

**COMPATIBILITY OF PERSONALITY TRAITS WITH THE PROFESSION FOR  
FACULTY OF NURSING STUDENTS AT ASSIUT UNIVERSITY**

**Dr. Hala R. Yousef**

*Assistant Professor of Nursing Administration, Faculty of Nursing, Assuit University, Egypt*

**Dr. Amira A. El -Houfey\***

*Lecturer of Community Health Nursing, Faculty of Nursing, Assuit University, Egypt*

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**ABSTRACT:** *Personality traits are major effective factors on learning approaches, educational achievements, employer's job satisfaction and quality of care. This study aimed to investigate the compatibility of personality traits with the profession for Faculty of Nursing students at Assiut University. The descriptive research design was used on (307) first year nursing students. A self-administered questionnaire: was used to elicit the needed information. It comprised of the socio-demographic data sheet and Eysenck personality inventory. The main results indicated that the majority were single and their mothers were housewives and more than half aged 18 years old. The dominant personality among female students was neuroticism and extraversion. On the opposite, lie was the dominant personality among male students. Around two thirds of female students' was compatible with the nursing profession, but only one third of male students' was compatible. This study recommended that the Dean of Faculty of Nursing, Assiut university should include this personality test among the nursing entrance admission tests in order to select the best students those compatible with nursing profession. This could improve the quality of patient care.*

**Keywords:** Compatibility, Personality Traits, Nursing Students, Nursing Profession, Extroversion Personality

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**INTRODUCTION:**

Personality refers to a set of mental characteristics of a person which affect on his/ her way of thinking. In other words, personality includes a set of mental characteristics used for distinguishing the characteristics of persons (Plomin et al., 1998). Every profession calls for a special level of knowledge, skills and personal characteristics. If the correspondence between the applicants' individual characteristics and their intended profession is not adequately taken into account, their job compatibility will be hampered. Holland (1995) investigates the different professions and job conditions and determines the personality features appropriate for the nursing profession; and theorized that nursing requires extroversion or social personality.

Personality traits are major effective factors on learning approaches (Shokri et al., 2006); educational achievements (Karami, 2000); employer's job satisfaction and quality of care (Narimani et al., 2007). Students' image of their clinical ability is very significant and based on their real abilities and personality type (Pulford and Sohal, 2006). Efficiency and clinical judgment of students are affected by many factors including intelligence, psychological characteristics, personality, supports, teachers and stress. Personality traits such as neurotic and introvert can put students at risk of stress (Warbah et al., 2007). Job successes can happen when the individual characteristics as well as their career features are evaluated. Based on this double recognition and understanding the relationship between these two, the appropriate job can be chosen correctly (Holland, 1994).

The Eysenck inventory is one of the most widely used to assess personality traits of adult persons in their real life, work or educational environments. It was devised by the psychologists named Hans Jürgen Eysenck and his wife Sybil B. G. Eysenck, which was standardized in England, and designed to measure the different types of personality which was classified into main four types: extroversion-introversion, neuroticism- stability, psychoticism and lie (Eysenck and Eysenck, 1975).

Extraversion personality was characterized as sociable, jocularity, liveliness, optimism, quick-wittedness, responsive, active, risk taking, sensation seeking, expressive, lack of reflection, dominant and impulsive. Neuroticism personality was characterized by anxious, depressed, guilt feeling, low self-esteem, tense, moody, hypochondriac, lack of autonomy and obsessive. It was proposed that individuals who score high on this dimension tend to be anxious, depressive, overly emotional, shy, and have low self-esteem, they often complain of physical symptoms such as headache and backache, but they also may be free from psychological symptoms (Tiwari et al., 2009).

Moreover the psychoticism personality characterized by aggressive, assertive, egocentric, unsympathetic manipulative, achievement oriented, dogmatic, masculine and touch minded. High psychotic scores may indicate anxiety, hysteria, egocentricism, nonconformance, aggression, impulsiveness, hostility, and obsessive-compulsive disorders. Both normal and abnormal individuals may score high on the neuroticism scale. While lie personality characterized by greater lies at their life minor or major, those people characterized by telling false statements, ideas, actions to a person or group made by another person or group who knows it is not the whole truth, intentionally (Eysenck and Eysenck, 1975).

In difficult jobs such as nursing along with physical abilities, psychological characteristics should be considered as important factors of career achievement (Narimani

et al., 2007). Meta cognitive characteristics such as personality are only changeable to 30% in the best educational conditions (Marandi, 2007; and Nejat et al., 2007). Therefore, people should be evaluated based on these characteristics when they enter a profession to assure their personality compatibility with the job (Marandi, 2007).

### **Significance of the study:**

The high rate of dissatisfaction and attrition among nursing students caused that leader to think about the necessity of considering students' personality traits during the process of admission into colleges (Sanjary, 2002). Due to the lack of studies on the personality traits and compatibility of with nursing profession at Egypt this study was implemented. Moreover, there is no standardized tool was applied for assessing freshman undergraduate nursing students at all nursing colleges in Egypt. The majority of the entrance tests to nursing colleges measure only the theoretical knowledge and the aptitude of the applicants, that can't differentiate the compatibility degree, whereas, the requirements of nursing profession are much different and broader; so that, many researchers have emphasized in recent years about the applicants selected for nursing should have an appropriate psychological and personal characteristics in addition to their knowledge and aptitude. To account for this, personality tests should have been recommended (Stuart, 2003, Zolfaghari and Adibi, 2001).

Studies on this subject can provide a background for planning methods in selecting undergraduate nursing students and set criteria to use the personality compatibility as a factor in accepting such students'. Therefore; this study is conducted hoping that it can enter the personality compatibility as a criterion for accepting nursing students in the faculty, because the personality have a strong effect on the performance, ability, educational achievements and satisfaction of students and nurses.

### **Aim of the Study:**

The present study investigated the compatibility of personality traits with the profession for Faculty of Nursing students at Assiut University.

### **SUBJECT AND METHOD:**

#### **Research design:**

The descriptive research design was used in this study.

#### **Study questions:**

- 1- What is the first dominant personality traits of male and female nursing students?

2- Is there statistically significant difference between male and female nursing students' computability with nursing profession?

**Study setting:**

This study was conducted at Faculty of Nursing, Assiut University .

**Study subject:**

This study included all male and female undergraduate first year nursing students, researchers were committed to include the first year students because the personality didn't change, it can only modified (Eysenck and Eysenck, 1975). The total number of the studied sample were (307) classified as follows; 107 males and 200 females.

**Study tools:**

**A self- administered questionnaire:** was used to elicit the needed information. It comprised of two sections:

**(1): Socio-demographic data sheet:**

It used to collect data about the studied students: age, sex, marital status, father education, mother education, father work, mother work and place of residence based on the classification of the (The Egyptian Demographic and Health Survey (El-Zanaty and Way, 2008).

**(2): Eysenck personality inventory:**

It was developed by Eysenck and Eysenck (1975), it characterized by easy administrable self-reporting measure . We used the Arabic version which was translated and validated by (Abdel-Khalek, 1991); the inventory composed of (91) questions to be answered by yes or no. Each one of the four dimensions has certain questions and each question takes a score one or zero; then the total score for each dimension was calculated. The four different types of personality described as follows: Extraversion is characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation. It consisted of (20) items. Neuroticism or emotionality is characterized by high levels of negative affect such as depression and anxiety. It made up of (23) items. Psychoticism is associated not only with the liability to have a psychotic episode or break with reality. It included (25) items. Lie: it includes (23) items.

**Scoring system:**

The researchers determined the students' personality compatibility with the nursing

profession in accordance to Holland (1995) who theorized that nursing requires extraversion personality. The highest mean score for a certain type of personality considered the dominant personality type (Eysenck and Eysenck, 1975).

## **METHODS:**

### **Preparatory phase:**

An official approval letters were obtained from the Dean of Faculty of Nursing, Assiut University for the implementation of the study work. This letter included the nature and purpose of the study, which were briefly explained through direct personal communication.

### **Pilot study:**

A pilot study was conducted to evaluate the applicability, clarity of the sheet and time needed to fulfill it. It was carried out on a sample of (10) students collected from the previously mentioned setting. According to the result of pilot study, no modifications were done.

### **Field work:**

The researchers started to collect data from 1<sup>st</sup> of November 2013 to 1<sup>st</sup> April 2014. The researchers harmonized and organized field work with teaching staff that were responsible for the desired sections. If they agreed, then the researchers asked them about the preferred time for data collection, either in the first or last part of the selected sections. Also, data collection was done according to the researchers work circumstances and the study schedules of the students. Data was collected from sections when students were in small groups because the researcher was able to control students. Researchers introduced themselves to the students; the purpose and nature of the study were explained and complete confidentiality of data was assured. Students were asked if they were interested and agreed to participate in the study. The researcher explained the main parts of the questionnaire. After that, the questionnaire forms were distributed then the students were asked to complete the questionnaires. The average time taken for completing each questionnaire was around 10- 15 minutes depending on the students' response to the questions.

### **Ethical consideration:**

There is no any risk during application of the research for students. At the initial interview, each student was informed of the purpose and nature of the study, and the researchers emphasized that participation would be voluntary; hence, every student had the right to participate or refuses to be included in the work. The consent for participation was

taken orally. In addition, the confidentiality of the data was maintained, explained and also printed in the questionnaire.

### **Statistical analysis:**

The obtained data was reviewed, prepared for computer processing, coded, analyzed and tabulated. Data entry was done using the computer software package, while statistical analysis was done using the SPSS version 20 statistical software package. Data was presented using descriptive statistics in the form of frequencies and percentages, means, standard deviations and using chi-square test.

### **RESULTS:**

The socio demographic characteristics of studied nursing students described in table (1). It was evident from this table that more than two thirds (65.8%) aged 16 to less than 19 years old and the mean age was 18.2 year. The highest percentage of them was single and their mothers were housewives (99.3% & 78.5%) respectively. Above two thirds of them from rural areas and females (68.7% & 65.1%) respectively. Below half of them their mothers and fathers had secondary education (42.3% & 41.0 %) respectively. Below one third of them their fathers work skilled manual job (36.3%).

Table (2): shows the distribution of first dominant personality typology among studied nursing students in accordance to their gender. It was illustrated from this table that females' dominant personality was neuroticism and extraversion (67.9% & 65.5%) respectively. On the opposite lie was the dominant personality among male students (40.4 %). It was observed that none of female students had psychoticism personality. There was a statistical significant difference among the study sample regarding to the personality types except the psychoticism ( $p < 0.05$ ).

Compatibility of nursing students' personality with the nursing profession was depicted in table (3). Around two thirds (65.5%) of female students' was compatible with the nursing profession, on the other hand only (34.5%) of male students' was compatible. This difference indicate a statistical significant difference between compatibility with the nursing profession and gender ( $p < 0.05$ ). Figure (1) declared that a high percentage of male students were incompatible with nursing profession as compared to female.

**Table (1): Distribution of the study sample in accordance to their socio-demographic characteristics**

Variables	(No.= 307)	
	No.	%
<b>Age/years:</b>		
16-< 19	202	65.8
19- 20	105	34.2
<b>Mean ± SD</b>	18.2+3.4	
<b>Sex:</b>		
Male	107	34.9
Female	200	65.1
<b>Marital Status:</b>		
Single	305	99.3
Married	2	0.7
<b>Father's Education:</b>		
Illiterate	50	16.3
Read and write	3	1.0
Primary	29	9.4
Preparatory	8	2.6
Secondary	126	41.0
Institute	5	1.6
Bachelor's and higher	86	28.0
<b>Mother's Education:</b>		
Illiterate	91	29.6
Read and write	3	1.0
Primary	26	8.5
Preparatory	15	4.9
Secondary	130	42.3
Institute	2	0.7
Bachelor's degree and higher	40	13.0
<b>Father's Work</b>		
Agricultural	60	19.5
Unskilled manual	73	23.8
Skilled manual	111	36.2
Free business	7	2.3
Governmental employee	44	14.3
Retired	12	3.9
<b>Mother's Work:</b>		
Housewives	241	78.5
Works for cash	66	21.5
<b>Place of residence:</b>		
Rural	211	68.7
Urban	96	31.3

**Table (2): Distribution of the studied participants according to their dominant personality type at Assiut University**

Personality type	Male students (No.= 107 )		Female students (No.= 200 )		Total (No.= 307)		X <sup>2</sup>	P-value
	No.	%	No.	%	No.	%		
<b>Extraversion</b>	41	34.5	78	65.5	119	38.8	11.5	0.001**
<b>Neuroticism</b>	43	32.1	91	67.9	134	43.6	17.2	0.001**
<b>Psychoticism</b>	2	10.0	0	0.0	2	0.7	1.2	0.317
<b>Lie</b>	21	40.4	31	59.6	52	16.9	1.92	0.040*

- (\*) Significant at P < 0.05

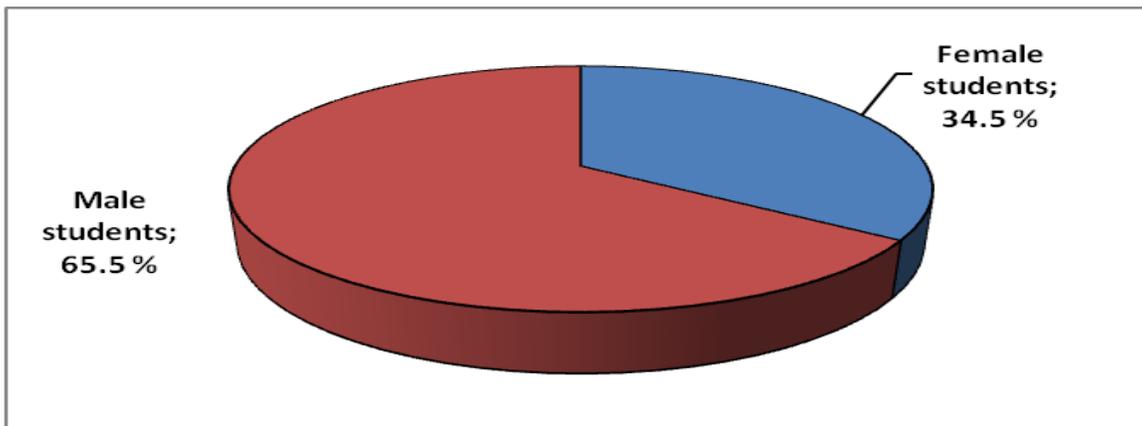
-Chi-square test

**Table (3): Distribution of nursing student compatibility with the nursing profession in accordance to gender at Assiut University**

Gender	Compatible		Incompatible		P-value (X <sup>2</sup> )
	No.	%	No.	%	
<b>Male students</b>	41	34.5	66	65.5	0.01* 0.906
<b>Female students</b>	78	65.5	122	34.5	
<b>Total</b>	119	100.0	188	100.0	

- (\*) Significant at P < 0.05

-Chi-square test



**Figure (1): The percentage of incompatible students to nursing profession**

## **DISCUSSION:**

Nursing profession and its requirements call for persons with social personality types, with this personality the characteristics such as patience, tolerance, friendliness, love and sense of cooperation and responsibility are involved. These characteristics are not usually tested in the selection tests for the nursing profession (Horn and Holzemer, 1991). It was evident from our study finding that a high percent of female nursing students exhibits the neuroticism and extraversion personality. This consistent with the study finding of gender differences in 55 nations , the researchers found that the women tended to be somewhat higher than men in neuroticism, extraversion followed by agreeableness and conscientiousness (Fairweather, 2012).

According to Eysenck's (1967) theory of personality, neuroticism is interlinked with low tolerance for stress or aversive stimuli (Norris et al., 2007). Those that score high in neuroticism are emotionally reactive and vulnerable to stress. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. These problems in emotional regulation can diminish the ability of a person scoring high on neuroticism to think clearly, make decisions, and cope effectively with stress. Lacking contentment in one's life achievements can correlate to high neuroticism scores and increase a person's likelihood of falling into clinical depression (Fiske et al., 2009). Conversely, extraversion personality dimension represents sociality, impulsivity, individuals in this dimension were defined as enjoying social interaction, energetic, and preferring social situations to loneliness (Tiwari et al., 2009).

At the same time the current study showed that lie personality was the dominant personality among male nursing students. This may be partly due to the fact that the subjects were youngsters, their personality not matured enough and didn't know their personality well. Marlow has argued that at this stage peoples personality is still being shaped therefore not stable yet (Marlow, 1998). This might be indicated that most participants did not know the requirements of the profession very well at the time of applying. As Ghazi and Henshaw, 1998 claimed that many students enter nursing programs with common sense insights. These people who enter the profession with inadequate knowledge will cease to perform with required standards and experience psychological pressures. Therefore, administrative officials ought to take the necessary steps to help students get adequate information about their planned professions before taking part in the national-wide admission tests. Job councillors believe that successful job selection requires

an understanding of individual characteristics, backgrounds, interests and job requirements on the part of both students and selection committees (Ardebili, 1997).

Our findings demonstrated that high percentage of female nursing students were compatible with the nursing profession. Conversely, high percentage of male nursing students were incompatible with the nursing profession. With this respect Abbazadeh et al (2010) who investigated the compatibility of personality and major among freshman undergraduate nursing students , found the personality of 41.3% was not compatible with nursing profession. Only 32.5% of the participants had completely compatible personalities with this profession. And Mohadesseh (2008) found 41.3% of participant personality weren't commensurate with nursing and only 32.5% were completely appropriate to it. Also, Adib-Hajbaghery and Dianati (2005) who conduct his study to assess undergraduate nursing students' compatibility with the nursing profession at Iran and found 45% of the participants did not enjoy the personality types appropriate for the nursing profession.

Otherwise the resulting job-personality incompatibility can lead to poor performance and reduce people's satisfaction and security (Ardebili, 1997). There was a significant difference in personality compatibility of female and male students can be due to higher sensitivity of female students in choosing their major. It is possible to mention that male students consider other factors such as economic factors rather than personality compatibility in choosing professions (Abbaszadeh et al., 2010).

## **CONCLUSION:**

The present study showed that the fist dominant personality of female nursing students was neuroticism and extraversion while lie was the dominant personality among male, thereby lacked the appropriate personality features for nursing. A high percent of male nursing students' personality incompatible with the nursing profession as compared to the female personality was compatible. This was the first step in the investigation of job personality compatibility among a limited sample of upper Egyptian nursing students. So, the results may not be necessarily being generalized to all nursing students, and the replication of this study on a larger sample is recommended.

## **RECOMMENDATIONS:**

*Based on the study findings we recommended the following suggestions:*

- 1- We suggest for Dean of Faculty of Nursing, Assiut university to add this personality test among the nursing entrance admission tests in order to select the best

students .This could improve the quality of patient care.

2- Conduct an intervention program for incompatible students those had psychoticism, neuroticism and lie before graduation in an attempt to modify their personality

3- Repeat this study for the same students in the following academic years to monitor the progress in personality modification .

4- Further studies about the effect of incompatibility personality traits on students' performance and satisfaction .

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