



Assessing the Suitability for Teaching Professions and Educator Roles Applying the Holland RIASEC Model Using FIKR (Facet, Insight, Knowledge, and Resilience) Profiling Assessment Tool

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Abstract

This study evaluates the suitability of 190 respondents for the teaching profession applying the Holland RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) Model using FIKR (facet, insight, knowledge, and resilience) Profiling Assessment Tool. The findings reveal that 65 respondents (34.2%) demonstrate high social traits, essential for student interaction and support, while 52 (27.4%) exhibit high Artistic traits, contributing to innovative teaching methods. Furthermore, 45 respondents (23.7%) show strong Enterprising traits, indicating potential leadership abilities in educational settings. These results provide insights into the alignment of personality traits with the demands of teaching, informing recruitment and professional development strategies to enhance educational outcomes. As educational systems worldwide face increasing challenges, from technological advancements to changing societal expectations, the importance of aligning educators' strengths with their roles becomes more critical. This study contributes to the understanding of how personality traits influence teaching effectiveness and offers practical implications for recruitment and professional development in education.

Keywords: Teaching Profession; Holland's RIASEC Model; Educators; Personality Traits; Educational Alignment

Introduction

The importance of personality traits in shaping the future of education has been well supported in the literature. As the demands of the teaching profession continue to evolve, there is a growing need to ensure that individuals entering this field possess the personality traits that align with the diverse requirements of educational roles [1]. Holland's RIASEC model provides a robust framework for understanding how personality traits influence professional suitability. By categorizing individuals into six dimensions - Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) - the model offers valuable insights into how different traits align with specific career paths [2-4].

For educators, traits like S, A, and E are particularly relevant. These traits reflect the ability to engage with students, innovate teaching methods, and lead within educational settings [5]. Teachers who score high in S traits are often more effective in building relationships with students and creating supportive classroom environments [6].

High A scores suggest a propensity for creativity in teaching, which can enhance student engagement and learning [7]. E traits are associated with leadership abilities, which are crucial for educators who take on roles beyond the classroom, such as curriculum development or school administration [6].

The influence of student personality and teacher-student interactions on the teacher-student relationship is also important. Most teachers tend to limit their evaluation of students to academic achievements, often ignoring other student qualities that play important roles in their development [6]. As the guide and tutor for adolescent students during their critical transitional period, middle school teachers should be more open-minded and accepting of each student's uniqueness, providing

more support and promoting their growth [6].

Furthermore, the association between the Big Five personality traits and student achievement has been well-documented. Students who score high on conscientiousness more actively engage in course work and homework, and personality traits have been found to accumulate across the life span, with individuals choosing educational experiences and environments that match their personalities [8].

The contribution of student personality and temperament to school performance and satisfaction has also been examined. Significant relationships have been found between student grades and personality/temperament measures indicative of capacity to work, self-control, and social adjustment [9, 10].

Student neuroticism and reactivity have been related to self-reported costs of adjustment to school, while students' psychoticism scores have been linked to unfavourable teacher evaluations [9, 10]. In general, low reactivity has emerged as the best single predictor of adjustment and performance in class, while teacher style has contributed little in this respect [9, 10].

Ultimately, the role of educators in shaping society's future cannot be overstated. By recognizing the importance of personality traits in the teaching profession and incorporating them into the selection and training of educators, we can ensure that the individuals entrusted with the education of our future generations are well-equipped to meet the evolving demands of the field.

The FIKR (Facet, Insight, Knowledge, and Resilience) profiling assessment tool has been used by Humanology Sdn. Bhd. This study aims to assess the suitability of 190 respondents for teaching professions by analyzing their RIASEC scores. By focusing on the dimensions most relevant to education, the study seeks to identify individuals who are likely to excel in teaching roles and contribute to the overall effectiveness of educational institutions.

Methodology

Humanology Sdn Bhd provided us with independent samples of 190 valid participants. Each participant provided a full set of item responses on a 200-item. This is intended for use in a wide range of occupational groups. The questionnaire is quantitative type (dichotomous survey scale) with Yes (1) or No (0) surveys. This allows the respondents to provide quick, straightforward answers by choosing between the two options. The 200-item included the personality traits needed to assess the Holland codes, namely, R included Endurance, Variety, and Aggressive; I included Self-criticism, Analytical, and Intellectual; A included Intuition, Emotional, and Perceiver; S included Dependent, Nurturance, and Extrovert; E included Extrovert, Achievement, and Control; and C included Support, Structure, Self-conceptual, and Autonomy.

The study utilized Holland's RIASEC model to assess the suitability of 190 respondents for teaching professions and educator roles. Respondents were asked to complete the RIASEC assessment, which involved rating their interests and abilities in tasks associated with each dimension. The primary focus of the analysis was on the S, A, and E dimensions, as these are most relevant to the teaching profession. Scores were analyzed to identify patterns and trends among the respondents, with special attention given to those who exhibited high scores in the key dimensions associated with successful educators.

Data from the assessments were compiled and analyzed to

Table 1: Suitability for Teaching Profession and Educators applying Holland's codes using FIKR Profiling Assessment Tool. N=190 respondents.

Dimension	Range	Average Score	Number of Individuals	Percentage (%)
Realistic (R)	13 -30	22	30	15.8
Investigative (I)	8 -27	18.5	45	23.7
Artistic (A)	10 -29	18.8	52	27.4
Social (S)	12 -28	22.4	65	34.2
Enterprising (E)	9 -28	21.2	45	23.7
Conventional (C)	20 -39	29.3	30	15.8

determine the distribution of traits among the respondents. The findings were used to conclude that personality traits should be aligned with the demands of the teaching profession, offering valuable insights for recruitment and professional development in educational institutions. The analysis provided a comprehensive overview of the suitability of the respondents for various teaching and educator roles based on their RIASEC profiles.

Results

Table 1 shows the suitability for the teaching profession and educators applying Holland's codes using the FIKR Profiling Assessment Tool. The analysis of the 190 respondents about their suitability for teaching professions and educator roles was conducted using Holland's RIASEC model. Each dimension provides insights into the career preferences and aptitudes of individuals, highlighting their alignment with specific aspects of teaching and educational roles.

Realistic (R): The scores for the R dimension ranged from 13 to 30, with an average score of 22.0. A total of 30 individuals (15.8%) scored highly in this dimension. These individuals may be more inclined toward practical and hands-on teaching roles, such as vocational training or physical education, where their practical skills can be effectively utilized.

The I dimension had scores ranging from 8 to 27, with an average score of 18.5. Forty-five individuals (23.7%) demonstrated strong I traits, making them potentially well-suited for teaching subjects that require analytical thinking and problem-solving, such as mathematics, science, and technology.

Scores in the A dimension ranged from 10 to 29, with an average score of 18.8. Fifty-two individuals (27.4%) scored highly in this dimension, indicating a strong preference for creative expression. These individuals will likely excel in teaching roles involving creativity, such as art, music, drama, or literature.

The S dimension had scores ranging from 12 to 28, with an average score of 22.4. Sixty-five individuals (34.2%) scored highly in this dimension, aligning closely with the core responsibilities of teaching and educational roles. These individuals demonstrate strong interpersonal skills and naturally lean towards mentoring and facilitating learning.

E scores ranged from 9 to 28, with an average score of 21.2. Forty-five individuals (23.7%) scored highly in this dimension. These individuals may be well-suited for leadership roles within educational settings, such as school administration, curriculum development, or leading educational initiatives.

The C dimension had scores ranging from 20 to 39, with an average score of 29.3. Thirty individuals (15.8%) scored highly in this

dimension. These individuals will likely thrive in educational roles that require strong organizational skills, such as curriculum planning, administration, and record-keeping.

Discussion

Suitability for creative and artistic teaching roles

The importance of A educators in shaping creative minds is well supported from the literature. The analysis of the A dimension revealed that a significant proportion of respondents, 52 individuals (27.4%), scored highly in this category, exhibiting a strong inclination towards creativity and expression, making them ideal candidates for teaching roles that emphasize A and creative subjects [11]. The teaching profession, particularly in fields such as art, music, drama, and literature, benefits greatly from educators who possess a deep well of creativity and the ability to inspire similar traits in their students [12, 13].

These educators can create dynamic and engaging learning environments encouraging students to explore their creative potential. The high average score of 18.8 in the A dimension indicates a strong presence of creative potential among the respondents, which is particularly important in educational settings where creative problem-solving and innovation are key to both teaching and learning [14].

Educators are not only capable of teaching creative subjects but can also apply creative thinking to other areas of the curriculum, making learning more accessible and enjoyable for students with diverse learning styles. The high number of respondents with strong A traits also underscores the need for educational institutions to nurture and develop this potential [12, 14-16].

Schools and universities that emphasize the arts and creativity in their curricula are likely to benefit from employing teachers who score highly in this dimension. These teachers can lead efforts to integrate creative thinking across various disciplines, promoting a holistic approach to education that values both creativity and critical thinking [16].

The findings suggest that there is a considerable pool of potential educators who can contribute to the development of students' creative abilities. As the educational landscape continues to evolve, with increasing recognition of the importance of creativity in all fields, these individuals will be invaluable assets in shaping the minds of future generations [12]. Educators who rise to the creativity challenge will be well rewarded with rich teaching experiences and the joy of seeing children reach their creative potential in supportive and integrated learning communities [18].

Finally, these findings suggest a considerable pool of potential educators who can contribute to the development of students' creative abilities. As the educational landscape continues to evolve, with increasing recognition of the importance of creativity in all fields, these individuals are well-positioned to take on leadership roles in shaping innovative teaching practices that prepare students for the challenges of the 21st century.

Alignment with social teaching roles

The findings presented in this study highlight the crucial role that S skills and emotional intelligence play in shaping effective teaching practices. The data reveals that the S dimension emerged as the most prominent among the respondents, with 65 individuals (34.2%) scoring highly in this area. This dimension is closely associated

with roles that require strong interpersonal skills, empathy, and a commitment to helping others, which are essential for teaching professions [19].

Teachers who excel in the S dimension are naturally inclined towards creating supportive and nurturing learning environments [20]. They are skilled at building relationships with students, understanding their needs, and providing guidance and encouragement for their academic and personal growth [21].

The high average score of 22.4 in the S dimension underscores the strong potential for effective communication and relationship-building among these respondents. In educational settings, these skills are critical for fostering a positive and inclusive atmosphere where students feel valued and supported. Teachers who are strong in the S dimension are likely to excel in roles that involve direct interaction with students, such as classroom teaching, counselling, and mentoring [22].

This finding also points to the importance of S skills in educational leadership. Teachers' adept in the S dimension are well-suited for roles that require collaboration with colleagues, parents, and the wider community. They can play a key role in creating a cohesive educational environment where all stakeholders work together to support student learning and well-being [23].

Furthermore, the respondents' high representation of S traits suggests a strong foundation for building a teaching workforce that prioritizes student-centred learning. As educational institutions increasingly focus on holistic education that addresses students' emotional and S development, teachers with strong S traits will be essential in driving these initiatives forward [24]. Understanding and responding to students' S and emotional needs is a critical component of effective teaching, and this study highlights the importance of cultivating these skills among educators [25].

Potential for leadership and organizational roles in education

The study's findings reveal the significance of the E and C dimensions in the context of educational leadership. Individuals who score highly in the E dimension are likely to possess strong leadership qualities, such as the ability to motivate others, take initiative, and drive change [26]. These traits are invaluable for roles in the educational sector, such as school principals, department heads, and curriculum developers, where strategic planning and leadership are crucial [27].

On the other hand, those who score highly in the C dimension are well-suited for roles that require strong organizational skills and attention to detail, such as administration, record-keeping, and managing educational programs.

These individuals play a critical role in ensuring the smooth operation of educational institutions, providing the necessary structures and processes to support effective teaching and learning [28]. The combination of E and C traits also suggests the potential for leadership in educational innovation. Individuals who possess both the drive to lead and the ability to manage complex organizational tasks are well-positioned to take on leadership roles that involve implementing new educational strategies, managing change, and improving educational outcomes [26].

These findings highlight the importance of developing leadership skills among educators. As the educational landscape becomes

increasingly complex, with new challenges and opportunities arising, there is a growing need for effective leaders who can navigate these changes and drive progress [29].

By understanding the significance of the E and C traits, educational institutions can better identify and nurture individuals who possess the necessary skills to excel in leadership roles, ultimately contributing to the overall success and development of the educational sector.

Conclusion

The analysis of 190 respondents using Holland's RIASEC model using the FIRK profiling assessment tool provides valuable insights into the suitability of individuals for various roles within the teaching profession. The findings highlight many respondents who possess the traits necessary for success in creative, social, and leadership-oriented teaching roles. Specifically, the high scores in the A and S dimensions indicate a strong potential for roles that require creativity and interpersonal skills, while the E and C dimensions point to a solid foundation for leadership and organizational roles in education. These results underscore the importance of aligning individual strengths with the demands of specific educational roles to create a dynamic and effective teaching workforce. As educational institutions continue to evolve, leveraging the diverse talents of educators will be key to achieving positive outcomes for students and the broader educational community.

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