

MBTIS AND THEIR INFLUENCE ON ACADEMIC SUCCESS AND CAREER SATISFACTION IN SHARJAH***Roadha Alshamsi, Shaikha Alnuaimi, Amna Alshamsi, Dana Rabah and Rebecca Afif**

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Abstract

The relationship between the academic success and knowledge of an individual about their MBTI is significant. Studies around the world have concluded that knowing ones MBTI can positively affect their academic achievements. The goal of the study is to examine and investigate the complex relationship that exists between academic achievement, professional happiness, and MBTI personality types, specifically in Sharjah. This study aims to analyze the connections between MBTI preferences, personality traits, academic performance, and job decisions. A face-to-face interview was conducted with participants ages ranging from thirteen years old to sixty years old. Different age groups with different lifestyles have contrasting answers depending on how the generation they grew up with viewed things like education and jobs. Analysis of the response showed that 90% of them were able to reach an understanding regarding its advantages and how it would have benefited them in other circumstances. This answer clarified how understanding a person's personality trait can actually alter the way they think about a certain situation or topic. Knowing the results, it might be helpful to look into an individual's MBTI in order to help with potential academic difficulties or uncertainty when making general life decisions.

Keywords: MBTI, Education, Myers Briggs Personality Indicator, MBTI in Sharjah.**INTRODUCTION**

The Myers-Briggs Type Indicator, also known as MBTI, is a widely used personality (self-report-questionnaire) assessment tool. "Personality is now a relevant factor studied in relationship with academic performance" (Ciorbea & Abstract, 2013). Research showed that there are also non-cognitive factors responsible for high academic performance. Personality is now a relevant factor studied in relationship with academic performance. The study aims to identify the relationship between people (Ciorbea & Abstract, 2013). This way of indicating the personality of an individual was uncovered by Kathrine Cook Briggs and her daughter Isabel Briggs Myers based on some theories proposed by Carl Gustav Jung. MBTIs are categorized into 16 different categories that are a combination of four dichotomies in four different aspects. "When combined, define the personality type: Energy, Mind, Nature, Tactics and Identity. Each of these aspects should be seen as a two-sided continuum" (16 Personalities, 2017). Extravert/Introvert, in the aspect of energy, consists of two letters E (extravert) and I (introvert) that reflect if the person is outgoing (extravert) or reserved (introvert). In the aspect of mind there is sensing/intuition. Two signifying letters S (sensing) and N (intuition) helped differentiate how individuals preferred their intake of information. Sensing types rely on concrete and practical information while intuition types usually focus on theoretical possibilities. In the realm aspect of nature, the pair of dichotomies, judging/perceiving, are detentions that reflect a person's way of viewing and doing things. J (judging) has the preference for structure and organization while P (perceiving) tends to be more lenient, flexible, and spontaneity. These four sections help organize and distinguish people's personalities in categories to help understand their way of thinking" (16 Personalities, 2017). Given that the MBTI is often used for career counseling, team building exercises, and

personal and professional development, its significance is sometimes overlooked. In contrast to other personality-based theories and assessments, this widely used personality testing system has received harsh criticism for lacking scientific validity and dependability, despite its numerous positive effects. Because of this, it is critical to read results from personality tests like the Myers-Briggs Type Indicator critically and avoid using them to categorize people in a permanent way. These kinds of assessments are frequently highly correlated with brain activity, which has an impact on academic thinking. Many philosophers believe that learning someone's MBTI might have an impact on how well a learner understands. Research at a Syrian university in 2014 claims "knowing one's natural preferences may help explain the current level of satisfaction and results achieved as well as helping students decide which degree best suits their capabilities." (Ayoubi & Ustwani, 2014). The research also states, "the essence of type" theory. Much seemingly random variation in behavior is quite orderly and consistent, due to basic differences..." (Ayoub, 2013). Comprehending that the four letters create a base for understanding "your personality [that] can be considered precursors of academic performance." (Kim & Han, 2014). The experiments and research conducted show the effects, benefits, and disadvantages of the MBTI tests in an academic setting.

Statement of the Problem

Previous studies within this research topic have not been conducted in Sharjah. For instance, a study performed at a Syrian University aimed at determining whether there is a correlation between a specific personality type as determined by the Myers-Briggs Type Indicator and a student's GPA found that there is a relationship between these two factors, but it differs between one MBTI and another (Ayoubi, 2012). Another study that was conducted in Daejeon, Korean investigated the relationship between the MBTI and academic performance and student satisfaction in nursing students (Kim

and Han, 2014). Moreover, in Kenya, a similar study conducted in a university as well discovered the relationship between personality types and career choices of undergraduate students (Kemboi *et al.*, 2016). While there are many studies discussing this subject around the world, limited research was conducted in analyzing the relationship between MBTIs and academic performance and career satisfaction in the UAE and in Sharjah specifically. Furthermore, previous research focused primarily on a few selections of people, all within the same age range and community. This study will showcase the potential difference in the effects of personality types between various age groups from different schools such as SAIS and selected people in various professions as teachers, artists, doctors, and photographers.

Objectives of the Study

The study aims to approach and explore the intricate relationship between MBTI personality types, academic performance, and career satisfaction. The study aims to investigate the relationship between career choices and MBTI preferences and personality traits and academic success. The primary goal of this research is to examine individuals, businesses, people, and educators living in Sharjah, so they may make sharp decisions that promote higher academic success and job satisfaction.

Research Questions

The researchers paper attempts to answer the following questions:

- To what extent does an individual's MBTI personality type impact their academic performance and career satisfaction?
- How do different MBTI's have distinct rates or possibilities of success for people such as educators, students, engineers, actors and more?

Significance of the Study

This study investigates the influence MBTI has on academic success and career satisfaction in Sharjah. More than 73% of the workers in the UAE are unsatisfied with their work, leaving only 27% that have expressed contentment with their work (Maceda, 2008). Studying the effect personality type has on careers can lead to higher career satisfaction rates, and studying the impact that a student's personality type has on their academic performance can benefit students and educators because it helps them discover which learning style could lead to an increase in a students' academic performance based on their MBTI.

Structure of the Study

The first chapter of the study introduces the statement of the problem and where certain studies about the MBTI are held and shows the effects of specific personality qualities on the academic performance and outcomes of certain people. It also conveys the objectives of this study, the research questions, and the significance of the study. The second chapter provides background information on the Myers-Briggs Type Indicator (MBTI) and will explore what each personality type is, what each letter represents, and the history behind it. This chapter will also include findings from existing studies that were conducted around the world. Chapter three presents how the

data will be collected and who the participants are. It will describe the process of obtaining the academic performance data, conducting the MBTI assessment, and performing surveys and interviews. Chapter four showcases the results of the quantitative and qualitative data and will explore the relationship the researchers found between MBTI types, academic performance, and career satisfaction in Sharjah. The chapter highlights the results and discusses their importance for educational institutions and future research. It will also explore how the study adds to the understanding of MBTI's impact on academic success and career satisfaction.

LITERATURE REVIEW

This chapter introduces background information for the influence of MBTIs on education and career choices. It provides previous studies which collectively analyze correlation between personality traits and education. It starts with a brief overview that discusses the history, theories, and purpose and usage of MBTIs. It moves on to the structure of the four dichotomies and how they form the sixteen personality types. Next, it discusses different applications of MBTIs and what previous studies have found about this topic. Finally, it ends with a more in-depth analysis of the theories surrounding this topic.

Overview of MBTI

Built around Carl Gustav Jung's theories, the Myers-Briggs Personality Indicator, or MBTI, is a series of questions that assesses your personality based on a variety of attributes, it determines a person's type based on sixteen distinct characteristics, like extraversion or introversion, sensing or intuition, thinking or feeling, and judging or perceiving (Simkus, 2023).

History: The MBTI was developed as a framework by Katharine Cook Briggs and her daughter Isabel Briggs-Myers to clarify differences in peoples' ideas, feelings, and behaviors. (Birch, 2023). Taking personality tests, Katharine started gathering the juveniles from the neighborhood at her house, she was interested in assisting them in creating educational plans that would support their own self-actualization. (Block, 2018). Later, around the time of World War II, Isabel Myers created the MBTI to improve communication and relationships amongst medical personnel, especially nurses (Woods & Hill, 2022). In 1962, the Myers-Briggs Type Indicator was introduced, and it later began gaining a lot of popularity (Birch, 2023).

Theories: In accordance with Carl Gustav Jung's "Psychological Types" theory, there are four primary psychological functions that people use to view the world: feeling, thinking, intuition, and sensation (Simkus, 2023). And according to Jung, within these pairs, everyone possesses a "dominant" function that typically takes center stage in their behavior and personality, as well as an "auxiliary" function that supports and counterbalances the dominant, there are also the "tertiary" and "fourth" functions which are made up of the two less significant ones (McLeod, 2023).

Purpose and Use of MBTI: There are many ways MBTI can be used, it can be used to discover the strengths and weaknesses of an individual; every significant personality trait has advantages and disadvantages, as a result discovering those

can assist in growth in the workplace as well as personal growth and development (Better Help, 2023). MBTI can also be used to improve social relationships; there are specific personality attributes that complement each other well, therefore. A person learning their characteristics and finding someone with complementary traits can be very helpful in building deep connections (Better Help, 2023). However, this study will examine how MBTI influences academic performance and career satisfaction, and how the influence can be used to increase the academic performance of students, and the career satisfaction of employees.

Structure of MBTI

The MBTI model determines individuals' personality according to their behavioral preferences on scales. The MBTI questionnaire will present questions for the individual to answer and based on the answer, their MBTI would be determined. In Myers and Briggs' theory, each style is represented by a letter (Michael C. Ashton, 2023). Since an individual's personality type is a combination of their four dichotomy styles, there are sixteen possible personality types, each represented by a four-letter code like ESTJ or INFP. Each of the four letters signifies a key aspect of an individual's personality (True You JOURNAL, 2023).

The Four Dichotomies: The system uses a four-scale structure known as the four dichotomies, for identifying and categorizing individuals (The Peak Performance Center, 2019). The four MBTI dichotomies include the following: Energy, Information, Decisions, and Lifestyle. Based on their answers to specific questions the questionnaire would determine which preference they are out of each dichotomy and their MBTI would be determined based on the chosen ones on the scale.

Description of Each Dichotomy: In order for an individual to determine their personality type, they should first determine their preference on each of the four dichotomies (Michael C. Ashton, 2023). Each of the four scales represents two opposing preferences with them being Extraversion versus Introversion which describes how a person gets their energy with introverts preferring to spend their time alone while extroverts are the complete opposite who love spending their time with people (Elaine Houson, 2019). There is the second dichotomy being Sensing versus Intuition which describes how people process their information sensing individuals tending to use their five senses whereas individuals who depend on their intuition prefer to think more logically by referring to the explanation of the patterns or theories. There is also Thinking versus Feeling which describes how people make their decisions where thinking individuals prefer to decide by using logic and their heads while with feeling individuals are people who prefer to trust their hearts or intuition, lastly with the fourth dichotomy pair being Judging versus Perceiving which describes how an individuals lifestyle is, judging individuals are people who like to be organized and on time; they usually plan things before hand and like routine while perceiving individuals are more open and are more flexible with their decisions and are more spontaneous (Truity, 2023).

How They Form the 16 Personality Types: The Myers-Briggs Type Indicator categorizes individuals into one of 16 personality types, providing insights into their preferences in each of the four pairs of Dichotomies them being Introversion/extroversion, sensing/thinking etc. The 16 types

are referred to by an abbreviation of the initial letters of each of the four pairs of dichotomies. For example, the personality type ISTP would cut down into introversion (I), sensing (S), thinking (T), and perceiving (P) (Julia Simkus, 2023).

Applications of MBTI

The MBTI is an acronym for the Myers-Briggs Type Indicator, and it is mostly used for career and team building, professional and personal development, decision making, communication and influencing, and conflict management. The MBTI is used to improve interpersonal dynamics and self-awareness in a variety of contexts, including education, leadership development, and organizational development.

Use of MBTI in Personal and Professional Development: MBTI is used for professional as well as personal development. Decision-making processes and personality preferences can benefit from it in terms of personal growth. This self-awareness can lead to improved relationships, stress management, and an understanding of one's own strengths and opportunities for personal development (MBTI). The MBTI is frequently used in professional development to lead team-building activities that enhance collaboration and communication amongst team members. It can support career counseling by helping clients locate suitable job duties that fit their personality preferences.

MBTI in Team Building and Career Consultations: A typical analysis of the MBTI evaluation is an absence of proof to show a positive relationship between's MBTI type and word related achievement. One significant analysis is that the MBTI misses the mark serious areas of strength for an establishment. Examinations question the MBTI's capacity to foresee work execution or outcome in unambiguous jobs, testing its utility in profession related choices. The MBTI involves a parallel system for every character aspect (e.g., inner directedness versus extraversion), possibly misrepresenting the continuum of character qualities. Critics propose that the test-retest dependability of MBTI is problematic. There are concerns regarding the consistency and stability of the results because individuals may receive distinct personality types at different times.

Criticisms and Controversies Surrounding MBTI: Understanding these limitations assists people and associations with utilizing the MBTI all the more mindfully and think about other character evaluations or instruments for a more exhaustive comprehension of character.

Correlation between Personality and Academic Performance

The correlation between personality and academic performance has been the topic of many recent research studies investigating the factors that influence education (Jeon *et al.*, 2015). Academic success is not only determined by cognitive abilities, but it is also significantly influenced by factors that are non-cognitive with personality being one of the most crucial (Ciorbea and Abstract, 2013). Understanding personality through the Myers-Briggs Type Indicator allows educators and students to explore different learning styles and habits to better improve their academic outcomes (Jeon *et al.*, 2015). "Knowing one's natural preferences may help explain the current level of satisfaction and results achieved as well as helping students decide which degree best suits their

capabilities," (Ayoub, 2013). Therefore, exploring the relationship between MBTI personality types and academic performance is essential to the achievement of a student.

Studies Exploring the Link: Scholars have conducted thorough investigations using various personality assessment tools; however, the Myers-Briggs Type Indicator (MBTI) is one of the most prominent assessments for such studies (Kim & Han, 2014). These studies explored the impact of personality traits on study habits and overall academic performance (Ayoubi, 2013). Scholars also have explored whether certain personality types display preferences or tendencies that align with specific academic fields or learning environments (Ayoubi, 2013). The research conducted in this area contributes significantly to a deeper understanding of the various ways in which personality traits can shape students' approaches to learning and, as a result, impact their academic performance (Kim & Han, 2014). This overview of previous studies lays the groundwork for an in-depth look on the existing research which emphasizes the importance of determining the correlation between personality traits and academic success.

How Personality Impacts Learning Styles: Based on the findings of the earlier studies, it is clear that personality plays a critical role in shaping learning styles and, as a result, influencing academic outcomes (16 personalities, 2017). The Myers-Briggs Type Indicator (MBTI) dichotomies, such as extraversion/introversion, sensing/intuition, and judging/perceiving, contribute to the various ways individuals approach education (Kim & Han, 2014). Individuals who prefer sensing might favor tangible and practical information, whereas those who prefer intuition may focus on theoretical possibilities (16 personalities, 2017). These distinct preferences are likely to influence study habits and overall engagement with studies and educational material. Furthermore, Ayoubi's claim that understanding one's natural preferences can help explain current levels of satisfaction and academic results supports the argument that understanding personality is critical for academic success. The previous studies mentioned above emphasize how important it is for educators and institutions to recognize and incorporate individual differences in learning styles and guide them based on their personality type to improve academic outcomes and student satisfaction.

Potential Impact on Decision Making: Looking at the potential impact of the Myers-Briggs Type Indicator (MBTI) on academic decision making reveals a hidden aspect in the field of education. Knowing the preference of an individual can help explain satisfaction levels and academic outcomes that could be later relevant when choosing academic paths (Ayoubi, 2013). The MBTI provides a framework for understanding how people approach difficulties and interact with their surroundings by organizing individuals into different personality types based on preferences in energy, mind, nature, tactics, and identity (16Personalities, 2017). This framework can help students discover academic paths that match their natural strengths and ways of processing information (Ustwani, 2014). Individuals that are more inclined to judge, for example, may thrive in organized and structured learning environments, whereas those inclined to perceive may thrive in more flexible and spontaneous settings. As a result, incorporating MBTI observations into educational counseling and guiding students can empower them to make well-informed decisions about their academic paths. This will promote greater

compatibility between their personalities and chosen fields of study (Whitman and Malzahn, 2012).

Theories

The purpose of personality theories is to explain the consistent variations in effect cognition, and behavior that exists across people throughout time and in many situations. A few theories try to explain the underlying causes of these individual variations; biology-based theories concentrate on the genetic and neurological mechanisms that underlie basic and fundamental processes of motivation and emotion. "The Myers-Briggs Type Indicator (MBTI) (Myers & McCaulley, 1985) is loosely based on a theory of psychological "types" developed by the Swiss psychologist Carl Jung" (Ashton, 2023). The theory is compiled of about 100 self-report items that each have two choices to determine their final result; the resultant picks which statement best describes him or her. It assesses four characteristics (Fetvadjev, Myers-Briggs Type indicator, 2015). Unlike most other inventories, people do not obtain multiple scores for each characteristic, but instead are assigned to a single answer. Since the four variants can make multiple combinations, the choices are almost endless which usually fits into a person's personality even if it is somewhat vague. The MBTI has been developed to measure the assignment of individuals into one of 16 personality types (derived from the combination of four dichotomous attitudes or functioning styles: Extraversion-Introversion, Judgment-Perception, Thinking-Feeling, and Sensing-Intuition) inspired from Jung's (1921/1971) theory (Fetvadjev & van de Vijver, 2015).

Theories on How Personality Influences Academic Success: Researchers have been interested in the connection between academic success and personality. A number of hypotheses provide light on the potential factors on academic performance.

Self-Determination Theory (SDT): According to SDT, people are driven by three basic psychological needs: relatedness, competence, and autonomy. Learners that have personality traits that correspond with these needs could be more naturally driven to participate in educational activities. To fulfill this need for mastery, a student with a strong need for competence, for instance, could work hard to succeed academically (Kendra Cherry, 2022).

Social Cognitive Career Theory (SCCT): SCCT lays a strong emphasis on how social influence and observational learning shape traits such as personality. In an academic setting, students could take inspiration and behavior patterns from their teachers, peers, or family members for their study habits, motivation, and academic objectives (Lent, EDC 2020).

Expectancy-Value Theory: According to this theory, people are driven to participate in activities by their expectations of success and the activity's perceived value. Personality qualities have the potential to affect students' motivation and effort in academic endeavors by influencing their perceptions about their skills, expectations of positive outcomes, and the value they place on academic achievement (Wigfield, 2017).

Better Academic Understanding: Understanding one's Myers-Briggs Type Indicator can improve academic comprehension in a number of ways. Although it is essential to understand that

the MBTI is not a complete assessment of a person's abilities or potential, it can provide insights into communication preferences, preferred learning modes, and prospective strengths and problems. Being aware of your personality type can lead to acknowledging a person's learning styles, communication skills, social skills, study strategies, and more. All these aspects contribute to one's academic apprehension as it sets a base for one's self-perception.

METHODOLOGY

This chapter explains and describes the methods and steps that were taken to collect the data of the MBTIs. The techniques used to gather MBTI data included a number of crucial phases. First, informed consent was acquired, and individuals were found through focused outreach initiatives. Subsequently, participants underwent controlled settings to complete the MBTI assessment questionnaire, guaranteeing the accuracy and consistency of their answers. The data was safely recorded and kept for analysis once it was finished. Furthermore, precautions were made to guarantee participant confidentiality and anonymity during the data collection procedure.

Description of Data

One main method was used to collect the data that this research presents. Interviewing peers and family members of different ages, occupations, and educational skills. This analysis investigates the replies to a series of questions given to a wide range of age groups involving their academics and their MBTIs. The first part of the filled questionnaire that got analyzed were the percentage of people who knew what the Myers-Briggs type indicator was. This helps narrow down the average knowledge about the topic of each age group and their MBTI type. The second part was analyzing each individual's occupation and comparing it with the persons known MBTI. Comparing and contrasting MBTIs to jobs and future professions can help in many ways. Understanding your MBTI, you can narrow down the jobs that are most compatible with your personality and your interests. Although a major part of this analysis is qualitative, some quantitative data has also been incorporated to help interpret the conclusions of the final results, like the age ranges, how long they have worked, etc.

Methodology

In order to meet the goals of this research, interviews were conducted by giving people from the age of thirteen to sixty physical questionnaires with questions about their MBTI type, academic performance, and occupation. The questionnaire was split into two parts; the first part questioned each interviewee on their knowledge about the Myers-Briggs type indicator prior to the interview and the second part included the research questions. Before the experiment, the researchers made sure that each interviewee got questions that catered to their situation, based on if they are a student or an employee. The filled-out questionnaires, answered by individuals living in Sharjah ranging from the ages of 13-60 were chosen to analyze, and the questionnaire was divided into two different versions; one made for students, and one for employees. The student version included questions about the student's academic performance, inquiring about their major, grades in different subjects, and the courses and subjects they prefer; meanwhile, the version made for employees asked about their occupation and how long they have worked. When the

questionnaires were completed, the papers were collected, and they were divided based on the version. The student version and the employee version were compiled separately.

Rationale of the Study

The participants in our study range in age from 13-year-old adolescents to approximately 60-year-old adults, comprising both working and student residents of Sharjah. There were other considerations behind this choice. First off, participants who are 13 years of age or older are usually able to understand the questionnaire that was used in our study. Furthermore, the age range of around 60 years corresponds with the employment retirement age, guaranteeing the participation of those who are actively engaged in the working. This aim is to find out how accurate each person's MBTI is and how this affects their success rate and social skills in a variety of settings, including the workplace, university, and schools. Our goal in concentrating on this age group is to learn more about how MBTI affects people's experiences and interactions in their different contexts in Sharjah. Since the wide age range covers the time when knowing one's MBTI becomes especially helpful in promoting improved interpersonal interactions and enabling successful communication with people of different personality types, it was chosen. The researchers collected qualitative data using the questionnaire approach, which yielded answers to our study questions and theories as well as insights into the settings, habits, and lifestyles of the respondents. The researchers also collected a small amount of quantitative data. The researchers chose this method because it was easy to use, straightforward, and provided the necessary information without any complexities.

Procedure of the Analysis

Various aspects were taken into consideration when the results were analyzed. The analysis was divided into four main categories: MBTI types, academic performance, career satisfaction, and age. The researchers decided to study these aspects as previous studies have stated their significance in understanding the influence of MBTI on academic success and career satisfaction in Sharjah. This could range from how individuals perceive their academic performance to their satisfaction levels in their chosen careers. The analysis was based on the data collected from interviews and questionnaires. Each category was analyzed separately according to the division mentioned previously. The data collected was firstly split into middle school and high school students, university students, and working or retired individuals. The researchers later mentioned the age, MBTI, and academic results of the middle and high school students. Next, the researchers mentioned the age, MBTI, academic results, and majors picked of the university students. Then, the researchers mentioned the age, MBTI, career choices, and career satisfaction of the working or retired individuals. The results were later compared with the theories revolving MBTI and what the favored career choices, fields, and the academic performance predicted for them. Finally, the researchers will analyze the relationships and correlations in the findings and answer the research questions. For MBTI types and age ranges, quantitative analysis was conducted. Graphs were used to represent the distribution of MBTI types among participants with each MBTI type represented on the x-axis and the number of participants on the y-axis. Moreover, demographic data such as age groups and occupations were analyzed quantitatively to

identify any patterns or trends. For academic performance and career satisfaction, a combination of quantitative and qualitative methods was utilized. Quantitative analysis involved statistical calculations to analyze academic performance data such as GPA and field preferences. In addition to quantitative analysis, qualitative methods were used to interpret the results. For example, interview transcripts were analyzed to identify common themes and patterns related to academic performance and career satisfaction.

Conclusion

This chapter dealt with the corpus description, methodology, rationale of the study, and procedure of the analysis. This study explored the graphological traits and the relationship between MBTIs and academic success and career satisfaction in Sharjah. Based on the assigned objectives, the research data and results were analyzed.

Data Analysis and Discussion

Introduction

This chapter presents the data results and addresses the research findings. A selective amount of people was chosen for this data collection. Firstly, a form was given out to the people selected by age groups. Thirty people are thirteen to eighteen years old. Twenty-six people are nineteen to twenty-five, twenty people are twenty-six to forty-five years old, and four are over the age of sixty. Thus, eighty responses were collected. Furthermore, the participants were handed a physical questionnaire stating multiple inquiries on; their knowledge about MBTI, what each age group knew about the topic, and a heavy focus on how it affects / affected their occupations, academic life, past education etc.... The study was conducted within a span of 15 days, centralized in Sharjah, UAE. To efficiently analyze the drawings for each age group, descriptive statistics in the form of a graph were utilized. With the use of bar graphs, pie graphs, and charts, it is clearer to see the difference in responses for each age group.

Demographic Characteristics of Participants

This section presents the demography of the participants in terms of their age, academic status, university major, and occupation. The results include the correlation between MBTI type and academic performance, academic concentration, and profession.

Age Distribution: There were four questionnaires conducted and each of them targeted a specific age group. Therefore, the participants studied for this research all belong to one of four age groups: Thirteen to eighteen, nineteen to twenty-five, twenty-six to forty-five, and sixty and above.

Percentage Distribution: Out of the eighty participants, the greatest age group consisted of individuals between the ages of thirteen and eighteen (see figure 4.1) with thirty (37.5%) of the participants. Only twenty-six (32.5%) of the participants were aged nineteen to twenty-five, followed by twenty (25%) of the participants between the ages of twenty-six and forty-five, and four (5%) aged sixty and above.

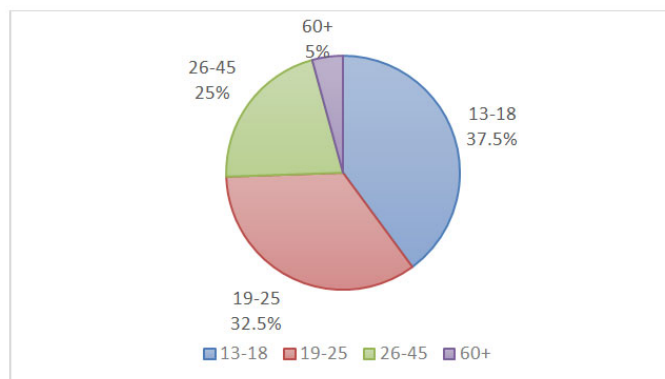


Figure 1. Age Distribution

Purpose of the Distribution: The study's focus on these particular age groups was motivated by the need for diversity in the research; the participants' varying ages and lifestyles helped to clarify how MBTI type affects individuals of all ages. These ranges were chosen for the research for additional reasons: certain characteristics, such as career satisfaction rate, occupation, and academic achievement, are not present in all age groups that were examined.

Academics and Profession: This section illustrates the results received from the study, it will discuss average grades, college majors, current occupations, and previous occupations based on age range. It also describes the correlation between a person's MBTI type and their performance in their place of study or workplace.

School Students: A total of thirty school students completed the questionnaire, all ranging between the ages of thirteen and eighteen, some of which are in middle school and some of which are in high school. The questionnaire asked the participants about their MBTI type and their average grade at school from a scale of below sixty percent to above ninety percent, above ninety being the highest and below sixty being the lowest. The study revealed fifteen MBTI types between the participants and showed that ten (33.33%) of the students had an average grade above ninety (see figure 4.2). Eight (26.67%) of the students had an average grade between eighty and ninety, closely followed by seven (23.33%) of the students having an average grade between seventy and eighty, three (10%) of the students had an average grade between sixty and seventy, and the least common grade amongst the students was below sixty; only two (6.67%) of the students had an average grade below sixty.

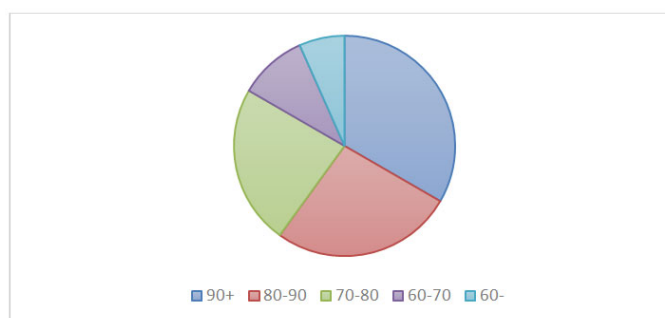


Figure 2. Average Grades for School Students

University Students: Twenty-six university students filled out the questionnaire, all the university students that participated in the research of this study were in the nineteen to twenty-five age group. The main questions asked to this age group were “What is your MBTI type?” and “What major are you studying? Are you satisfied with your major?” This resulted in a variety of answers, fifteen MBTI types and thirteen majors were recorded from the participants’ results. The results also displayed that sixteen of the students were satisfied with their major while ten were unsatisfied.

Employees: The third questionnaire asked about the participants’ MBTI type, their occupation, and if the participant felt satisfied with their occupation and career. Twenty workers all between the ages of twenty-six to forty-five responded to the questionnaire, the responses showed twelve different occupations as well as twelve different MBTI types. Twelve out of twenty of the employers claimed to be satisfied with their occupation, while eight of them claimed to be unhappy.

Retired Employees: Four retired employees, all above the age of sixty, completed the questionnaire and this questionnaire held the questions “What was your occupation?” and “What is your MBTI type?” The results displayed four different careers as well as four different MBTI types.

Awareness and Beliefs Regarding MBTI

People's overall understanding of the Myers-Briggs Type Indicator (MBTI) varies depending on the age groups polled, as the research and sample responses have shown. The research indicates that teenagers, who are between the ages of 13 and 18, have regularly encountered the MBTI in educational or personal development contexts. This has sparked their curiosity and motivated them to learn more about the tool's potential applications in relationships, self-awareness, and career preparation. Young adults and middle-aged adults between the ages 19 to 45 may have encountered the MBTI at work and utilized it as a useful instrument for teamwork or leadership development. However, elderly people who are 50 years of age or older may have varying degrees of acquaintance with the examination. Some may be suspicious about the MBTI and rely more on intuition and life experience to understand others and themselves, while others may hold strong convictions based on prior experiences. Apart from the restricted exposure in their early years or professional lives, conventional viewpoints on psychology and personal growth. Opinions of the MBTI within each age group are ultimately shaped by a complex interplay between personal experiences, cultural influences, and individual points of view.

Knowledge of MBTI

Introduced in the mid-20th century, the MBTI gained initial traction in academic and professional circles, particularly among psychologists and human resources professionals (The Myers-Briggs Company, 2024). As previously seen in the research and surveys, the MBTI evolved, and its application extended to various fields, including career counseling, team building, and personal development.

Knowledge of MBTI for Adolescents: According to the questionnaire conducted among young adults revealed a notable awareness and familiarity with the Myers-Briggs Type

Indicator. 90% of the 30 teenage respondents demonstrated knowledge of the assessment tool, regarding exposure from a variety of sources, including personal study and social media sites. Three respondents, on the other hand, had heard of it previously but knew nothing about it and had never used the indication. Additionally, the vast majority of participants demonstrated a thorough comprehension of MBTI principles, including the associated personality characteristics and the four-letter type code. It is interesting to note that a large percentage of respondents said they used the MBTI as a framework for schoolwork and elective choices, interpersonal comprehension, and introspection. These results imply that MBTI is very relevant to young teens and is a commonly used instrument for examining personality dynamics and features.

Knowledge of MBTI for Adults: 46 adults completed the questionnaire, and it was discovered that a sizable percentage of them were familiar with the Myers-Briggs Type Indicator. According to the poll, roughly 67% of the adults were familiar with the MBTI, with young adults between the ages of 19 and 25 making up the majority of those who were. Most people who were acquainted with the Myers-Briggs Type Indicator had a rudimentary comprehension of its principles, including the division of personality types into sixteen unique groups according to preferences in perception and judgment.

Knowledge of MBTI for the Elderly: A survey was also conducted among senior citizens, the vast majority of whom had retired or were nearing retirement. A poll aimed at people 50 years of age and above revealed that about 25% of the 4 respondents knew what the Myers-Briggs Type Indicator was. Given the number of potential causes, it is not unusual for some older people to be unaware of the indicator. First off, the MBTI test became quite popular in the second part of the 20th century and is now widely used as a tool for studying personality traits and self-evaluation. On the other hand, elderly people might not have encountered it in their early years or during their professional lives. Furthermore, older generations may not have had as much access to or knowledge of psychological tests such as the MBTI as newer generations who grew up in the digital age. Furthermore, as attitudes toward psychological testing and self-awareness might fluctuate throughout age groups, cultural and generational differences may also be important. Therefore, even though a sizable percentage of the elderly may not be familiar with the MBTI test, it is important to consider the larger context of societal changes and information access when looking at such trends.

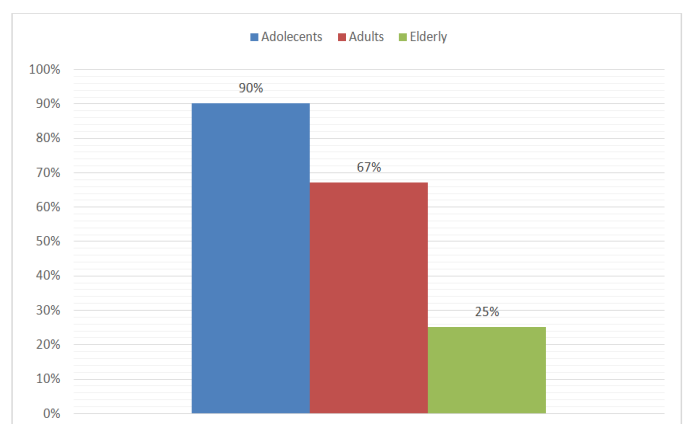


Figure 3. Percentage of Individuals Who are Familiar with MBTI

Reasons for Interest in MBTI

People of all ages are drawn to the MBTI for a variety of reasons. It appeals to teenagers because it offers the possibility of self-discovery at a critical juncture in identity formation. People between the ages of 19 and 45 are drawn to technology to advance personally and professionally, and they use it to manage relationships and professions. Senior citizens 60 years of age and older value the MBTI because it allows them to continue exploring and reflecting on themselves, especially after retirement when they have more free time for introspection. The MBTI is a useful instrument for self-understanding and personal growth for people of all ages.

Responses of Individuals Who are Familiar with MBTI: An example of a response from a young adolescent was that she first learned about the MBTI from social media and online trends. She took the test to "know herself better as an individual," and after receiving the result that she was an ENTJ, she researched the result and discovered that the results were fairly accurate. She also felt that knowing her MBTI type helped her perform better in school and choose the best electives. An additional person was a middle-aged person who worked in sales advertisements. He learned about the Myers-Briggs Type Indicator MBTI from their coworkers, but after doing some research, they doubted the test's accuracy and thought they knew themselves better than the indicator. Nevertheless, they came to realize that a person's personality could have a significant impact on their line of work. For the last sample response, the researchers selected an elderly retired woman in her early 60s. She had never heard of MBTI and did not know what it was, but after we explained it to her, she expressed interest in finding out what her MBTI was. She thought that knowing one's MBTI would influence performance and said that she would have improved her decision-making abilities if she had known her MBTI sooner.

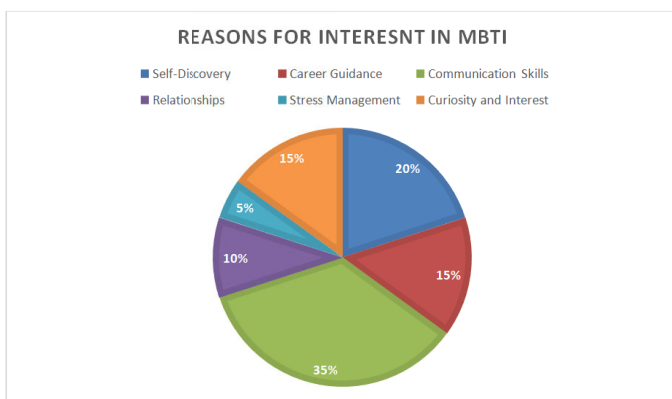


Figure 4. Reasons for Interest in MBTI

Reasons for Interest in MBTI: Figure 4 shows that the desire to improve interpersonal interactions and understanding is the primary driving force behind people's interest in learning more about the MBTI. At 35%, this implies that people are most motivated to improve their communication abilities. Self-discovery, which occupies 20% of the chart and represents people's interest in their own personalities and traits, comes in second place. Furthermore, 15% express curiosity and interest in personality psychology, indicating a sincere interest in the field. With a noteworthy 15%, career guidance demonstrates how the MBTI is used practically to determine appropriate job pathways. Relationships and anger control account for 10%

and 5% of the total, respectively, highlighting the significance of MBTI in promoting improved comprehension and control of interpersonal dynamics and emotions. All these factors combined highlight the MBTI's diverse appeal, meeting people's psychological, professional, and social needs.

Perceived Influence of MBTI on Performance and Decision-Making

The MBTI has a context-dependent and subjective impact on performance and decision-making. The MBTI can be useful for understanding personality preferences and enhancing teamwork and communication for some people and organizations. Employing MBTI findings, teachers could customize their management approaches, assign responsibilities, and promote teamwork. Opponents counter that the MBTI is oversimplified and can result in stereotyping of people and lacks scientific validity. In the end, different people and organizations have quite different experiences with the influence of MBTI on performance and decision-making. **Positive Impact:** By enhancing communication, team relations, and self-awareness, an understanding of MBTI types is thought by some individuals and organizations to improve performance and decision-making. They might modify management strategies, assign work wisely, and promote improved teamwork with the use of MBTI insights. **Neutral Viewpoint:** Some regard the MBTI as a tool for introspection and understanding, but they may not believe that it has a big impact on decision-making or performance at work or school. They do not rely too much on it while making important decisions, though they might accept its possible advantages in some situations. **Skepticism and Criticism:** The MBTI's scientific validity and reliability are questioned by some, who also question the instrument's ability to have an impact on performance and decision-making. They advise against relying too heavily on the MBTI since it can lead to the oversimplification and stereotyping of complex human behavior.

Comprehending How MBTIs Affect Peoples' Lives Academically: Understanding your MBTI can change your perspective in many ways but mainly change your perspective on your academics. Knowing what subjects a person excels in versus the subjects a person may be weaker in based on your MBTI can cause a huge difference on his or her school grade.

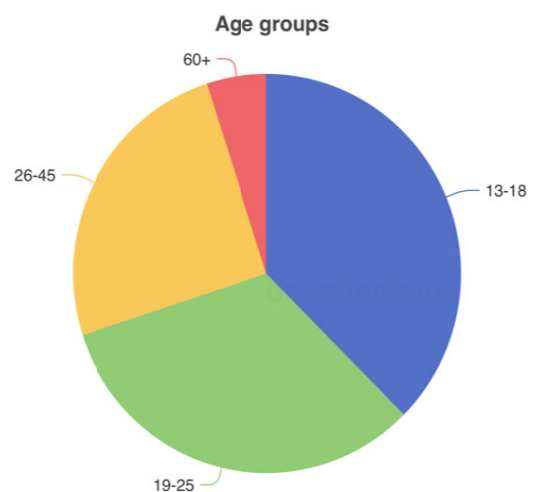


Figure 5. Age Groups

Prioritizing on the weaker parts can higher the chances of a grade increase or understanding the subject more. Not knowing what path to go on after high school is one of the most stressful parts of an educational life. The hesitation on what major or job to have hadbeen a huge hassle in young adults' lives. Fortunately, MBTIs have been a significant help. After analyzing an individual's persona, the MBTI most accurately identifies an almost perfect combination of four letters that describe a specific person and helps them understand themselves more.

Analysis of Responses

Thirteen to Eighteen: Out of the thirty people in this age group three are ISTJ, four are ISFJ, two are INFJ, two are ISTP, two are ISFP, three are INFP, two are INTP, one is ESTP, two are ESFP, three are ENFP, one is ENTP, two are ESTJ, two are ESFJ, and finally one is ENFJ. The analyzation concluded that out of the fourteen MBTIs exactly half were extraverted, and the other half being introverted. As seen in figure 1.2, 98% of this age group believes that knowing their MBTIs affected their academics. As this age group, consisting of high-school students, are very influential and also are just starting to make academic decisions for themselves (i.e.: academically preparing for university) getting to know themselves better is a huge lead to figure out what they want to do with the rest of their future careers.

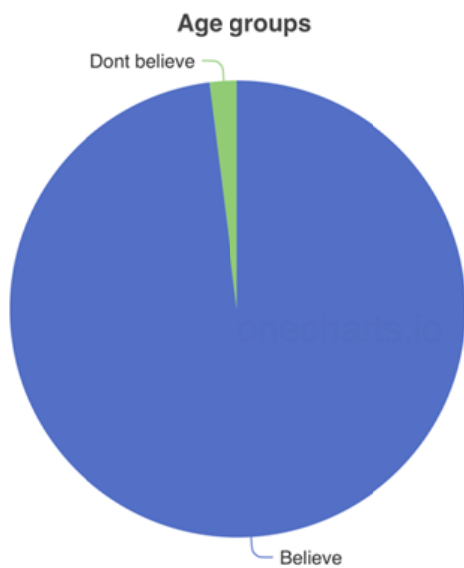


Figure 6. Age Groups Beliefs

Nineteen to Twenty-Five: Four ISTJ, four ISFJ, one INFJ, one INTJ, two ISTP, two ISFP, two INFP, one INTP, one ESTP, one ESFP, two ENFP, one ESTJ, two ESFJ, one ENFJ, and one ENTJ are the results shown after conducting the interviews with the twenty-six adults. This age group consists of first to final year college students. The chart below shows the summative of the participants responses to the question; "did you know about MBTIs prior to choosing your majors?". The research wonders how they would have chosen their career learning path if they had known more about their MBTIs qualifications. Most participants agreed with the fact that if the participants were provided with knowledge about their MBTI, these participants would have had a better chance of choosing the subjects and courses that are more compatible with them.

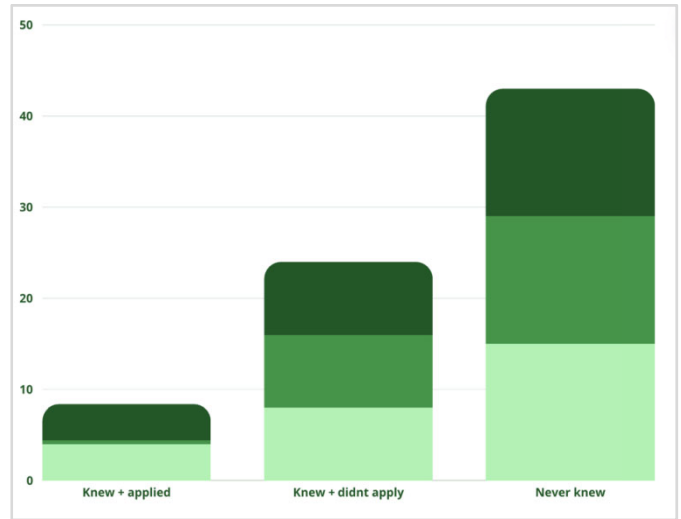


Figure 7. Age Groups Knowledge and Application

Twenty-Six to Forty-Five: After interviewing twenty people we concluded in two ISTJ, two ISTP, one ESTJ, three ESTP, two ISFJ, three ENFP, two INTP, one INFP, one INTJ, one ENTJ, one INFJ, one ENFJ. This age group may seem less caring about the topic of MBTIs, but through our interview the participants showed much interest and a new spark for these new ways of understanding the personality of an individual better. One main question the research asked for this age group specifically was "How do you see yourself using your MBTIs in your current occupation". Since it was an open-ended question with qualitative background the sentence that was a reoccurring show up in the answers was 'I can use it to target my issues with my skills in a better way' which is a perfect way to sum-up the questionnaire.

Sixty and Over: Although the conductors of this research were unable to find as many participants as possible for this age group compared to the others, each of the four sixty-year-olds and over had a very vague idea of what MBTIs were. After some effort, the conductors managed to explain what the MBTI was and how we, as humans, can use it in our daily academic or work life. This age group ranged from retired military men to retired teachers. The participants responses to the questionnaire questions after finding out their MBTI we are just as the research hoped. All the participants concluded that knowing their MBTI would be helpful if they were back in the working field.

Responses and Theories

In this section, the researchers compare the responses gathered from the participants across the different age groups and analyze whether they align with the MBTI theories. Through examining the noticed relationships and trends between the participants' MBTIs and their reported academic scores, majors, and jobs, the researchers aim to explain whether there is a relationship between the theoretical framework of MBTI and the responses were obtained from individuals residing in Sharjah. This analysis will provide insights into the practical applicability of MBTI in understanding human behavior and decision-making processes across diverse age groups. With this examination, we seek to identify patterns or correlations that would shed light on the extent to which MBTI accurately reflects individuals' personality traits and influences their choices in Sharjah.

MBTI and School Students: The relationship between MBTI types and academic performance among school students aged 13-18 was explored within this study. Surprisingly, the analysis did not reveal a direct relationship between MBTI types and school grades which suggests that academic achievement may not be significantly influenced by MBTI types alone. Nevertheless, upon closer examination of the students' responses regarding their strengths and weaknesses in different subjects, a repeated trend was noticed. It became evident that each MBTI type exhibited distinct inclinations towards certain subjects despite there not being a clear pattern linking MBTI types to overall academic success. This observation suggests that while there may not be a direct correlation of the MBTI types with school grades, individuals with the same MBTI have their own strengths and weaknesses that influence their academic performance.

Strengths: After delving into the strengths, the researchers noticed from school students aged 13-18 across different MBTI types, many similar traits and strengths emerged. Among the ISTJ participants, their strong organizational skills were advantageous in subjects requiring structured approaches, such as mathematics and history. ISFJs, who are known for their remarkable empathy and attention to detail had benefits in subjects involving classroom interactions, such as literature and social studies. INFJs showcased insightful perspectives and excelled in subjects revolving around abstract concepts or philosophical discussions, such as psychology. ISTPs who are excelled in hands-on learning environments thrived in subjects involving practical applications, such as laboratory experiments in Chemistry. ISFPs demonstrate exceptional creativity and artistic talents that shine in subjects like art and music where self-expression is valued. INFPs who are known for their imaginative and idealistic visions were better in subjects that encourage creativity and personal interpretation, such as English writing and poetry. INTPs who have an analytical way of thinking excelled in subjects requiring critical thinking and problem-solving, such as mathematics and computer science. ESTPs demonstrated adaptability and quick thinking and were noticeably better in subjects that need spontaneity and alertness, such as physical education and debate class. ESFPs who showcase boundless energy and enthusiasm excelled in subjects that allow for hands-on learning and group activities, such as physical education. ENFPs who exhibit creativity and innovation thrived in subjects that encourage exploration and creative thinking, such as philosophy and art. ENTPs demonstrate strategic thinking and excelled in subjects that require innovative solutions and debate, such as debate class. ESTJs showcased strong leadership and organizational abilities and worked better in subjects such as business studies which is related to leadership and management. ESFJs demonstrated nurturing and supportive qualities and excelled in subjects involving teamwork and collaboration, such as physical education. Finally, ENFJs who exhibit charisma shined in subjects that require leadership and communication skills, such as public speaking. These identified strengths found through direct participant interviews showcase the multifaceted nature of academic success based on MBTI.

Weaknesses: After analyzing the responses of school students aged 13-18, some weaknesses associated with each MBTI type regarding their academic performance were noticed. ISTJ participants, despite their notable organizational skills, had challenges in subjects requiring creative thinking and abstract

concepts such as art. Similarly, ISFJs, while excelling in detail-oriented tasks, appeared to struggle in subjects needing critical thinking, such as mathematics. INFJs who are known for their insightful nature had problems in subjects requiring concrete evidence or logical reasoning, such as science or mathematics. ISTPs, despite their hands-on learning approach, had difficulties in subjects requiring planning or attention, such as English and more specifically literature and history. Also, ISFPs, while thriving in creative regions, faced challenges in subjects focused on precision and logical reasoning, such as mathematics or computer science. INFPs who are characterized by their idealistic and imaginative nature faced challenges in subjects requiring detailed analysis or adherence to rules, such as English but more specifically grammar and mathematics. INTPs that are known for their analytical abilities struggled in subjects requiring memorization, such as history. ESTPs, while being known to easily adapt to new situations, faced challenges in subjects requiring theoretical understanding, such as psychology and mathematics. ESFPs who are known for their spontaneity and energy, encountered difficulties in subjects requiring focused attention or in-depth analysis, such as English literature and physics. ENFPs who are characterized by their enthusiasm and creativity, faced problems in subjects requiring structured problem-solving or logical reasoning, such as mathematics and computer science. ENTPs, who are known for their innovative thinking, struggled in subjects requiring factual accuracy, such as history. ESTJs, while skilled at organizing and leading, encountered challenges in subjects requiring abstract thinking, such as art. ESFJs who are known for their nurturing nature, faced difficulties in subjects requiring logical reasoning or objective evaluation, such as mathematics or physics. Finally, ENFJs who are characterized by their empathy and charisma encountered challenges in subjects requiring critical thinking, such as mathematics. These insights from direct participant interviews highlight the diverse challenges students encounter based on their MBTI types.

MBTI and Majors: When examining the relationship between MBTI types and college majors among students aged 19 to 25, a trend that confirmed the theories surrounding MBTI and career suitability was found. The vast majority of the 26 participants interviewed expressed satisfaction with their chosen majors. Surprisingly, 75% of students who were satisfied with their majors were studying fields that were compatible with their MBTI type. For example, ISTJs were found majoring in fields like accounting and business where their attention to detail and analytical skills could be beneficial. ISFJs gravitated toward majors such as nursing and medicine which suited their nurturing and compassionate nature. INFJs majored in psychology which suited them due to their empathetic and insightful qualities. INTJs were found in majors such as computer science where they could apply their strategic thinking and problem-solving abilities. These findings indicate a strong correlation between MBTI types and students' satisfaction with their chosen majors which supports the validity of MBTI theories in university major selection. In contrast, 60% of participants dissatisfied with their majors were found to be studying fields that did not match their MBTI types. This highlights the importance of taking individual personality preferences into account when making academic and career decisions, as mismatches can lead to dissatisfaction. In general, the findings highlight the importance of MBTI in guiding people down fulfilling academic and professional paths based on their unique strengths and inclinations.



Figure 8. University Satisfaction Rate

MBTI and Occupations of Employees: Analyzing the relationship between MBTI types and occupations among people aged 26 to 45 revealed how well MBTI theories align with the employees' career choices. The vast majority of the 20 participants interviewed expressed satisfaction with their current jobs. Notably, 67% of these satisfied individuals held occupations that correctly corresponded and aligned with their MBTI types, indicating a strong link between MBTI types and job satisfaction. Individuals with ISTJ preferences who are known for their efficiency and organizational skills, were found in professions such as an accountant and a dentist which value attention to detail and organized work environments. ISTPs, with their practical skills and problem-solving abilities, tended to pursue careers in engineering or information technology, such as software developers. ESTJs who are known for their leadership and decisiveness were found in positions that allowed them to use their assertiveness and planning skills effectively, such as a police officer. These findings support the idea that people are more likely to thrive and be satisfied in jobs that match their MBTI personality traits. In contrast, among the participants who expressed dissatisfaction with their occupations, some were not working in the fields that suited their MBTI the best. Eighty percent of the dissatisfied employees worked in professions that did not correspond to their MBTI types, which showcases the fact that if the occupation is not aligned with the MBTI theories, individuals are more likely to be dissatisfied with their job. Overall, the findings provide useful insights into how people navigate the relationship of their personalities and career choices, highlighting the role of MBTI in guiding people to occupations that rely on their strengths and preferences for maximum career satisfaction.

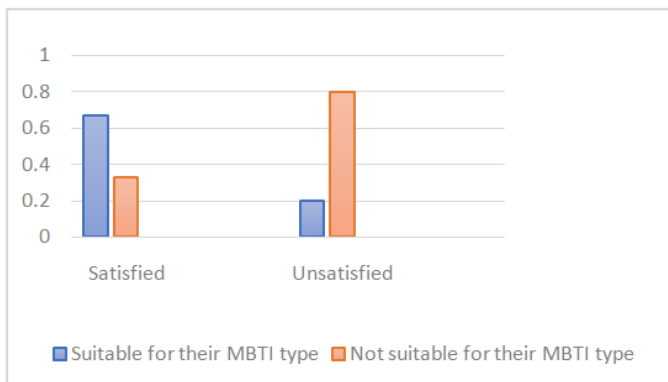


Figure 9. Career Satisfaction Rate

MBTI and Previous Occupations of Retired Employees: An analysis of retired employees aged 60 and up revealed a clear

trend in the alignment of MBTI types with previous occupations. Three participants expressed satisfaction with their careers, and their job roles appeared to correspond to their MBTI types. For example, an ISFJ retired engineer and an ENFP retired writer expressed satisfaction with their careers, proving the match between their MBTI types and job roles. Similarly, an ESTP retired athlete expressed satisfaction, proving an alignment between their MBTI type and career path. However, one participant, a retired ENFJ police officer, expressed dissatisfaction with their job role, which appeared to be not aligned with their MBTI type. This emphasizes the importance of MBTI alignment in career satisfaction as demonstrated by the participants' experiences.



Figure 10. Alignment Between MBTI Type and Occupation in Retired Employees

Knowledge About MBTI Led to Greater Satisfaction: The data analysis reveals a significant correlation between participants' awareness of the MBTI and job or major satisfaction. Among those who were familiar with the MBTI, a significant number expressed satisfaction with their current job or academic major. This suggests that understanding one's MBTI type can lead to greater satisfaction with one's chosen path. Furthermore, participants who knew their MBTI type had a better understanding of their own strengths and weaknesses, which could help them make more informed career or academic decisions. Overall, these findings highlight the importance of MBTI awareness in promoting satisfaction and self-awareness in individuals' professional and academic pursuits.

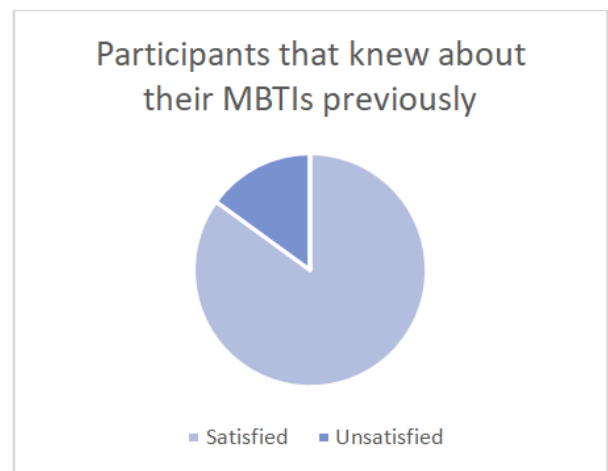


Figure 11. The Participants Knowledge of MBTI with their Satisfaction with their Major/ Job

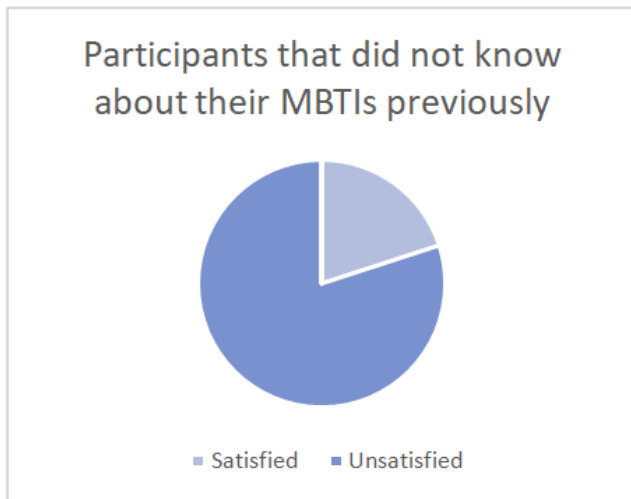


Figure 12. Participants Unawareness of MBTI with their Satisfaction with their Job/Major

Conclusion

After the analysis of both quantitative and qualitative data from the conducted interviews, it can be concluded that there exists a significant correlation between MBTI types and individuals' academics and career choices across various age groups.

Conclusion

This chapter provides the findings and conclusions regarding the impact of MBTIs on academic achievement and career satisfaction in Sharjah. Firstly, the section provides a summary of the research findings based on the research questions and objectives. Then, this section examines the implications of the study and offers suggestions for future research in consideration of the study's restrictions.

Summary of the Findings

The intended sample for this study was primarily made up of individuals between the ages of 13 and 45 who led various lifestyles. It has been shown that each generation has a unique perspective on and relationship with knowing their MBTIs. Understanding a person's personality type can be life altering in many ways, as the samples were shown. Additionally, this provides insights into various perspectives and significant factors to consider when making future judgments, as well as how one might apply their understanding of MBTIs to improve the outcomes of such decisions. As a good number of respondents knew what MBTIs were, mostly finding out via social media, a bunch of others did not. Educating the participants on the benefits of knowing their MBTI is crucial for the self-understanding of people. The aim of the researchers was to educate the participants on the effects of knowing their MBTIs. Successfully, 90% of them agreed on its benefits and how it would have helped them in previous situations. This response shed a light on how knowing the personality trait of oneself can truly change their train of thought on a subject.

Implications of the Study

The researchers and the study and interest on the MBTI may have consequences for team dynamics, communication styles,

leadership philosophies, and how distinct personality types react to different circumstances. Knowing these ramifications might help one better understand how to use people's unique preferences and skills in teams, companies, and interpersonal interactions. For places like the work place the study may provide insight into the communication preferences, decision-making styles, and conflict resolution strategies of various MBTI types in the workplace. It also helps in team building. Comprehending the MBTI types of your teammates can help you create balanced groups that balance each other's advantages and disadvantages. Additionally, it can help team leaders delegate responsibilities and tasks efficiently. MBTIs take a big role in leadership skills. Programs for developing leaders can be informed by an understanding of the MBTI types of leaders and their followers. This allows leaders to better customize their approach to inspire and include their teams.

Delimitations of the Study

Numerous variables affect this study's reliability. Firstly, there was a difference among the participants' knowledge and understanding of MBTIs, which might have affected how accurate their answers were. The study's emphasis on self-reporting also raises the risk of social desirability bias since participants might have given answers that were more socially acceptable than ones that accurately reflect their experiences or thoughts. Additionally, the study's geographic focus was restricted to Sharjah, which would limit how broadly the results can be applied in different cultural contexts. The credibility of the data may have been further impacted by participants' unwillingness to honestly disclose personal information, despite efforts to maintain confidentiality.

Further Research

Further research is required to establish the psychological and cognitive reasoning behind the correlation between MBTI type and academic performance and career satisfaction. It is possible for cognitive psychologists in Sharjah to research this topic more extensively to discover the relation between cognitive functions and MBTI type and discover how that relation affects academic performance and career satisfaction. Additionally, future studies should analyze aspects that were not calculated in this research, such as gender and cultural background.

Conclusion

This chapter serves as a conclusion and offers a brief overview of the research findings, which are obtained from the research questions and goals. It emphasizes the importance and worth of the discoveries to the field of research. The findings of this research can be found useful information to researchers who are interested in investigating the relationship between MBTIs and their impact on academic achievement and career success in Sharjah. The findings also function as a valuable reference that showcases the significance of the topic concerning an individual's career selection, the reasoning behind their selection, their actions and thought processes, and even their choice of friends. In the end, an in-depth investigation is necessary to acquire a more thorough understanding of the researchers' claim.

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