

ORIGINAL RESEARCH

55. Exploring the Relationship Between Students' Academic Performance and Jungian Psychological Types: A Correlational Study

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Introduction: The aim of this study is to explore the potential relationship between students' academic performance and their psychological types, as defined by Carl Jung's theory. The study also aims to highlight the relevance of Jung's theory of psychological types in understanding individual differences in academic performance. The key question is whether a person's psychological type influences their learning process, goal setting, and achievement.

Methods: For theoretical information C. G. JUNG "THE COLLECTED WORKS" Edited by Sir Herbert Read was used. 50 students participated in the correlation study based on informed consent. The inclusion criteria are people with active student status aged 18 to 24 years. Questionnaires were used to collect data. The Myers-Briggs Type Indicator (MBTI) was used to determine the psychological types. SPSS Statistics Program was used to process the data. Four major variables were identified: 1. Gender, 2. University (Tbilisi State Medical University or other), 3. Psychological types, 4. Academic performance for the last 2 semesters (A, B, C, D). A correlation analysis was performed between these variables to determine the Pearson Correlation coefficient.

Results: As a result of the pilot study the correlation between academic performance with student's psychological type was not confirmed (Pearson Correlation -.132. Table1.). Given the small cohort, the results cannot be generalized of the general population.

Conclusion: Aforementioned pilot correlation research shows that a person's professional success, academic performance and the scale of the use of knowledge is not dependent on the psychological type. This calls for further studies with bigger and more diverse cohorts.

Table 1. Pearson correlation coefficient

	Academic performance	psychological type
Academic performance	1	-.132
psychological type	-.132	1

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