



ISSN NO. 2320-5407

Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/9780
DOI URL: <http://dx.doi.org/10.21474/IJAR01/9780>



INTERNATIONAL JOURNAL OF
ADVANCED RESEARCH (IJAR)
ISSN 2320-5407
Journal Homepage: <http://www.journalijar.com>
Journal DOI: 10.21474/IJAR01

RESEARCH ARTICLE

PATTERNS OF INTENTS, DECISIONS, AND TENDENCIES BASED ON BEHAVIORAL STYLES.

Ahmed A. Al-Tameemi.

Undergraduate Student, Faculty of Pharmacy and Medical Sciences, University of Petra, Amman, Jordan.

Manuscript Info

Manuscript History

Received: 14 July 2019

Final Accepted: 16 August 2019

Published: September 2019

Key words:-

Behavior links, Behavioral style, DiSC, Personality, Behavioral patterns, tendencies.

Abstract

Human behavior is the expression of held values and beliefs. While it is correct to believe that behavior can adjust over time due to the shift in personality that's being expressed, after a certain age, the personality development becomes considerably more adaptive, which leads to a reasonably consistent behavioral style that makes for a good tangible measure of someone's character. The study aimed to find patterns between someone's intents, inclinations, and tendencies to act in the future and their behavioral style based on the DiSC model of behavior. It encompassed 187 undergraduate and 72 postgraduate students of Pharmaceutical Sciences from both public and private universities in Jordan from over eight nationalities. The researcher used a survey made up of two sections; the first section focuses on the student's intents, beliefs, and general information. The second section's questions are used to determine which of the four behavioral styles the student belongs to. The study showed that, in terms of numbers, the "S" style of behavior makes up (66.8%) of total respondents, followed by "C" style (17%), "I" style (12%), and "D" style (4.2%). The analysis showed both the undergraduate and postgraduate student's perspectives and revealed several links between each style and academic potential, self-belief, thoughts about higher education, and future career plans.

Copy Right, IJAR, 2019,. All rights reserved.

Introduction:-

It is difficult to narrow what causes someone to act a certain way or do a specific action down to a solitary motive, but a substantial contributor to the decision-making process is that person's personality traits (Hurtz & Donovan, 2000) As, for example, they significantly influence information-seeking behavior (Halder et al., 2017). They can be defined as the collection of intrinsic and extrinsic factors that may affect the behavior of an individual (Abdullah et al., 2016). Which, in turn, are plentiful in numbers and are of varying complexity. The vast amount of variables makes it easy to link the causes misguidedly. However, the development of personality and achievement-based variables is not alike (Haan et al., 1986) but since behavior is the expression of personality (Funder, 2013), and there appears to be substantial stability of individual differences in personality, even over several decades (Roberts and DelVecchio, 2000; Hampson and Goldberg, 2006; Caspi and Roberts, 2001) if a correlation is found between behavior and a set of actions, past and current experiences, intents and tendencies, then there could be a link between the traits that make up someone's personality and shape his behavioral style, in a large sample size, and the manifestation of patterned tendencies. And bearing in mind that behavior is a mechanism within psychosocial

Corresponding Author:-Ahmed A. Al-Tameemi.

Address:-Undergraduate Student, Faculty of Pharmacy and Medical Sciences, University of Petra, Amman, Jordan.

processes that reveals the importance and nature of personality constructs and measures (Furr, 2009), a better understanding of those links could be used to enhance how academic programs are currently structured.

The Methodology:-

A survey was sent out to both undergraduate and postgraduate students majoring in pharmaceutical sciences at several universities in Jordan. This specific field was chosen not only due to the program being offered by most Jordanian universities, both public and private, but also due to it having a diversified student base with students from different nationalities and academic backgrounds, while also including students who should be cognitively at a level to where the desired survey can be sent out without having to lessen the level of questions to be assured of total comprehension.

The survey was separated into two sections containing 47 questions in total; the first one focused first on amassing general information about the student with typical questions about age, sex, nationality, GPA, monthly income, etc.

However, the other questions from the first section used two methods; contextually retrospective behavioral self-reports and hypothetical behavioral self-reports to collect data about the student's intents, previous decisions, and current beliefs. It involved questions that were asked to discover their future career plans, belief in the value of a postgraduate degree, whether or not they intend or intended to pursue higher education, their willingness to take continuous negative feedback even if they knew it was for their benefit, measure their level of ambition, and other questions that will be discussed later on.

The second section of the survey was made up of multiple-choice questions, which were comprised of 12 questions with both a most likely and a least likely option to determine the student's behavioral style based on the DiSC model of behavior. Depending on their answers, each respondent gets grouped into either a D, I, S, or a C behavioral style.

The aim of this study, as previously mentioned, was to find a connection or a correlation between each style and the tendencies and intents of the student based on the data collected from the first section.

The Results:-

The overall number of respondents to the survey was 259. Of those, 61% were female, and 39% were male. About 27.8% of them were postgraduate students, while the others were undergraduate students. However, only 21.23% were 25 years of age or older. In terms of nationality, the majority of the students were, as to be expected, Jordanian, followed by large numbers of Iraqi and Palestinian students. Minority groups of Syrian, Kuwaiti, Saudi, Lebanese, and Emirati students rounded up the total. When it comes to the financial status of the students, The majority of them reported a monthly income that would categorize them in either the middle or upper-middle class.

As for the behavioral styles, the Dominant (D) style was found in only 11 students (4.2%), 7 of them were undergraduates, and 4 were postgraduate students. The Influence (I) style was found in 31 students (12%), which contained only 3 postgraduate students while the Compliance (C) style was found in 44 students (17%) divided into 18 undergraduate and 26 postgraduate students. Finally, the Steadiness (S) style was found in 173 students (66.8%) that included 39 postgraduate students.

The remaining results are detailed in the following tables:

Table 1:-

The student's GPA (Final GPA if graduated, Current GPA if still an undergraduate)								
Choice \ Style	D Under	D Post	I Under	I Post	S Under	S Post	C Under	C Post
-	0%	0%	14.3%	0%	13.4%	0%	0%	0%
Under 2.0	0%	0%	14.3%	0%	13.4%	0%	0%	0%
2.00-2.99	14.3%	0%	82.1%	0%	41%	0%	5.6%	0%
3.00-3.5	71.4%	75%	3.6%	100%	25.5%	61.5%	33.3%	27%
Over 3.5	14.3%	25%	0%	0%	20.1%	38.5%	61.1%	73%

Table 2:-

What is/was the student's plan after graduating

Choice / Style	D Under	D Post	I Under	I Post	S Under	S Post	C Under	C Post
Work at a hospital or a retail pharmacy	0%	0%	28.6%	0%	46.3%	12.8%	5.55%	7.7%
Work for a corporation	28.6%	25%	3.6%	0%	15.6%	23%	5.55%	7.7%
Pursue higher education	71.4%	75%	42.8%	66.7%	9%	7.7%	77.8%	80.8%
Unsure / don't currently have any plans	0%	0%	17.8%	33.3%	26.1%	53.9%	0%	0%
Other	0%	0%	7.2%	0%	3%	2.6%	11.1%	3.8%

Table 3:-

Yes & No questions									
Question/Style	D Under	D Post	I Under	I Post	S Under	S Post	C Under	C Post	
Do/Did you intend to enroll in a postgraduate program?	71.4% Y	75% Y	42.9% Y	100% Y	11.2% Y	20.5% Y	77.8% Y	88.5% Y	
Do/Did you believe it is worth it to get a postgraduate degree?	100% Y	100% Y	75% Y	100% Y	32% Y	48.7% Y	94.4% Y	96.15% Y	
Do you believe a bachelor's degree in Pharmaceutical sciences is enough for your career of choice?	14.3% Y	25% Y	39.3% Y	33.3% Y	71.6% Y	30.8% Y	11.1% Y	15.4% Y	
Would you advise a friend or an associate to pursue a postgraduate degree?	85.7% Y	100% Y	71.4% Y	66.7% Y	34.3% Y	56.4% Y	94.4% Y	88.5% Y	
Do you believe you can come up with new/improve existing ideas and methods in your field?	100% Y	50% Y	60.7% Y	33.3% Y	38% Y	35.9% Y	61.1% Y	57.7% Y	
Would you be comfortable getting constant negative feedback from a professor or a supervisor?	85.7% Y	100% Y	14.3% Y	33.3% Y	18.6% Y	25.6% Y	11.1% Y	19.2% Y	
Have you at any point during your undergraduate study looked up scientific journals in your own free time?	71.4% Y	50% Y	10.7% Y	0% Y	19.4% Y	30.8% Y	83.3% Y	92.3% Y	
Do you have any academic regrets? (since joining your university)	42.9% Y	25% Y	75% Y	66.7% Y	67.1% Y	41% Y	27.8% Y	26.9% Y	
Are you certain about your chances of finding a job after graduation?	100% Y	100% Y	78.6% Y	100% Y	51.5% Y	59% Y	27.8% Y	53.8% Y	
Would you be happy with working in the same job after graduating for the rest of your career? (with increased pay over time)	0% Y	0% Y	46.4% Y	33.3% Y	65% Y	66.7% Y	33.3% Y	23% Y	

* Y=Yes, A=Alone

Discussion:-

When evaluating the previously shown tables one by one, you can start to see the deviation in tendencies for each style of behavior. Keeping in mind that behavior and Personality measures are promising predictors of academic outcomes (Conrad, 2006). Table 1 showed that C style students performed the best academically in terms of GPA, followed by D, S, and I, respectively.

Table 2 showed that students with the S style of behavior were the most unsure/undecided when it comes to having career plans before graduating while also having the least intention of all four styles to pursue higher education. However, they were the keenest on working in a hospital or a retail pharmacy. D style students were the most intent on working for a corporation. Also, they were the least unsure/undecided along with C style students who, in their regard, were the most willing to pursue higher education. Lastly, I style students were the least willing to work for a corporation.

As for Table 3, a pattern became apparent when looking at the responses for the question “ Would you be comfortable getting constant negative feedback from a professor or a supervisor? “ as the postgraduate students from all four styles of behavior reported higher willingness than their undergraduate counterparts which indicates that strength of character plays a noteworthy role in the students career choices.

When looking at each style individually, beginning with D style students, they were the most positive about finding a job after graduating and the most willing to take constant negative feedback from a supervisor or a professor along with being the least satisfied with working in the same position with just increased pay over-time. They also conveyed having a high regard for higher education based on their answers for the first four questions of Table 3. No noteworthy differences were found between the responses of the two segments of students. Nevertheless, Students with this style are limited by their impatience.

Secondly, I style students reported the second-highest percentage of certainty about finding a job post-graduation in spite of having the most academic regrets between all behavioral styles. Furthermore, they sought extracurricular sources of information the least. It’s noticeable that postgraduate students with this behavioral style were less likely to advise someone to get a postgraduate degree than undergraduate students of the same style.

Also remarkable is the dropoff in self-belief between undergraduate and postgraduate students in this style, this along with the decrease in advisement might indicate an overestimation, on the students’ part, of their capabilities or a lack of understanding and awareness of what their field entails. Students with this style of behavior are limited by being impulsive, disorganized, and having a lack of follow-through.

As for S style students, it’s clear from their answers on the first four questions of Table 3 that they hold higher education in the lowest regard relative to the three other behavioral styles. They had the lowest overall percentage of self-belief and the highest in terms of being satisfied with working in the same position with increased pay over-time. They ranked in the middle of the pack for all other questions. They are predictable and consistent but also indecisive and fear the loss of stability.

These tendencies, along with them being mostly average academically, their job preferences, and them making up 66.8% of total students, leads to believe that they are the most average or typical of all four behavioral styles, yet they are the most content and satisfied style as subjective well-being is known to be related to personality traits (Weiss et al., 2008). Students with this style are limited by their fear of change.

Finally, C style students had the highest regard for higher education while also reporting the highest percentages for academic performance and extracurricular scientific interests. They did, however, rank the lowest of all four styles when it came to the willingness to take negative feedback.

Most of the time, student’s information-seeking behavior is a result of the need to complete course assignments (Fister, 1992), but students with this style appear to seek it more frequently than others. All of that put together makes them the most academic centric style and the most likely to enter that field, as in terms of numbers, more postgraduate students reported having this style than undergraduate students. Students with this style are, however, limited by their fear of criticism.

It’s important to mention that the sex of the students had no noticeable effect on their style of behavior, which is to be expected (Costa et al., 2001). Neither did their economic status based on their monthly income.

Conclusion:-

Several patterns of behavior pertaining to each style were found throughout the study, which, if proven further after more research on this subject, could be used to widen our understanding of the strengths and weaknesses of each person’s character based on their behavioral style and what areas should be focused on to be improved.

References:-

1. Abdullah, I., Omar, R., & Panatik, S.A. (2016). A literature review on personality, creativity and innovative behavior. IRMM, 6. 177-182.
2. Caspi, A., & Roberts, B. W. (2001). Personality Development Across the Life Course: The Argument for Change and Continuity. Psychol. Inq, 12(2), 49–66.

3. Conard, M. A. (2006). Aptitude is not enough: How personality and behavior predict academic performance. *J. Res. Pers*, 40(3), 339–346.
4. Costa, P. T., Terracciano, A., & McCrae, R. R. (2001). Gender differences in personality traits across cultures: Robust and surprising findings. *J. Pers. Soc. Psychol*, 81(2), 322–331.
5. Funder D. C. (2013). *The Personality Puzzle* (6th ed.). New York, NY: Norton.
6. Furr, R. M. (2009), Personality psychology as a truly behavioural science. *Eur. J. Pers.*, 23: 369-401.
7. Haan, N., Millsap, R., & Hartka, E. (1986). As time goes by: Change and stability in personality over fifty years. *Psychol. Aging*, 1(3), 220-232.
8. Halder, S., Roy, A., & Chakraborty, P. (2017). THE INFLUENCE OF PERSONALITY TRAITS ON INFORMATION SEEKING BEHAVIOUR OF STUDENTS. *MJLIS*, 15(1), 41-53.
9. Hampson, S. E., & Goldberg, L. R. (2006). A first large cohort study of personality trait stability over the 40 years between elementary school and midlife. *J. Pers. Soc. Psychol*, 91(4), 763–779.
10. Hertz G. M., & Donovan J. J. (2000). Personality and job performance: The Big Five revisited. *J. Appl. Psychol*, 85, 869–879.
11. Roberts B. W., & DeVecchio W. F. (2000). The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychol. Bull*, 126, 3–25.
12. Weiss, A., Bates, T. C., & Luciano, M. (2008). Happiness Is a Personal(ity) Thing. *Psychol. Sci*, 19(3), 205–210.