

Examination of relation between personality types and demographic properties of academic staff

Fazilet Tasdemir*, Faculty of Education, Recep Tayyip Erdogan University, Rize, 53200, Turkey.

D.Bahar Sahin, Faculty of Education, Recep Tayyip Erdogan University, Rize, 53200, Turkey.

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Abstract

Universities are top institutions among education organizations. The personality types of academicians employed in these organizations are very important in terms of their own development and the development of the students they educate. The aim of this study is to examine the relation between personality types of academic staff and gender, mother education level and father education level variables. The research model is relational scanning. While determining the research group, teleological sampling method was selected among non-random sampling methods. The research was conducted through data obtained from 67 academic staff employed in different universities of Turkey during 2011-2012 academic year. As data collection tool, "Holland vocational preference inventory" and "personal information form" were used. Chi square (χ^2) test was performed in order to determine whether personality types of academic staff vary according to gender, mother education level and father education level. It was observed that the personality types of academic staff do not demonstrate significant difference according to gender. ($\chi^2 = 1.01$ and $p > 0.05$) It was found that personality types of academic staff have a significant relation with mother education level ($\chi^2 = 9.29$ and $p < 0.05$) and father education level. ($\chi^2 = 9.79$ and $p < 0.05$) In line with the research findings, it was noted that academic staff has a social personality type containing helpfulness, social cooperation, sincerity, patience and similar properties. The relation of academic staff personality types with mother and father education levels emphasize the importance of parent education in determination of preferences and interests. Related with determination of academic staff personality types, their relation with variables such as attitude towards profession, academic success and so on can also be checked.

Keywords: Holland vocational preference inventory, academic staff, demographic properties

*ADDRESS FOR CORRESPONDENCE: **Fazilet Tasdemir**, Faculty of Education, Recep Tayyip Erdogan University, Rize, 53200, Turkey. E-mail address: fazilet.tasdemir@erdogan.edu.tr ; fazilettasdemir@yahoo.com

1. Introduction

Just like how social statuses, life styles, attitudes and perceptions, spiritual and physical health of people affect each part of their life, people's occupations work in the same way. Thus choosing an occupation is one of the most important decisions taken (Inan, 2006). Universities are at the top of the food chain, aka education organizations. Personality types of academicians working in such organizations are relatively more important as they not only shape their own growth, but also their students'.

Thinking that complicated information obtained about individuals needs to be regulated, Holland believed that people's interests, qualities and attitudes can be explained in categories, and created the specifics for his six broad personality categories. Holland states that there are four fundamental hypotheses of the Trait-Factor Theory he devised (Kuzgun, 2003; Yesilyaprak, 2008).

1. Many people fall into the six personality types when the similarities are paid attention to. These types are; Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
2. There are six work environments that are equivalent to the six personality types.
3. Humans search for environments that will provide them with the opportunity to use their traits, abilities, attitudes and values efficiently.
4. The interaction between a person's personality type and the environmental traits affects his/her choice of profession.

1.1. Purpose

This study correspondingly aims to determine if the personality traits of academic personnel change significantly based on the gender, and the paternal and maternal education levels. To this end, we tried to find the answers for questions below:

1. How is the distribution of personality types between academic personnel?
2. Do the personality types of academic personnel change significantly based on the gender?
3. Do the personality types of academic personnel change significantly based on the maternal education level?
4. Do the personality types of academic personnel change significantly based on the paternal education level?

1.2. Method

1.2.1. Model of the Study

This study aims to determine what kind of a relation the personality traits of academic personnel have with the variables of gender and maternal, paternal education levels. This research is a relational screening model. Relational screening models focus on determining the degree of common change between two or more variables.

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1.3. Study Group

While determining the research group, the proper sampling method among random sampling methods was used. The research was conducted on the data obtained from 67 academic personnel that work in different universities in the school year 2011/2012 in Turkey. In proper sampling, a sampling is created using the most-easily accessible respondents until designating a group that is necessarily crowded enough (Buyukozturk and et al. 2010).

1.4. Data Collection

“Holland’s Vocational Preference Inventory” and “Personal Data Form” were used as the data collection tool. This inventory is centred around the conception that vocational preference is based on the reflection of personality. It is comprised of 90 clauses and an answer category such as “I like it- Does not matter- I do not like it”. In addition, it has a subscale showing the 6 personality types. The inventory developed in the University of Perdue (the USA) has been adapted into Turkish by *Prof. Dr. Binnur Yesilyaprak*. According to Holland (1996), six personality types and traits are given as follows:

Holland’s 6 Personality Types: Typical Characteristics and Areas of Profession

Realistic: Patient and tolerant, practical, materialist, antisocial, amenable, natural, sincere. Every kind of crafting technician, electrician, engineer

Investigative: Intellectual, analytical thinker, rational, critical, meticulous, patient and independent. Biologist, mathematician, chemist

Artistic: erratically excited and enthusiastic, dreamer, complex, strong intuitions, independent, sentimental. Author, painter, actor, theater player

Social: Charitable, responsible, socially cooperative, empathic, friendly. Psychologist, university lecturer, teacher

Enterprising: Outgoing, energetic, self-confident, audacious, impulsive, manipulative, inpatient, curious. Marketing expert, politician, lawyer

Traditional: Careful, exacting, obedient, consistent, non-flexible, organized, patient, conscientious, selfcontrol. Bank tellers, accountants, bookseller

2. Findings and Interpretation

Frequency and percentage distribution were calculated to find out how the personality types are distributed amongst academic personnel in the light of analyzed data. The chi-square (χ^2) analysis was conducted to determine whether or not the personality types of academic personnel are distributed significantly based on gender and paternal/maternal education level.

The findings are organized in accordance with the sub-purposes of the research. Accordingly, the frequency distribution regarding the personality type distribution among academic personnel are given in Table 1.

Table 1. Frequency Distribution for Personality Types

Personality Types	f	%
Realistic	10	15
Investigative	12	18
Social	34	51
Enterprising	11	16
Total	67	100,0

According to the findings in Table1, 15% of academic personnel fall under the realistic personality type, 18% fall under investigative, 51% fall under social and 16% fall under enterprising. Among the six broad personality types Holland devised, many from academic personnel fall under the social personality type, we can also that traits like being charitable, cooperative, sincere, patient etc., which are the distinct traits of this type, highly correspond to the vocational areas.

Table 2. Chi-Square Tests

	Pearson chi-square value	sd	asympt. sig.
Gender	1.01	3	.80
Mother's educational level	9.29	3	.26
Father's educational level	9.79	3	.01

n=67

According to the findings in Table 2, it is clear that the personality types of academic personnel do not change significantly based on the gender ($\chi^2 = 1.01$ and $p > 0.05$); however, this was vice-versa with the maternal ($\chi^2 = 9.29$ and $p < 0.05$) / paternal ($\chi^2 = 9.79$ and $p < 0.05$) education level; as there was a significant relation between them.

3. Conclusion and Suggestions

Based on the research findings, academic personnel mostly have a social personality type. There was not a significant difference between the personality types determined by the genders of academic personnel, but it was significant when it came to the difference between the personality types and maternal/paternal education levels of academic personnel. This results emphasizes how important it is for parents to have had proper education.

Similar researches can be conducted with a bigger sampling group and teachers from other organizations. In determining the personality types of academic personnel, their relation with variables such as attitude towards profession and academic success can be investigated.

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