the average learning achievement of students with personality types that congruent with personality types that opposite.

## Results and Discussion

In this section, the research results are described to answer three research questions, namely 1) what is the percentage of students whose personality matches and mismatches teacher as a profession? 2) what is the difference in the academic achievement of students whose personality matches and mismatches the job of a teacher? and 3) what are the results of the research hypothesis test?.

## Findings

### The percentage of students whose personality matches and mismatches teacher as a profession

There were 304 people as the population of first-year students from the 2022 class of the Primary School Teacher Education study program at Adzkie University. Based on the research sample determination table (Sugiono, 2011.p.131), there was a 5% error rate. Thus, only 161 out of 304 students were used as the research samples. A hundred and sixty-one students filled out the personality test assessment sheets, yet after checking the sheets, only 134 answer sheets were considered correct, so the remaining 27 sheets were not included in the analysis.

From the result of the analysis, it was discovered that 60% (80 people) of the students had personality types that suited a teacher's job, whereas the remaining 40% (54 people) did not. This explains that students from the Primary School Teacher Education study program whose personality suits the job as a teacher are 20% greater than those who do not.

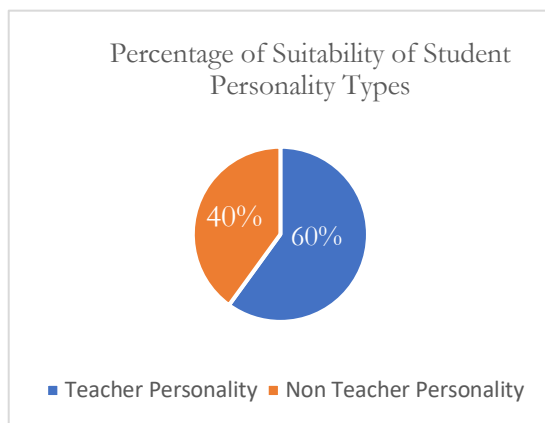


Figure 2. Percentage of congruence of Student Personality Types

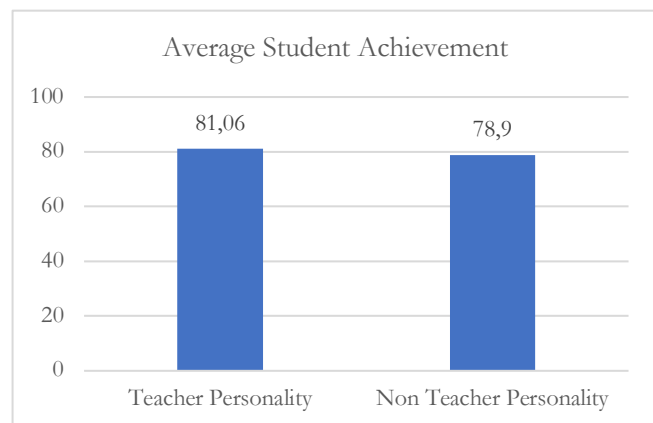


Figure 3. Student Achievement Average Score

### Differences in average scores between students who match and mismatch the personality types to work as a teacher

Students' average score is one indicator of academic achievement usually obtained at the end of a semester or term. The research result shows that 60% of students match the personality type congruent for a teacher's job with an average score of 81.6. In contrast, the remaining 40% of students have personality types that mismatch the ones needed for a teacher's job, with an average score of 78.9. There is merely a 2.1-point difference between the two.

The data above explain that regardless of personality type, there is no significant disparity in students' academic achievement. There is merely a 2.1-point difference. Therefore, it can be concluded that the mismatch between personality type and the job as a teacher does not affect students' learning achievement (as prospective teachers).

## Hypothesis testing

Hypothesis testing was carried out to find out whether there was a difference in learning achievement between students whose personality fits the job of a teacher and those who do not. This hypothesis testing is fruitful in strengthening the result of research number 2 and drawing a general conclusion on whether personality type influences academic achievement. The hypothesis testing was conducted by using a comparative analysis of the t-test. The analysis process was completed by using the SPSS25 program.

### Determining Research Hypothesis

The research hypothesis reads:

$H_0$  is accepted if  $t_{\text{count}} < t_{\text{table}}$ ; therefore, "There is no difference in learning or academic achievement among students who have a congruence or incompatibility of personality type with work as a teacher".

$H_a$  is accepted if  $t_{count} > t_{table}$ ; therefore, "There is a difference in learning or academic achievement among students who have a congruence or incompatibility of personality type with work as a teacher".

**Significance level: 5 % ( $\alpha$ )**

**Statistic test**

The hypothesis testing used a t-test for two samples with the same variance. The results of the comparison test conducted using the SPSS.25 program are described in the table 2.

The hypothesis testing was carried out by comparing the t-test and t-table. The tabulation of the hypothesis test results above shows the P-value ( $t_{count}$ ) of 0.215, while the  $t_{table}$  is 1.978 with a sample size of 134 people, thus, the law applies (n-2). Hence, the value of  $t_{count}$  (0.215) is bigger than  $t_{table}$  (1,978). Therefore, the hypothesis test states that  $H_0$  is accepted and  $H_a$  is rejected. This research result proves that there is no difference in the learning achievement of students whose personality fits the job of a teacher and those who do not.

**Tabel 2.** t-Test: Two-Sample Assuming Equal Variances

	Teacher's Personality	Non-Teacher's Personality
Mean	81.06329114	78.94339623
Variance	96.29081467	85.63134978
Observations	79	53
Pooled Variance	92.02702872	
Hypothesized Mean Difference	0	
Df	130	
t Stat	1.244575213	
P(T<=t) one-tail	0.107763513	
t Critical one-tail	1.656659413	
P(T<=t) two-tail	<b>0.215527025</b>	
t Critical two-tail	1.978380405	

As explicated in the research results, the accepted research hypothesis is the Null hypothesis as follows:

$$H_0 = t_{count} < t_{table}$$

$$H_0 = 0.215 < 1.978$$

Conclusion: "There is no difference in learning achievement between students who have congruent personality type for the job of a teacher and those who do not".

The research hypothesis shows that whether the students' personality type congruent or incongruent the ones for a teacher's job, there is no variation in terms of their academic achievement. Thus, it can be inferred that the congruence or incongruence of personality type with the job as a teacher does not affect students' learning achievement from the Primary School Teacher Education study program at Adzkie University. More than a third (40%) of students have personality types that do not fit the teacher's job, yet they have an almost similar academic achievement to the remaining 60% of students whose personality type matches the teacher's profession. Hence, learning achievement is not affected by the congruence or incompatibility of personality types with the choice of the study program.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (R Steinmayr, A Meißner, AF Weideinger, 2014). Purwanto (2014) states that in addition to socioeconomic factors, academic achievement is influenced by an individual's learning effectiveness and the ability to utilise learning opportunities. A study by Roemer et al., (2022) about the Associations between Personality and School Grades found that learning or academic achievement is affected by mastery of subjects and socio-emotional value in class.



Furthermore, [Jensen \(2015\)](#) discovers that the classroom climate and circumspection are the two aspects influencing academic achievement. [Husain Balqis & Ibrahim, \(2019\)](#) disclose that students with extroverted and introverted personalities did not have differences in learning outcomes in English subject. Another study completed by [Upu Hamzah et al. \(2020\)](#) found no direct nor indirect impact of personality types on the learning achievement of students of mathematics.

The results of this research are supported by several similar research results which show that suitability of personality type does not significantly influence learning achievement. Meanwhile, [Ismira \(2016\)](#) found that personality type contributes only 24.7% to performance, while the remaining 75.3% was explained by other variables such as motivation, work environment, leadership, etc. [Rosy Yohana's et al. \(2022\)](#) research also confirm no meaningful correlation between personality types and students' learning achievement. Learning achievement is more influenced by individual learning effectiveness, economic factors, mastery of subject matter, emotional class atmosphere and openness. This means, even if a student has a personality type that is not in accordance with the choice of study program, if all the factors mentioned above support the learning process, then it is possible for the student to have the opportunity to achieve good learning achievements.

Personality is only one internal factor that influences learning achievement. Other internal factors are general physical condition, interests, motivation, intelligence, special abilities or talents, and general abilities. while external factors that influence learning achievement include learning models, learning environment conditions, learning facilities and equipment, social support, and cultural influences. This is the reason there is no significant relationship between suitability of personality type and learning achievement. Another aspect that influences academic achievement is intelligence. Sari's research (2012) show that introverted students have higher scores on physics than extroverted peers. The introvert personality type has the same characteristics as the Investigative personality type in the hexagonal theory of John Holland, such as being meticulous, intelligent, like to investigate, quiet, and several other traits. Students with those characteristics are usually excellent at physics and science in general. The results of this research explain that if students with an investigative (introverted) personality type choose a teacher study program that does not suit their personality type, these students will still have the opportunity to achieve good academic achievements because of their intelligence.

Even though the research results show that there is no significant difference between student learning achievement and personality types that are congruence or incongruence for the teacher's job, efforts to reveal students' personality types still need to be made. This effort is useful to help guidance and counseling services in higher education take preventive steps so that the negative effects of a mismatch between personality type and choice of study program can be minimized. Positive external stimuli such as learning models, learning environmental conditions, learning facilities and equipment, social support and good classroom culture, need to be improved. These external stimuli will be able to stimulate student interest in the study program so that students feel satisfied and happy carrying out the learning process. Research related to providing external learning stimuli to increase students' interest in learning with personality types that incongruence their choice of future study program may need to be carried out.

## Conclusion

This research answers three research questions: 1) what is the percentage of students whose personality matches and mismatches teacher as a profession? 2) what is the difference in the academic achievement of students whose personality matches and mismatches the job of a teacher? and 3) what are the results of the research hypothesis test?

The research results show that; the number of students whose personality types match the job of a teacher is 20% higher than those whose personality does not match the job of a teacher. 40% of students do not have a personality type that suits their job as a teacher, while 60% of students have a personality type that suits their job as a teacher. The difference in the average score of students whose

personality type matches a teacher's job is only 2.1 points higher compared to the average score of those whose personality type does not match. The research hypothesis, which states that there is no discrepancy in the learning achievement between students whose personality type matches a teacher's job and those who do not. The literature review of the hexagonal theory from John Holland does not see any straightforward correlation between personality type and learning achievement. Hence, regardless of personality type, students have the same chance to develop their academic skills because academic achievement is gained from the effectiveness of the learning process and the ability to take advantage of learning opportunities effectively and conducive learning atmosphere.

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