Comparison of High School Students' Personality Traits in the Helping Professions and Those of General Education

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Abstract

The primary aim of the research is the comparison of personality traits defined by the five factor model of male and female high school students enrolled in secondary medical schools and general education secondary schools. Since they have chosen a helping profession, the hypothesis is that female and male students of secondary medical schools will achieve higher results on the agreeableness scale with no statistically significant differences on other scales. The hypothesis is based on the results of similar research studies, which indicate that individuals prefer a type of occupation that corresponds to their personality traits. The research was carried out on a sample of 203 male and female students, 102 from secondary medical schools and 101 from general education secondary schools. Personality traits were assessed with the Croatian version of the BFQ. The questionnaire was administered anonymously in a group setting during regular school hours. The obtained results were analyzed using a simple variance analysis (ANOVA). The results confirmed the initial expectations; medical school students achieved statistically significant higher results on the agreeableness scale in relation to their general education secondary school counterparts.

Key words: *BFQ; five factor model; personality traits; professional interests.*

Introduction

The five factor personality model is based on the *fundamental lexical hypothesis*, which suggests that in all or some world languages the most relevant individual personality differences become encoded as certain words and transfer information on personality traits, i.e. on individual differences that are relevant for our personal benefit or the benefit of our group (Goldberg, 1990).

The most commonly used terms for the five factors determined by the model are *neuroticism* (N), *extraversion* (E), *openness to experience* (O), *agreeableness* (A) and *conscientiousness* (C). With certain variations, the five factor model was confirmed in several other research studies that were carried out on different samples, with different item forms and in different languages/cultures (McCrae & Costa, 1997; McCrae, Costa, Del Pilar, Rolland, & Parker, 1998; De Raad, Perugini, Hrebickova, & Szarota, 1998).

There was an attempt in this research to discover if there is a difference, according to the dimensions of the five factor personality model, between individuals who are educated for helping professions (e.g. female and male nurses and medical technicians) and those who still have not decided what their future occupation might be, i.e. those enrolled into general education secondary schools. It was shown that individuals who achieve higher results on the *openness to experience* scale choose artistic or investigative occupations more frequently, individuals with higher results on the *extraversion* scale opt for enterprising, and individuals with higher results on the *agreeableness* scale choose helping, i.e. social professions (Nieken & Störmer, 2010). However, results of this type of research are often contradictory. Thus, for instance, the meta-analysis of Barrick, Mount and Gupta (2003) shows the existence of certain variations in the relation between particular personality traits and types of occupations, and suggests that the highest correlations exist between the *extraversion* trait and the enterprising type ($r = 0.41$), as well as between the *openness to experience* trait and the artistic personality type ($r = 0.39$), while other correlations are lower [*agreeableness* and the social type ($r = 0.15$), *conscientiousness* and the conventional type ($r = 0.19$), *neuroticism* and the investigative type ($r = 0.12$)]. Apart from that, correlations between the realistic type and a specific personality trait were not found. However, the research by Krapić, Kardum and Kristofić (2008) shows that the correlations between higher results on the *agreeableness* scale and the choice of a social occupation is not statistically significant. Therefore, the prognostic validity of personality traits in this sense was most frequently assessed in relation to Holland's Theory of careers. Holland (1985) claims that professional occupations can be divided into six types: realistic, investigative, artistic, enterprising, social and conventional (RIASEC - Realistic, Investigative, Artistic, Social, Enterprising, Conventional). The *RIASEC Theory*, as well as the five factor model of personality traits, has been validated and confirmed both on large samples and in cross-cultural research, and it is considered to be dominant in the area of organisational psychology, therefore being a logical choice for testing the correlation between personality traits and career choices (Rounds & Tracey, 1993; Tracey & Rounds, 1993).

Unlike the majority of research that has been carried out so far, this one addresses the differences in personality traits of high school students of different professional orientations. The **hypothesis** is that statistically significant differences between the two groups of students will exist on the *agreeableness* scale only. It is based on the research about the correlations between personality traits and the occupation type (Barrick, Mount, & Gupta, 2003; Nieken & Störmer, 2010), and on research addressing the characteristics of "ideal" medical workers (Hojat et al., 2002a, b; Roh, Hahm, Lee,

& Suh, 2010), usually used for describing individuals who achieve higher results on the *agreeableness* scale (John & Srivastava, 1999; John, Naumann, & Soto, 2008). Hence, taking into account that female and male secondary medical school students have chosen a helping profession (social type, according to Holland), the hypothesis is that they will achieve higher results on the *agreeableness* scale in relation to their general education secondary school counterparts.

Method
Participants

Results from 203 participants were analyzed. 102 of them (69.6 % of female students) were students of the secondary Medical School Osijek and 101 were students of a general education secondary school (78.2 % of female students) in Osijek. They were aged between 16 and 20 years ($M = 17.10$; $SD = 0.77$).

Instrument

The *Big Five Questionnaire* (BFQ), i.e. its Croatian version (Caprara, Barbaranelli, & Borgogni, 1993/2005), was used for the operationalization of personality traits.

The BFQ comprises of *132 items* divided into *5 scales: energy (E), agreeableness (A), conscientiousness (C), emotional stability (ES) and mental openness (MO),* with each relating to one of the above mentioned personality traits. Taking into account that the names of certain scales differ from those most frequently used for naming the five personality traits, it is important to stress that the *energy* scale relates to the trait frequently known as *extraversion*, the scale of *emotional stability* relates to the *neuroticism* trait, and the *mental openness scale* relates to the *openness to experience* trait. The scales are divided into subscales. The participants' task was to respond to each of the given statements (items) in the questionnaire by choosing one number (from 1 to 5) that would match with the degree of correspondence to the mentioned statement. Apart from the already mentioned scales, the questionnaire included a lie scale (L), which consisted of 12 statements referring to socially desirable behavior (Jutriša, Matešić, & Pinjušić, 2005).

The coefficients of internal consistency (Cronbach alpha) of scales for measuring five fundamental personality traits are satisfactory and range from 0.73 for the agreeableness scale to 0.89 for the emotional stability scale. Other coefficients are: 0.77 for the energy scale, 0.83 for the conscientiousness scale and 0.75 for the mental openness scale. The internal consistency of the lie scale is somewhat lower and amounts to 0.58.

Procedure

Filling out the questionnaire lasted for about 30 minutes; it was anonymous, conducted in a group setting, during the Advisory Class of a particular group of participants. Before administering the questionnaires, the importance of spontaneous and honest question answering was emphasized and it was pointed out that there are no correct and incorrect

answers. Although it was mentioned that participants may leave a blank questionnaire, i.e. quit filling it out without any consequences, no one has done that.

Results

Variance analysis was used to analyze the data. The existence of terms for carrying out an analysis of variance was confirmed by the results of the Levene's Test of Equality of Variances, which showed that both groups belong to the same population [*energy: F* (1.201) = 0.71, *p* = 0.40; *agreeableness F* (1.201) = 1.29, *p* = 0.26; *conscientiousness: F* (1.201) = 0.97, *p* = 0.32; *emotional stability: F* (1.201) = 1.13, *p* = 0.29; *mental openness: F* (1.201) = 0.98, *p* = 0.32]. Results of the analysis of variance on personality traits along with the independent variable of the orientation type are shown in Table 1.

Table 1. *Arithmetic mean values (M) and standard deviations (SD), the associated F-ratios and associated probability p for all five personality traits of secondary medical and general education secondary school students*

Dimension	School	M	SD	F	p
Energy	General education secondary school	82.41	10.813	0.044	0.835
	Medical School	82.71	9.589		
Agreeableness	General education secondary school	77.36	10.002	4.850	0.029*
	Medical School	80.28	8.914		
Conscientiousness	General education secondary school	80.73	11.739	3.243	0.073
	Medical School	83.70	11.706		
Emotional stability	General education secondary school	67.18	16.444	0.432	0.512
	Medical School	68.59	14.046		
Mental openness	General education secondary school	82.54	10.523	2.426	0.121
	Medical School	80.22	10.779		
Lie Scale	General education secondary school	28.99	4.213	0.007	0.933
	Medical School	29.04	4.093		

* $p < 0.05$

Discussion

Hojat et al. (2002a, b), and Roh, Hahm, Lee and Suh (2010), agree that "ideal" medical workers should possess characteristics such as empathy, warmth, honesty, readiness for cooperation and self-control, i.e. all those characteristics that describe individuals who achieve higher results on the *agreeableness* scale (John & Srivastava, 1999; John, Naumann, & Soto, 2008).

In the last twenty years, the 'RIASEC' model of professional interests has been widely accepted in the professional community (Holand, 1985; Šverko, 2003; Tracey & Rounds, 1996). Evaluations of that model of professional interests in Croatia and Serbia have been carried out on 746 (362 from Serbia and 384 from Croatia) female

and male students of graduate classes in several high schools, aged between 18 and 19 (Hedrih & Šverko, 2007), and on 1190 (630 from Croatia and 560 from Serbia) young adults of both sexes, at an average age of 23 (Šverko and Hedrih, 2010), and it was shown that the structure of interests of high school students and the correlations between particular types of interests correspond to the theoretical statements of this model. The 'RIASEC' model suggests the existence of six types of personalities and professional surroundings, which could be represented with a circular hexagonal shape in which the spatial closeness of particular types signifies their higher mutual correlation (Tracey & Rounds, 1996).

The first meta-analysis of correlations between the five factor model of personality traits and professional interests has been carried out by Barrick and Mount (1991). The results of that analysis did not correspond to established hypotheses and they did not correspond well with the results of this research either because they showed that the *agreeableness* factor is not a significant predictor of the choice of the social type occupation. However, the results of the Barrick, Mount and Gupta meta-analysis (2003) correspond to the assumptions of our research. One of the aims of that meta-analysis was to clarify the correlations between *agreeableness* and the emotional stability with Holland's model, given the fact that previous results were contradictory, and it was shown that the correlation between *agreeableness* and the social type does indeed exist.

The aim of the Chibnall, Blaskiewicz and Detrick (2009) research was to determine the differences between personality traits of medical students and police academy attendees, and the obtained results again did not confirm the expectations. It was shown that medical students do not achieve statistically significant higher values on the *agreeableness* scale in relation to police academy attendees. However, if we consider law enforcement as one of the helping professions, this result is not unexpected.

Lievens, Coetsier, De Fruyt and De Maeseneer (2002) have obtained similar results on a sample of 1545 students enrolled in various study programmes at five Belgian universities. Believing that, besides cognitive abilities, a certain combination of personality traits is needed for success in medical occupations, they attempted to identify that combination. Apart from students of medicine, the questionnaire was filled by students of law, economics, natural sciences, psychology and pedagogy, political sciences, mechanical engineering, philosophy, history and languages. Although the results have shown that there is no unique combination of personality traits that would clearly distinguish medical students from those at other study programmes, it was still demonstrated that medical students achieve high results on the *agreeableness* scale, statistically significantly higher in relation to students of economics and political sciences, but not in relation to students of other study programmes. Although the obtained differences were not that high, in order to present an adequate argument for the fact that in the selection process for such (social) types of occupations these personality traits should be given the most prominent role, it was again shown that differences in personality traits of individuals of various professional interests are not a coincidence.

Holland (1985) tried to explain the reason for choosing an occupation in accordance with one's own personality traits. According to his explanation, individuals will choose an occupation congruent with the structure of their personality because then their dispositions in the form of personality traits will be most adaptive and will enable them to deal with stress and problems, which are a consequence of the job they are performing, in the most effective way. Those individuals in which this congruence between personality traits and the type of occupation they are performing exists, evaluate their work tasks as more enjoyable and are more motivated to perform them. Positive consequences of this congruence are therefore not only an effective way to deal with stress that a certain occupation brings along, but they also represent better results, a higher level of satisfaction with work and generally a higher degree of individuals' engagement in performing their work tasks. Consequently, Holland also claimed that the incongruity between personality traits and the type of occupation an individual performs may result in an increase in the possibility of leaving such an environment.

Conclusion

Female and male students of the secondary medical school have achieved statistically significant higher results on the *agreeableness* scale of the BFQ questionnaire, which confirms the hypothesis of this research. Such results are in accordance with the results of some previously conducted research, the standpoints of which were also that individuals, while choosing an occupation, prefer precisely those occupations (defined by the RAISEC classification) that are in accordance with their personalities. This gives them additional weight, especially if we take into account the research done by Hedrih and Šverko (2007) that has shown how the structure and correlations between RIASEC types of professional interests of Croatian high school students are significantly more similar to the theoretical structure and correlations between RIASEC types than is the case in the majority of other world countries.

Relating to the fact that the research dealt with differences in personalities of high school students, its most significant contribution may well be the widening of the knowledge and insights on how early in life of an individual it is possible to predict their career choices based on particular personality traits. That would make these results interesting for professionals who are involved in the selection process or professional career guidance of groups similar to the sample.

The lack of administering a career choice inventory, such as Holland's SDS inventory (Holland & Rayman, 1986) which would determine the real structure of professional interests of individuals in the sample, can be mentioned as a drawback of this research, but also as a recommendation for similar future research.

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Usporedba dimenzija ličnosti srednjoškolaca pomagačkog i općeg usmjerenja

Sažetak

Cilj istraživanja je usporedba dimenzija ličnosti, definiranih petofaktorskim modelom, učenica i učenika srednje medicinske škole, gimnazijalki i gimnazijalaca. S obzirom na to da su se odlučili za pomagačko zanimanje, pretpostavka je da će učenice i učenici srednje medicinske škole postizati više rezultate na ljestvici ugodnosti, dok na ostalim ljestvicama neće biti statistički značajnih razlika. Hipoteza se temelji na rezultatima sličnih istraživanja koja upućuju na to da pojedinci preferiraju tip zanimanja koji se podudara s njihovim osobinama ličnosti. Istraživanje je provedeno na ukupno 203 učenice i učenika. Njih 102 polazilo je medicinsku školu, a 101 je bio iz gimnazije. Za procjenu dimenzija ličnosti korišten je hrvatski oblik BFQ upitnika. Upitnik je primijenjen anonimno, skupno, na satu razredne nastave. Za provjeru dobivenih rezultata korištena je jednostavna analiza varijance. Rezultati su potvrdili očekivanje jer su učenice i učenici koji se obrazuju za pomagačko zanimanje imali statistički značajno više rezultate na ljestvici ugodnosti u odnosu na svoje gimnazijske vršnjake.

Ključne riječi: *BFQ; dimenzije ličnosti; petofaktorski model; profesionalni interesi*

Uvod

Petofaktorski model ličnosti temelji se na *osnovnoj leksičkoj hipotezi* koja tvrdi da najvažnije individualne razlike u transakcijama ljudi postaju kodirane kao pojedine riječi u svim ili nekim svjetskim jezicima i prenose informacije o osobinama ličnosti, odnosno individualnim razlikama, koje su važne za našu vlastitu dobrobit ili dobrobit naše skupine (Goldberg, 1990).

Najčešće korišteni termini za pet faktora koje model određuje su *neuroticizam* (N), *ekstraverzija* (E), *otvorenost prema iskustvu* (O), *ugodnost* (U) i *savjesnost* (S). Uz određene varijacije petofaktorski model potvrđen je u više istraživanja koja su provedena na različitim uzorcima, s različitim oblicima čestica i na različitim jezicima/u različitim kulturama (McCrae i Costa, 1997; McCrae, Costa, Del Pilar, Rolland i Parker, 1998; De Raad, Perugini, Hrebickova i Szarota, 1998).

U ovom istraživanju pokušalo se provjeriti razlikuju li se, prema dimenzijama petofaktorskog modela ličnosti, pojedinci koji se školuju za zanimanje koje je po svojoj vrsti pomagačko (npr. posao medicinske sestre ili medicinskog tehničara) od onih koji se još nisu odlučili za buduće zanimanje, tj. pohađaju gimnaziju. Naime, pokazalo se da pojedinci koji postižu visoke rezultate u dimenziji *otvorenosti prema iskustvu* češće biraju umjetnička ili istraživačka zanimanja, pojedinci s visokim rezultatima u dimenziji *ekstraverzije* poduzetnička, a pojedinci s visokim rezultatima u dimenziji *ugodnosti* pomagačka, tj. socijalna zanimanja (Nieken i Störmer, 2010). Ipak, rezultati istraživanja te vrste nerijetko su kontradiktorni. Tako npr. metaanaliza Barricka, Mounta i Gupte (2003) pokazuje kako postoje određene varijacije u povezanosti pojedinih dimenzija ličnosti i tipova zanimanja i govori da najviše korelacije postoje između dimenzije *ekstraverzije* i poduzetničkog tipa ($r = 0,41$) te *otvorenosti prema iskustvu* i umjetničkog tipa ($r = 0,39$), dok su ostale korelacije niže [*ugodnost* i socijalni tip ($r = 0,15$), *savjesnost* i konvencionalni tip ($r = 0,19$), *neuroticizam* i istraživački tip ($r = 0.12$)]. Osim toga, ne pronalaze se korelacije između realističnog tipa i pojedine dimenzije ličnosti. Međutim, istraživanje koje su proveli Krapić, Karduma i Kristofić (2008) pokazuje kako povezanost visokih rezultata na ljestvici *ugodnosti* i odabira zanimanja socijalnog tipa nije statistički značajna. Dakle, prognostička valjanost dimenzija ličnosti u ovom je smislu najčešće bila procjenjivana u odnosu na Hollandovu teoriju profesionalnog razvoja. Holland (1985) tvrdi da se profesionalna zanimanja mogu podijeliti u šest tipova: realistički, istraživački, umjetnički, poduzetnički, socijalni i konvencionalni (RIASEC – Realistic, Investigative, Artistic, Enterprising, Social, Conventional). *Teorija RIASEC*, kao i petofaktorski model ličnosti, validirana je i potvrđena na velikim uzorcima, kao i u kroskulturalnim istraživanjima i smatra se dominantnom u području organizacijske psihologije, pa je i logičan izbor za provjeru povezanosti dimenzija ličnosti s odabirom zanimanja (Rounds i Tracey, 1993; Tracey i Rounds, 1993).

Za razliku od većine do sada provedenih istraživanja, ovo se bavi razlikama u osobinama ličnosti srednjoškolaca različitog profesionalnog usmjerenja. **Hipoteza** je da će statistički značajna razlika između dvije grupe učenika postojati samo na dimenziji *ugodnosti*. Utemeljena je na istraživanjima o povezanosti osobina ličnosti s odabirom tipa zanimanja (Barrick, Mount i Gupta, 2003; Nieken i Störmer, 2010) i na istraživanjima koja su se bavila obilježima „idealnih" medicinskih djelatnika (Hojat i sur., 2002a, b; Roh, Hahm, Lee i Suh, 2010), a kojima se inače opisuju pojedinci koji postižu visoke rezultate na dimenziji *ugodnosti* (John i Srivastava, 1999; John, Naumann i Soto, 2008). Dakle, s obzirom na to da su se učenice i učenici srednje medicinske škole odlučili za pomagačko usmjerenje (socijalni tip prema Hollandu), pretpostavka je da će postizati više rezultate u dimenziji *ugodnosti* od svojih vršnjaka koji pohađaju gimnaziju. Ne očekuju se statistički značajne razlike u ostalim dimenzijama ličnosti.

Metoda

Sudionici

Obrađeni su rezultati 203 sudionika mjerenja, polaznika srednje Medicinske škole u Osijeku, njih 102 (69,6% učenice), te 101 polaznika gimnazije općeg smjera (78,2% učenice) u Osijeku. Njihova dob kretala se u rasponu od 16 do 20 godina (*M* = 17,10; *SD* = 0,77).

Instrument

Za operacionalizaciju dimenzija ličnosti srednjoškolaca korišten je *Big Five upitnik* (*Big Five Questionnaire* – BFQ), to jest njegovo hrvatsko izdanje (Caprara, Barbaranelli i Borgogni, 1993/2005).

BFQ sadrži *132 čestice* podijeljene u *5 ljestvica*: *energija (E), ugodnost (U), savjesnost (S), emocionalna stabilnost (ES) i mentalna otvorenost (MO)*, a svaka od njih odnosi se na jednu od prethodno spomenutih dimenzija ličnosti. S obzirom na to da se nazivi pojedinih ljestvica razlikuju od onih koji se najčešće koriste za imenovanje pet dimenzija ličnosti, potrebno je naglasiti da se ljestvica *energija* odnosi na dimenziju najčešće zvanu *ekstraverzija*, ljestvica *emocionalna stabilnost* na dimenziju *neuroticizam,* a ljestvica *mentalna otvorenost* na dimenziju *otvorenost prema iskustvu*. Ljestvice su podijeljene u podljestvice. Zadatak sudionika bio je odgovoriti na svaku navedenu tvrdnju (česticu) u upitniku odabirom jednog od brojeva (od 1 do 5) koji bi odgovarao stupnju njegova slaganja s navedenom tvrdnjom. Osim navedenih ljestvica upitnik sadrži i ljestvicu laganja (L), koja se sastoji od 12 tvrdnji koje se odnose na socijalno poželjna ponašanja (Jutriša, Matešić i Pinjušić, 2005).

Koeficijenti unutarnje konzistencije (Cronbach alfa) ljestvica za mjerenje pet temeljnih dimenzija ličnosti su zadovoljavajući i kreću se od 0,73 za dimenziju ugodnosti do 0,89 za dimenziju emocionalne stabilnosti. Ostali koeficijenti su: 0,77 za dimenziju energije, 0,83 za dimenziju savjesnosti i 0,75 za dimenziju mentalne otvorenosti. Unutarnja konzistencija ljestvice laganja nešto je niža i iznosi 0,58.

Postupak

Ispunjavanje upitnika trajalo je približno 30 minuta, bilo je anonimno, skupno, na satu razredne nastave pojedinoga razrednog odjela. Prije podjele upitnika bila je istaknuta važnost spontanog i iskrenog odgovaranja i ispitanicima je rečeno da ne postoje točni i netočni odgovori. Premda im je rečeno da mogu ostaviti prazan upitnik, tj. odustati od njegova popunjavanja bez ikakvih posljedica, to nitko nije učinio.

Rezultati

Za obradu rezultata korištena je jednostavna analiza varijance. Postojanje uvjeta za provedbu analize varijance potvrdili su rezultati Leveneova testa jednakosti varijanci koji je pokazao da obje skupine pripadaju istoj populaciji [*energija*: $F(1,201) = 0,71$, $p = 0,40$; *ugodnost*: $F(1,201) = 1,29$, $p = 0,26$; *savjesnost*: $F(1,201 = 0,97$, $p = 0,32$;

emocionalna stabilnost: $F(1,201) = 1,13$, $p = 0,29$; *mentalna otvorenost*: $F(1,201) = 0,98$, $p = 0,32$]. U tablici 1. nalaze se rezultati analize varijance u dimenzijama ličnosti uz nezavisnu varijablu tipa usmjerenja.

Tablica 1.

Kao što se može vidjeti iz tablice 1. statistički značajna razlika između te dvije skupine postoji jedino na dimenziji *ugodnosti*, $F(1,201) = 4,85$, $p < 0,05$.

Rasprava

Hojat i sur. (2002a, b), te Roh, Hahm, Lee i Suh (2010), procjenjuju da bi „idealni" medicinski djelatnici trebali posjedovati obilježja kao što su empatija, toplina, poštenje, spremnost na suradnju i samokontrola, odnosno sva ona obilježja kojima se opisuju pojedinci koji postižu visoke rezultate na dimenziji *ugodnosti* (John i Srivastava, 1999; John, Naumann i Soto, 2008).

Posljednjih dvadesetak godina vrlo je prihvaćen 'RIASEC' model profesionalnih interesa (Holand, 1985; Šverko, 2003; Tracey i Rounds, 1996). Evaluacije tog modela profesionalnih interesa u Hrvatskoj i Srbiji provedene su na 746 (362 iz Srbije i 384 iz Hrvatske) učenica i učenika završnih razreda viših srednjih škola, dobi između 18 i 19 godina (Hedrih i Šverko, 2007) i na 1190 (630 iz Hrvatske i 560 iz Srbije) mlađih odraslih osoba, oba spola, prosječne dobi oko 23 godine (Šverko i Hedrih, 2010). Pokazalo se da struktura interesa učenika srednjih škola i odnosi između pojedinih tipova interesa odgovaraju upravo teorijskim postavkama toga modela. Model 'RIASEC' pretpostavlja postojanje šest tipova ličnosti i profesionalnih okolina, koji bi se mogli predstaviti kružnim heksagonalnim oblikom u kojemu bi prostorna blizina pojedinih tipova značila i njihovu veću međusobnu povezanost (Tracey i Rounds, 1996).

Prvu metaanalizu povezanosti petofaktorskog modela ličnosti i profesionalnih interesa iznijeli su Barrick i Mount (1991). Rezultati objavljene analize nisu bili u skladu s postavljenim hipotezama, a nisu u skladu ni s rezultatima ovog istraživanja, jer su pokazali da faktor *ugodnosti* nije značajan prediktor odabira socijalnog tipa zanimanja. Međutim, rezultati metaanalize Barricka, Mounta i Gupte (2003) u skladu su s pretpostavkama našeg istraživanja. Naime, jedan od ciljeva te metaanalize bio je razjasniti odnos *ugodnosti* i emocionalne stabilnosti s Hollandovim modelom s obzirom na to da su raniji rezultati bili kontradiktorni i pokazalo se da povezanost između *ugodnosti* i socijalnog tipa postoji.

Cilj istraživanja Chibnalla, Blaskiewicza i Detricka (2009) bio je utvrditi razlike u dimenzijama ličnosti studenata medicine i polaznika policijske akademije, a dobiveni rezultati ponovno nisu potvrdili očekivanja. Naime, pokazalo se da studenti medicine ne postižu statistički značajno više vrijednosti na ljestvici *ugodnosti* u odnosu na polaznike policijske akademije. No ako se na poziv policajca gleda i kao na dijelom pomagačko zanimanje, taj rezultat nije neočekivan.

Lievens, Coetsier, De Fruyt i De Maeseneer (2002) dobili su slične rezultate na uzorku od 1545 studenata različitih akademskih smjerova na pet belgijskih sveučilišta. Smatrajući kako je, osim kognitivnih sposobnosti, za uspješnost u medicinskim zanimanjima potrebna i određena kombinacija osobina ličnosti, tu su kombinaciju pokušali identificirati. Osim studenata medicinskih fakulteta, upitnik su ispunili i studenti prava, ekonomije, prirodnih znanosti, psihologije i pedagogije, političkih znanosti, strojarstva, filozofije, povijesti i jezika. Iako su rezultati pokazali kako ne postoji nekakva jedinstvena kombinacija crta ličnosti koja bi studente medicine jasno razlikovala od studenata ostalih akademskih smjerova, ipak se pokazalo da studenti medicine postižu visoke rezultate u dimenziji *ugodnosti*, statistički značajno više u odnosu na studente ekonomije i političkih znanosti, no ne i u odnosu na studente ostalih smjerova. Iako dobivene razlike ipak nisu tolike da bi bile dovoljan argument za to kako bi osobinama ličnosti pri selekciji za takve (socijalne) tipove zanimanja trebalo dati vodeću ulogu, ponovno se pokazalo da razlike u osobinama ličnosti pojedinaca različitih profesionalnih interesa nisu slučajne.

Razlog odabira zanimanja u skladu s vlastitim osobinama ličnosti najčešće je pokušavao objasniti Holland (1985). Prema njegovu objašnjenju, pojedinci će odabrati zanimanje kongruentno strukturi svoje ličnosti zbog toga što će tada njihove dispozicije u obliku crta ličnosti biti najviše adaptivne i omogućiti im da se na učinkovitiji način suočavaju sa stresom i problemima koji su posljedica posla koji obavljaju. Naime, oni pojedinci kod kojih ta kongruencija između crta ličnosti i tipa zanimanja koje obavljaju postoji, svoje radne zadatke procjenjuju ugodnijima i više su motivirani za njihovo obavljanje. Pozitivne posljedice takve kongruencije stoga nisu samo učinkovitiji načini suočavanja sa stresom pojedinog zanimanja, već i bolji rezultati, viša razina zadovoljstva poslom i općenito veća zaokupljenost pojedinaca u obavljanju radnih zadataka. Posljedično, Holland je tvrdio i da nepodudaranje ličnosti i tipa posla koji pojedinac obavlja rezultira povećanjem vjerojatnosti napuštanja takve okoline.

Zaključak

Učenice i učenici medicinske škole postigli su statistički značajno više rezultate u dimenziji *ugodnosti* u BFQ upitniku, čime je potvrđena hipoteza istraživanja. Takvi rezultati u skladu su i s rezultatima nekih ranije provedenih istraživanja čije je stajalište također bilo da pojedinci pri odabiru zanimanja preferiraju upravo ona zanimanja (definirana RIASEC klasifikacijom) koja su u skladu s njihovom ličnošću, što im daje dodatnu težinu, pogotovo ako se uzme u obzir istraživanje Hedriha i Šverko (2007) koje je pokazalo kako su struktura i odnosi između RIASEC tipova profesionalnih interesa hrvatskih srednjoškolaca značajno sličniji teorijskoj strukturi i odnosima RIASEC tipova nego što je to slučaj u većini ostalih zemalja svijeta.

S obzirom na to da se istraživanje bavilo razlikama u ličnosti polaznika srednjih škola, kao njegov doprinos može se navesti proširenje spoznaje o tome koliko je rano

u životu pojedinaca moguće njihove profesionalne interese predvidjeti na temelju pojedinih osobina ličnosti, zbog čega bi navedeni rezultati mogli biti zanimljivi profesionalcima koji se bave selekcijom ili profesionalnim usmjeravanjem skupina sličnih uzorku.

Kao nedostatak ovog istraživanja, ali ujedno i preporuka za daljnja slična istraživanja, može se navesti izostanak primjene upitnika profesionalnih interesa, poput Hollandova SDS inventara profesionalnih interesa (Holland i Rayman, 1986), koji bi omogućio utvrđivanje stvarne strukture profesionalnih interesa pojedinaca u uzorku.