RELATIONSHIP BETWEEN PERSONALITY TYPES AND LEARNING STYLES: A STUDY OF MBA STUDENTSFROM KOLHAPUR DISTRICT

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eywords:

Personality Types;

Learning Styles;

MBA Students;

Learning Opportunities.

Abstract

It has been commonly acknowledged that personality trait approach has crucial effects on concepts like business performance, work standards, tension, depression, satisfaction, cooperation, organization commitment and learning. The researcher has explored the relationship between personality types and learning styles of MBA students. For this researcher has considered big five personality types viz. Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism and three learning styles viz. Visual, Auditory and Kinesthetic. The learning opportunities and process are enhanced when there is good match between personality types and learning styles of students. Data has been collected with help of structured schedule from 340 MBA students from the Institutes that are affiliated to Shivaji University. Collected data has been analyzed with the help of mean,

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rank, SD. Hypothesis has been tested with help of Chi-square test. The results revealed the strong association between personality types and learning styles of MBA Students.

1. Introduction

The importance of personality in understanding behavior has gained prominence in recent years. Personality is considered to be determined by heredity and environmental factors and it is moderated by situational factors. It means natural and nurture factors. Although the researchers have carried out lot of work in measuring personality but nature and nurture debate is still working. Personality is also determined by influences acting upon the individual conceived and born, but it also significant to know the contribution of these personality changes on overall personality. On the other hand, learning is the management of mind responses to stimuli. Personality qualities are also involved in this process and they act as mediator. Hence, they influence the learning behavior more. The process of cognition is said to be common in determining personality type and learning styles. In this perspective, personality traits give the impression to have some effects on learning styles, and there seems to be a considerable relationship between some personality types and learning styles. Successful students of management education acquire the knowledge and skills that enhance and enrich their lives and enable them to make meaningful contributions to their organizations. In turn, organizations that are successful in meeting their goals and fulfilling their purposes become enormous assets to societies, fostering greater productivity and a more desirable quality of life.

Research Problem:

After getting an idea of the fact of huge importance of teaching-learning process for students on one side and less number of researches done on learning process of students on other side, researcher realized the need of study in this aspect. Merely effort may not be enough for effective learning. Instead of spending too much time on a certain topic, acting according to certain learning styles will make the process more effective.

Following implications led researcher to select this topic:

• The learning opportunities and process are enhanced when there is good match between personality types and learning styles of students.

• Education and learning process will be enhanced when the person"s closed ones (parents, teachers, counselors etc.) are aware and supportive of the growth of an individual"s particular strengths.

• The negative impact of the person"s weaknesses on educational success will be minimized when strengths are emphasized and employed to bridge over any significant deficits in personality traits and learning styles.

This concept of personality types and learning styles can be fruitful for the Career Planning aspect of MBA aspirants. At the same time this study will be considered as one of the steps taken to the actual aim of Universities as well as Academic Institutions i.e. to develop the students with better knowledge, skills and abilities for better career. The study is very valuable for students even though they already do well academically. Result of this Research Study will provide very useful input to the MBA Students for their career planning with better realization of own abilities.

Hypothesis:

Following hypothesis is put to test for the study

Hypothesis1:

H0: There is no significant association between Personality Type with Learning Styles of Management Students

H1: There is significant association between Personality Type with Learning Styles of Management Students

Objectives:

Research purports following Objectives.

1. To study the personality types of the MBA students from MBA Institutes from Kolhapur District.

2. To study learning styles of MBA students.

3. To explore the relationship of personality types and learning styles of MBA students.

Scope of the study:

Geographical scope is confined to MBA Institutes affiliated to Shivaji University in Kolhapur district. Conceptual Scope is confined to the concept of personality types and learning styles. Analytical scope is confined to use of statistical tools like Percentage, Mean and Standard Deviation. Hypothesis is tested with the help of Chi square test.

Importance of the study:

Studies performed to determine personality types and learning styles would provide valuable information to meet the learning needs of students. The results obtained from this study will help to configure training programs and to meet the needs of students, and it will help to make progress. When personality types and learning styles are synchronized, students can get the better learning experience. This experience will help the students for growth. With the Knowledge of own learning style, students can learn effectively. Also the outcomes would be beneficial for career counseling of students. Identification of personality types and Learning styles would also improve quality of teaching and learning. Consideration of Personality Types and Learning styles in teaching plans would enhance the learning experience of the students. A person can know his preferences. We all people have our psychological preferences; operating with these preferences helps us to be most effective, efficient and our most at easy selves. On the contrary, operating outside these limits requires more time and energy and may result in lower quality work. Understanding these boundaries and knowing when you are within or outside them can improve your productivity, efficiency and time management skills. It will help to avoid conflicts. Understanding your personality type can diffuse conflicts before they arise. E.g. If a person is usually quick to accept responsibility for a problem even if it is not your fault; person can train himself to be more analytical and evaluate the condition before determining how to solve it. You are able to appreciate diversity; Recognizing how your personality type differs from others personality types can give you a great admiration for diversity and what it adds to your team, work environment and business. Helps to find the right career; your personality type and learning style plays a big role in whether you are suited for a particular career, how well you perform your daily responsibility and even your overall job satisfaction. Hence this study can also have some contribution towards career counseling.

Review of Literature:

International Scenario:

1. Murray and Kluckhohn (1953) found in their research that in certain respects every man is (a) like all other men, (b) like some other men, (c) like no other man. To understand the theory of learning styles it seems to be logical to start from individual differences. The history of learning styles is closely connected with the history of individualities or individual differences. More precisely, the term learning style is subsequently developed from the term individual differences. Thus, it can be said that the individual differences could be the basis of today's concept of learning style.

2. Haltz Marry Ann (1980) conducted a study to identify and analyze the personality traits and background factors which characterized and discriminated among women administrators in education, business and Government. The main purpose of this study the personality traits of each administrative group differed from women in the general population. Hypothesis of no significant differences in personality traits among the three groups was rejected at the .05 level of significance. Thus study was conducted on 600 women administrators in MINNOSOTA and 100 from education, 100 from business and 400 from business. None of the personality variable was found, indicating these two groups were more similar than different. Significant differences appeared on three of these variables education, mentors and exhibiting "male" Government administrators.

3. Given (2000) found in her research that beginning thousands of years before the birth of Christ, the idea of existence of unique learning styles evolved from the study of individual differences. She describes the study of artifacts from the Mayan Indians of Southern Mexico and Central America and it shows that people living thousands of years ago had various talents and interests. Some of them emphasized agriculture, painting, others focused on tribal customs, some became protectors of villages and others focused on mathematics, architecture or on accumulation of historical records.

Domestic Scenario:

1. Methew (1970) conducted a study to find out whether there were significant difference in values, temperaments and vocational interest among college students specializing in different fields. The trail forms of the three tests were administered to about 310 college students and item analysis for interest consistency was undertaken. The reliability of scales was found by using the odd-even method. F ratio was significant for all the six values.

The result is that significant difference in values, temperaments and vocational interests exist among college students, specializing in different fields in Kerala.

2. Tomar J.P.S. (1985) performed a study to understand occupational interest patterns of adolescent in relation to sex, Rural/Urban, residence, socio-economic background and prevalent job trends of employment. To achieve the goal, the test was performed on 600 students (400 boy and 200 girls) studying in class XII of an intermediate college in Eastern Uttar Pradesh.

The main finding among boys are the dominant occupational interest, in descending order were agriculture, literature, fine arts, science, crafts, outdoor activity, technology, science, medicine, sports and household matters more or less girls are found interested in choice as boys but rural adolescents found interested in agriculture.

3. Mishra K.M. (1990) conducted a study to find out the effect of sex and residence on vocational interest. The sample consisted of 200 students – 100 urban and 100 rural SES was found to be positively related with administrative and scientific interests and negatively related with agriculture and social service areas of interest.

Research Gap

Many articles and research papers exhibit information over personality types and learning styles. Researches pertaining to influence of personality types on learning styles among undergraduate students and students from different disciplines are found in international scenario. As far as Indian scenario is concerned, Researches individually dealing with personality types and learning styles have been conducted but no empirical research in Indian scenario has focused relationship between these personality types and learning styles.

Conceptual Framework:

The Big Five Personality Traits:

This inventory is composed of five factors namely extraversion, agreeableness, conscientiousness, neuroticism/emotional stability, and openness.

Agreeableness

At one end of agreeableness, there are some typical personality traits such as compassion, self-sacrifice, emotional support and compassion; indifference, hostility, self-centeredness, and jealousy are present at the other end.

Conscientiousness

Conscientiousness personality trait is generally related to hard work, success-orientation, tenacity and mindfulness. This personality trait is closely associated with responsibility, being organized and success orientation.

Openness

Openness involves personality features such as scientific and artistic creativity, divergent thinking, imagination, originality, sophistication and a high sense of wonder.

Extraversion

One of the five-factor personality traits, extraversion involves assertiveness, the desire to be social, love of ambition, talkativeness, and aggressiveness, while individuals with low level of extraversion factor are defined as introverted, timid, quiet, and preferring solitude.

Neuroticism

Neuroticism is a state of anxiety, anger, hatred and mistrust. Neurotic people tend to live in negative emotions such as guilt, irritability, sadness and fear.

Learning Styles

First of all, learning involves some changes in behavior that result from experience and that endures over time. The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are Visual, Auditory and Kinesthetic.

Data Analysis:

For the sake of lucid presentation the data analysis has been presented in following parts:

1. Descriptive analysis
2. Personality Types
3. Learning styles
4. Gender wise analysis
5. Educational background wise analysis
6. Relationship between personality types and learning styles
7. Hypothesis testing

2. Research Method:

The Descriptive and systematic method is used to show and to recognize the relation between variables that were included in Research Design i.e. Personality types and Learning styles of MBA students under Kolhapur District (Shivaji University) during 2016.

Research Methodology:

Following methodology has been adopted for present study.

Type of Research: Type of research is descriptive. Inferential approach is used for study.

Data Required: To test the hypothesis and to suffice with the set objectives for study data needed is; Demographic data of students pursuing MBA, information to determine personality types and learning styles of students.

Data related to earlier research work done in respect of personality types and learning styles, Tests for and conceptual information regarding Personality Type and learning styles etc.

Data sources: the required data has been collected using following sources,

a. Primary Data source:

Researcher has collected Primary Data from students pursuing MBA from Institutes affiliated to Shivaji University in Kolhapur District.

b. Secondary Data source:

Secondary Data has been collected from magazines, journals, books and websites.

Research Instrument:

Structured schedule is used for collecting information from students pursuing MBA.

Measuring Tools:

The Big-Five Personality Inventory

Benet-Martinez and John (1998) developed the big-five personality inventory. The inventory consists of 44 statements that measure "openness", "conscientiousness", "extraversion", "agreeableness" and "neuroticism" traits of personality. This is a nice model of personality. It is used in various formats for the prediction of the personality of different people from corporate behaviors (Salgado, 2002). This particular inventory was used in this study as it is brief and short, because of which it becomes suitable for implementation in different cultures (Benet-Martinez and John, 1998).

VAK Learning Styles Assessment

According to VAK Learning style questionnaire most people are divided in any one of these three learning styles. The inventory consist of certain items that measure "Visual", "Auditory" and "Kinesthetic" learning styles. Three statements related to learning styles are given after each statement to assess the learning style.

Sampling:

Sample Unit: Student pursuing MBA from Shivaji University affiliated MBA Institutes from Kolhapur District.

Table: Sample Size

n=340

Sr. No.	Sample Unit	Population	Sample size
1	Students from Shivaji University affiliated MBA Institutes from Kolhapur District	1560	340

(Source: Compiled by Researcher)

For calculation of sample size following formula is used: $n = \frac{N}{1+N(e)2}$

Value of e is considered at 0.05

By applying above formula, sample size was found to be 340 from total population of 1560 sample.

Table: Number of MBA Student Respondents from different MBA Institutes

Sr. No.	Name of MBA Institute	Number of Respondents	In Percentage %
1	Department of Commerce & Management Studies, (MBA Unit) Shivaji University, Kolhapur	61	18
2	DeshbhaktaRatnappaKumbhar College of Commerce, Department of Management, Kolhapur	10	03
3	Sanjay Ghodawat Group of Institutions,Atigre	29	09
4	Ashokrao Mane Group of Institutions, VatharTarfeVadgaon	52	15
5	K.I.T.'s Institute of Management Education & Research, Gokul-Shirgaon, Kolhapur	120	35
6	D Y Patil Technical Campus, Talsande	5	01
7	D.K.T.E.'s Department of Management Studies, Ichalkaranji	46	14
8	VasudeoGavade Education and Charitable Trust's Ideal Institute of Management, Kondigre	13	04
9	DhananjayMahadik Group of Institutions, Bhima Institute of Management, Kagal	4	01

10	Total	340	
			100

3. Results and Analysis:

Chi Square test:

Chi square test is calculated to study the association between the personality types of the respondents and the learning styles of respondents.

Association between Personality types and Learning styles:

A: Personality Types

B: Learning Styles

Hypothesis –

Ho: A and B are independent

H1: A and B are associated

Table: Association between Respondents Personality Types and Learning Styles:

(n=340)

Personality Types → Learning Styles ↓	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism	Total
Visual	6 (15)	10 (27.35)	13 (17.94)	65 (34.12)	6 (5.59)	100
Auditory	7 (13.2)	48 (24.07)	9 (15.79)	18 (30.02)	6 (4.92)	88
Kinesthetic	38 (22.8)	35 (41.58)	39 (27.27)	33 (51.86)	7 (8.49)	152
Total	51	93	61	116	19	340

(Figures in bracket shows expected cell frequencies)

Source: (Field data)

Oij – Observed cell frequencies

Eij – Expected cell frequencies under Ho

Where,

$$E_{ij} = \frac{(A_i)(B_j)}{N}$$

Under Ho,

$$\chi^2 = \sum_{1}^{3} \sum_{1}^{5} \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

$\chi^2 = \textbf{103.75}$

At 5% level of significance the critical value is $\chi^2\textbf{0.05}$ (12) = 21.026

$\chi^2 > 21.026$,

The observed value of Chi Square 103.75 is much more than the table value 21.026.

Therefore reject Ho i.e. reject the hypothesis that there is no significant association between personality types and learning styles. Hence there is association between personality types and learning styles.

Major Findings:

1. Students with Openness personality types have curiosity for many different things, comes up with original and new ideas. Respondents with openness personality are having varied interest towards art, music and literature and they are less inclined towards routine work.

2. Students with Conscientiousness personality type are efficient and reliable workers, not easily distracted and have perseverance quality.

3. Students with Extraversion personality type are outgoing, sociable, talkative, generate lots of enthusiasm. They are not shy, inhibited and quiet or reserved in nature.

4. Agreeableness personality type students are helpful, unselfish, cooperating, trusting and kind to everyone. They tend not to find faults with other, they are not rude and do not starts quarrel with others.

5. Students with neuroticism personality type are tense, worry a lot, can be moody and get nervous easily. They cannot handle stress easily and not emotionally stable.

6. There is significant association between Openness personality type and Kinesthetic learning style.

7. There is significant association between Conscientiousness personality type and Auditory learning style.

8. There is association between Extraversion personality type and Kinesthetic learning style.

9. There is association between Agreeableness personality type and Visual learning style.

10. There is association between Neuroticism personality type and kinesthetic learning style.

11. There is strong association between Personality types and Learning styles of MBA Students.

Suggestions:

1. Openness personality type respondents should try career in professions such as Entrepreneur, Marketing, Advertisement, Architects, Technical writers, News reporter etc. Curiosity, original ideas, active imagination, deep thinker these are some qualities of Openness personality type people. These people love their work when they can come up with inventive new ideas and inventions.

2. Conscientious respondents should work in occupations such as Finance, Accounts, IT, Independent scientists, Real estate agents, College professors, Administrators etc. They have qualities like Reliability, Perseverance, Systematic work, Efficiency.

3. Extravert respondents should try occupations that give social interactions such as Marketing, sales, Outgoing entertainers, Customer service representatives, Receptionist, Teachers etc. These are talkative, enthusiastic, energetic, assertive, outgoing and sociable in nature.

4. Agreeableness personality type students should try professions such as Human Resource Management, Compassionate counselors, Pediatrician, Social worker, Elementary teachers, Writer etc. These are helpful, unselfish, cooperating, trusting and kind to everyone; these people love their work when they can do practical things to help others.

5. Neuroticism people have qualities such as mood swings, worry, moodiness, stress and rumination over what could go wrong. They can do well in

occupations reliant on "knowledge work" such as technical writing. Neurotic people with the self-discipline can convert their worry into work.

In this study, the relationship between personality traits and learning styles are addressed. The study is limited with the students of MBA Institutes from Kolhapur district. Similar studies, with

larger samples of different groups and different statistical methods and variables can contribute to the related literature.

6. By analyzing personality types and learning styles of MBA students training programs can be organized. E.g. B.E., B.Sc., B.Tech. students have Conscientious personality types and kinesthetic learning styles; so practical small group discussions, field trips, simulations, live events can be implemented for better learning. BA, B.Com., BBA students are with agreeableness and openness personality types and Auditory learning styles so Discussing in small or large groups, Listening to a lecture, Talking aloud while studying can help them for better understanding.

7. Some of the aspects like relation between Family Income or Economic Status of students and their personality types can also be studied. Also, the social and religious status can be checked out so that we can help such students coming from them to choose better learning process and Career Options. But more cautions and support at legal, government and social levels will be needed for that.

8. Like learning style, the relation between personality type of students and their Employability can be checked out. The employability of emerging graduates is the hot issue in front of Human Resource and Social experts in India. Also this study can help to corporate to find out versatile workforce, which is not only qualified but employable also. Such research works can put some new insights for future.

4. Conclusion:

The purpose of the study was to study the relationship between personality types and learning styles of MBA students in Kolhapur district. The researcher has found that there is significant relationship between personality types and learning styles. For decades, personality types have been one of the most extensively researched concepts. It is believed that personality type is major factor in cognitive assessment. The cognitive process is also important part of the learning process. In this research it is found that there is close relationship between personality types and learning styles. The detailed findings of this research have already been appended in the previous section. However after introspecting several of parameters and dimensions, it becomes clear that there is relationship between personality types and learning style. We can make prediction about one from another, i.e. prediction of learning style from personality type. Students with Openness,

Extraversion and Neuroticism personality types are having Kinesthetic learning style. While students with Conscientiousness personality type have Auditory learning style. Students with Agreeableness personality type have Visual learning style. By understanding Personality types and learning styles of students, they can understand positive and negative traits in their personality and learning styles; they can acquire different traits of different personality types and different learning styles. They can focus on positive parts in their own personality types and learning styles and try to reduce negative parts in their personality and learning styles.

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