

# Person Ability: The MBTI Personality Types and its Relationship with the Academic Performance of Grade 12 Students in Dr. Yanga's Colleges, Inc.

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## ABSTRACT:

Online personality tests have emerged due to evolving technological advances, with their popularity mainly rooted due to their ease of use and quick results. The Myers-Briggs Type Indicator, or MBTI, one of the most popular, has become the new approach to assessing personality. The user will be categorized as one of the 16 personalities described in this test, each with their own set of strengths, weaknesses, and preferences. On the other hand, academic performance is the degree of knowledge of a student and is impacted by various circumstances. Several studies have investigated the relationship between personality types and academic-related events. This became the catalyst for why the researchers aim to achieve a correlative study, utilizing the currently popular MBTI in particular. The researchers seek to determine if this test can be used for anything more than psychological feedback. Notably, the researchers' objectives not only define the concepts of various personalities present on the test and academic performance but also determine whether there is a connection between these personality types and the student's academic performance. To conclude, the researchers employed both physical and online surveys. These comprised the adopted 16-personality type questionnaire by Crystal Knows to determine their personality type and a form that sought the first semester grades of core and applied subjects of 294 grade 12 students, the calculated number of participants needed for the study. Following a thorough data collection procedure, the researchers arrived at the following conclusions: 1) There are a variety of MBTI types present among grade 12 students, but they can be classified into four (4) groups: Analysts, Diplomats, Sentinels, and Explorers. 2) The student's academic performance in school falls into three (3) categories: Category A (90-100), Category A (90-100), Category B (85-89), and Category C (75-84). 3) There are academic groups that excelled, particularly the Analysts and Diplomats group. Lastly, 4) No substantial correlation exists between personality types and students' academic performance. The study's implications can help young individuals expand their knowledge through personality tests.

## INTRODUCTION

### Statement of the Problem

The emergence of online personality assessments has been apparent in recent years, as a result of modern technological innovations. It evolved to the extent that anyone could obtain instant results completely analyzing their personality type by just tapping on their mobile devices at any time and in any location. One of these is the Myers-Briggs Type Indicator, abbreviated as MBTI; in fact, it is one of the most popular online personality tests, with over 2 million respondents annually (Cherry, 2022). Furthermore, MBTI is employed in academia to determine personality types, comprehend preferences, and analyze singularity. There is no doubt that individuals trust this test given its wide variety of applications.

What is the MBTI personality test craze all about? The MBTI personality type, or the Myers-Briggs Personality Type Indicator, is a self-reported inventory designed to identify a person's personality type,

strengths, and preferences. This inventory was made by Katherine Briggs and Isabel Myers, a mother and daughter together, based on certain ideologies from Carl Jung's theory of personality types. In our evolving world today, the MBTI Personality Instrument is widely used in the field of psychology and academia (Cherry, 2022). It is not exactly a game changer for anyone, but it somehow helps people choose which path they may take based on their likes, dislikes, strengths, and weaknesses. The MBTI personality test has 16 types: ESTJ (Extraversion, Sensing, Thinking, Judging), ENTJ (Extraversion, Intuition, Thinking, Judging), ESFJ (Extraversion, Sensing, Feeling, Judging), ENFJ (Extraversion, Intuition, Feeling, Judging), ISTJ (Introversion, Sensing, Thinking, Judging), ISFJ (Introversion, Sensing, Feeling, Judging), INTJ (Introversion, Intuition, Thinking, Judging), INFJ (Introversion, Intuition, Feeling, Judging), ESTP (Extraversion, Sensing, Thinking, Perceiving), ESFP (Extraversion, Sensing, Feeling, Perceiving), ENTP (Extraversion, Intuition, Thinking, Perceiving), ENFP (Extraversion, Intuition, Feeling, Perceiving), ISTP (Introversion, Sensing, Thinking, Perceiving), ISFP (Introversion, Sensing, Feeling, Perceiving), INTP (Introversion, Intuition, Thinking, Perceiving), and INFP (Introversion, Intuition, Feeling, Perceiving) with 4 teams: analysts, diplomats, sentinels, and explorers. On the other hand, personality refers to individual differences in characteristic patterns of thinking, feeling, and behaving (American Psychological Association, 2020). Since people have their own personalities, conflicts are inevitable when meeting other people. Nevertheless, some people do not find it difficult to interact with others. People's personalities determine their MBTI personality type; it is given based on their answers in the MBTI personality test. It aims to help people understand and explore themselves. Although some people say it has flaws, it is interesting how this test could make a significant change in someone's life.

Academic performance refers to students' level of knowledge and it has a lot of factors to consider in order to determine whether one's academic performance is good or bad. Since a lot of reasons contribute to only one result, there are also a lot of things people should know about. Academic performance involves numerous factors such as intellectual capacity, personality, motivation to do work, skills, interests, study routines, self-esteem, or the educator-student relationship. A diverging performance occurs when the academic performance of the students does not meet the expected outcomes. An unsatisfactory academic performance is one that is below the expected performance. Sometimes it can be related to teaching methods as cited in a study by Lamas (2015). In order for people to be labeled as someone with high academic performance, they must do well in most of these areas. Ineluctable issues such as the unavailability of preferred academic paths and the state of being financially incapacitated are factors that affect an individual's scholastic performance as well (Ocampo, 2020). These things are not the only ones that affect students' performance academically; students' learning skills, parental background, peer influence, teachers' quality, and learning infrastructure could also take a huge part in someone's academic performance (Briones, 2021).

Furthermore, several studies have been conducted over the years to examine the connection between personality types and academic-related occurrences of students, all employing various types of instruments, including the Myers-Briggs Type Indicator test. In this study particularly, the researchers aim to discover if the extremely prevalent Myers-Briggs Type Indicator test has other significant purposes other than measuring and understanding one's psychological types, more precise is to determine whether or not the personality classifications as assessed by the Myers-Briggs Type Indicator and overall academic performance are related. Given that, it indicates the researchers' intention of providing grounds for discovering and explaining the existence of connections or discrepancies between personality types using MBTI test results and one's overall academic performance, which may also help in comprehending the above-mentioned academic-related issues.

This study aims to identify the relationship between DYCI Grade 12 Students' MBTI personality and their academic performance.

Specifically, it desires to answer the following questions:

1. What are the MBTI personality types among Grade 12 students?
2. What is the level of academic performance in core and applied subjects during the first quarter of the participants?
3. In comparison, what MBTI personality types have high academic performance? Have low academic performance?
4. Is there a significant relationship between MBTI personality types and the academic performance of the students?

## RESEARCH METHODS

With a focal point on analyzing the variables, the researchers use a quantitative research design. According to Bhandari (2019), quantitative research is the method of gathering and analyzing numerical data. It is commonly used to seek patterns and averages, build predictions, look at causative relationships, and generalize results to wider populations. The information collected will undergo different treatments for it to be substantial to the study.

The study aims to calculate the statistical relationship between the two variables: the MBTI personality type and the Academic Performance of Grade 12 Students. After a thorough analysis, the researchers decided to use a correlational approach. According to Cherry (2022), a correlational study examines two or more variables and seeks the relationship between them. This kind of design is non-experimental; therefore, no interventions would manipulate the variables.

In gathering necessary numbers, a free and trusted online test called the 16-Personality Test by Crystal Knows is utilized. This consists of matrix questions to find out the respondents' respective personality types. Additionally, grades of core and applied subjects are acquired from academic report cards given by the school. These numbers determine whether they performed well in academics or not.

The researchers conduct their study at Dr. Yanga's Colleges, Inc., located in Wakas, Bocaue, Bulacan, along with the data gathering and survey distribution.

With the ongoing face-to-face classes, the researchers have decided to choose the school as part of their study. They believe that through the said institution, they can get reliable and evident pieces of information needed in the study, which is all about the relationship between the students' MBTI personalities and their academic performances. Furthermore, it can give the research participants and the researchers convenience and advantage in collecting the data needed.

Given the locale of this study, the respondents needed are Grade 12 Senior High School students of Dr. Yanga's Colleges, Inc., and no other special criteria are required to be chosen as a respondent. Knowing this, the researchers employ probability sampling to collect data, specifically simple random sampling, in which each conceivable unit of a population has an equal opportunity of being part of the sample (Statistics Canada, 2021).

294 Grade 12 Senior High School students are chosen to participate from a total population of 1109 Grade 12 students using Slovin's formula. The following is the calculation used to get the sample size for this study:

Total population ( $N$ ) = 1109 Grade 12 Senior High School students

Margin of Error ( $e$ ) = 5%/0.05

Sample size ( $n$ ) = ?

Slovin's Formula

$$n = N / 1 + Ne^2$$

$$n = 1109 / 1 + 1109(0.05)^2$$

$$n = 1109 / 1 + 1109(0.0025)$$

$$n = 1109 / 1 + 2.77$$

$$n = 1109 / 3.77$$

$n = 294.1$  or 294 Grade 12 Senior High School students

The researchers believe that the 16-Personality Test is suitable for determining the personality types of students. The dichotomies provided by this test can be used in computing the statistical relationship between personality type and academic performance.

In a study on the reliability of MBTI conducted by Randall (2017), results have shown that the dichotomies of Extraversion/Introversion, Sensing/Intuition, and Judging/Perceiving have satisfactory levels of  $\alpha = .7$  or higher when it comes to reliability. Adding to this, the Thinking/Feeling dichotomy scored with an  $\alpha = .6$  level of reliability, which means that it is good. Moreover, the researchers have shown the instrument to three (3) professionals and have approved its validity and ability to provide answers to the research questions.

Moreover, a short survey was utilized in order to acquire the first academic semester grades on the core and applied subjects of Grade 12 students. The questions were arranged in the same manner as the subjects in the report card.

1. What was your first semester grade in Introduction to the Philosophy of the Human Person?
2. What was your first semester grade in Understanding Culture, Society, and Politics?
3. What was your first semester grade in Contemporary Philippine Arts from the Regions?
4. What was your first semester grade in Physical Education and Health 3?
5. What was your first semester grade in Entrepreneurship?
6. What was your first semester grade in Practical Research 2?

The data gathering proceeded after the discovery of the participants for the study with the use of simple random sampling and accumulated 294 respondents from a total of 1,109 Senior High School students of Dr. Yanga's Colleges, Inc. to comply with the data needed.

The researchers first worked on two research instruments that can provide the personality type of the students and their academic performance. They adopted an instrument named the 16-Personality Test by Crystal Knows and have shown it to professionals to check for its validity. They also constructed a short Google Form survey that aimed to get the first quarter grades on the core and applied subjects of the students. They presented the survey to three teachers to have it checked for validity and accuracy. These processes were done through the Content Validation Form. Following approval, the researchers provided the participants with an informed consent letter containing the purpose of the research, the confidentiality of any

information provided, and the formal permission to the prospective participants. Survey questionnaires were then distributed and conducted. Next, students were aware of their MBTI personality type by answering the instrument. They also provided their first semester grades on core and applied subjects in order to determine their academic performance. After the expected number of respondents has finished the survey, the researchers organized answers utilizing Google Sheets for faster encoding. Lastly, the group started analyzing and elucidating the gathered data to identify the relationship between the variables and produce a comprehensible finding.

In order to work on specific information, the researchers utilized certain statistical methods. The study aimed to collect answers from 294 respondents. This number was acquired with the use of Slovin's Formula. This statistical intervention allows researchers to identify samples from a population while taking into consideration the desired degree of accuracy.

The formula used to identify the sample size in which the margin of error (e) is 5% (0.05) and the total population (N) is 1109 students:

Total population (N) = 1109 Grade 12 Senior High School students

Margin of Error (e) = 5%/0.05

The other statistical treatments used are the percentage formula and the mean formula. These are needed to acquire the percentage of each personality type from the sample size. In addition, the mean formula is vital in knowing the averages needed in determining the academic performance of Grade 12 students.

$$\text{Percentage} = \left( \frac{\text{number of parts}}{\text{total number of parts}} \right) \times 100$$

$$\text{Mean} = \left( \frac{\text{sum of the terms}}{\text{number of terms}} \right)$$

The final statistical treatment is the Chi-Square Test. The researchers employed this in the study to analyze the correlation between categorical variables. As per Hayes (2022), this test gives a comparison between the observed results and the expected outcomes. The discrepancies, if there are any, between the two can provide an answer to testing the hypothesis.

The researchers believe that this statistical treatment is most appropriate for the study since the first quarter grades of the respondents and their personality types follow a categorized manner.

The formula to be used is as follows:

Wherein:

$\chi^2$  = denotes Chi-Squared statistic

**c** = degrees of freedom

$\Sigma$  = summation

**O** = observed frequency

**E** = expected frequency

$$\chi^2 c = \Sigma \frac{(O - E)^2}{E}$$

## RESULTS

The fundamental objective of the study was to determine if there was a correlation between MBTI personality types and the academic performance of Grade 12 students. In addition to the defined goal, the study presented four (4) specific research questions. In order to arrive at its answers, the researchers constructed and utilized physical, as well as digital surveys, containing the adopted 16-personality test by Crystal Knows, and the questions requesting the first semester grades of 294 Grade 12 students' core and applied subjects as the data collection approach. In addition, the calculated sample size, 294 out of 1,109 students, was completed that met the necessary figure for this study.

Furthermore, after the data collecting process was finished, all of the information gathered was statistically structured and assessed by means of the Chi-Square Test of Independence, which subsequently addressed all four (4) of the research questions below:

**1. There are 16 MBTI personality types, but they can be categorized into four (4) groups: Analysts, Diplomats, Sentinels, and Explorers.**

The study shows that while all categories are present, these personality types can be simplified into groups. These groups can be identified through common denominators among the personality types. Particularly, the dichotomies of Intuitive and Thinking ( $_{NT}$ ) for Analysts, Intuitive and Feeling ( $_{NF}$ ) for Diplomats, Observant and Judging ( $_{SJ}$ ) for Sentinels, and Observant and Prospecting ( $_{SP}$ ) for Explorers.

**2. The level of academic performance of the students can be classified into three categories.**

Three (3) categories are used to evaluate the level of students' academic performance: Category A (90-100), Category B (85-89), and Category C (75-84). More than half of the sample fit in Category A. The sum of the number of students that fit in Categories B and C would not equate to half of the sample size. Thus, it can be said that the Grade 12 students at DYCI are performing well academically.

**3. Some groups may perform better in academics than others.**

According to the result of the in-depth data gathering, which aimed to garner the first semester results of core and applied subjects of the respondents, the groups of Analysts and Diplomats executed their academics better than the groups of Explorers and Sentinels.

**4. There is no significant correlation between the MBTI personality types and the academic performance of the students.**

Comparing the chi-square value of 7.55 to the critical value of 12.59, the data shows that there is no strong correlation between the MBTI personality types and students' general weighted average (GWA), therefore establishing the null hypothesis that there is no relationship between the MBTI personality types and students' academic performance.

## CONCLUSIONS

- There is an array of MBTI personality types among Grade 12 students. Particularly, there are 16 types that can be simplified further into four (4) groups.
- Along with the differences in personality, there are also differences between the level of academic performance of the Grade 12 Students. These are divided into three (3) categories. Category A (90-100), Category B (85-89) and Category C (75-84).

- Since personalities and levels of academic performance are diverse, the different personality types excel in various fields. Individually, some MBTI personality types score higher than others do. As a group, some individual types can pull the average higher and some can pull it lower. Thus, other groups perform better than the rest.
- With all the data gathered by the researchers, this study concludes that there is no significant correlation between the MBTI Personality Type and the Academic Performance of Grade 12 Students at Dr. Yanga's Colleges, Inc.

## RECOMMENDATIONS

The result showed no significant relationship between the Grade 12 students' MBTI personality types and academic performance at Dr. Yanga's Colleges, Inc. Nonetheless, given the limitations imposed on the researchers by the time allotted to complete this study, it is advised to broaden the locale in order to obtain a variety of data and therefore be able to generate a more in-depth analysis of how personalities interact with academic performance.

After a thorough assessment and considering the previous findings and conclusions of the study, the following recommendations are presented:

Students must use their knowledge of their personality type to look around them once they have grasped the foundation of it. Start paying attention to how behaviors, emotions, and interactions with others relate to students' characteristics and preferences. This will enhance their ability to understand how others lead, influence, and negotiate.

This study highlights the significance of managing individuals by emphasizing personality type differences rather than relying on social stereotypes. One of its key contributions is that it provides findings that will assist educators in selecting the appropriate teaching and learning strategies for students, considering the variety of personality types, and encouraging and supporting better academic performance. As personality may change over time, educators should adjust their teaching styles to accommodate students' personalities. Learners have control over their performance and can quickly change them. Hence, it is suggested that instructors adopt teaching strategies that match their learning styles in order to aid students in understanding more of themselves.

This recommendation is not confined solely to educators; the approach can also be employed at home. Parents can utilize this personality test to help their children deal not just with academic matters but also with making better decisions in life. However, they can also ascertain alternative strategies that suit them most.

Knowing personality types can help one learn more about themselves and the people around them. They could also clarify how MBTI personality types predispose individuals to employ preferences and be aware of their environment and how these dispositions interact with how they decide and behave. This implication provides students a clear advantage when engaging with others to make more sensible and efficient decisions that will benefit society while minimizing conflict. Besides, organizations must spend time understanding their personalities to improve awareness and, in turn, organizational performance.

Future researchers can use the wholeness of this study as a resource and a guide to expand their knowledge. It must be known that personality type assessments cannot predict performance or success. It is a better way to help young individuals know themselves better and gain additional knowledge about their personality that is linked to their behavior and preferences. Additionally, the research can serve as a guide for them about what they would need to explore. Future studies may also investigate alternative assessments that supply everything needed, such as categories and more brief questionnaires. Overall, the results of this study are

crucial as they will form a better picture of society, but they are tentative and need to be verified through further analysis.

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