

ABSTRACT

The purpose of the study is to investigate the relationship between congruency of personality-environment and both variables: academic achievement and satisfaction with the choice of a teaching major. This study is based on Holland's theory of careers in which he contends that individuals tend to choose occupational and educational environments congruent with their personality types. In his theory, Holland identified six personality types and six corresponding environmental models which interact as a student makes an educational and/or a vocational choice. These personality types and their corresponding environmental models are: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

The participants are 209 male second year student teachers enrolled at two men teacher training institutes in the West Bank during the academic year 1981-1982. The instruments used are the Vocational Preference Inventory (VPI) for determining the personality types of trainees, and the College Major Satisfaction Scale (CMSS) as a measure of satisfaction with a teaching major. Academic achievement is measured in terms of cumulative grade point average in the first year of training. The statistical techniques used are: analysis of variance, a multiple comparisons technique (the Scheffe method) and the pearson-product-moment correlation.

The four hypotheses tested are:

- H_{01} : There are no statistically significant mean differences between levels of congruency and satisfaction with the choice of a teaching major.

H₀₂: There are no statistically significant mean differences between levels of congruency and academic achievement (grade point average).

H₀₃: There are no statistically significant mean differences between level of congruency, teaching specialty or the interaction of both and satisfaction with the choice of a teaching major.

H₀₄: There are no statistically significant mean differences between level of congruency, teaching specialty or their interaction and academic achievement (grade point average).

The major findings are as follows:

1. Only 77 trainees or 37 percent of the sample are of a social personality type congruent with a social environment which is the teaching major.
2. There are statistically significant mean differences in satisfaction scores between congruent and incongruent students ($p < .05$).
3. There are statistically significant mean differences in academic achievement (grade point average) between congruent and incongruent students ($p < .01$).
4. Teaching specialty is not related in a statistically significant way to either grade point average or satisfaction with a teaching major.
5. There is no cause-effect relationship between grade point average and satisfaction with a teaching major, but rather both variables are affected by the level of congruency.