

Impact of Personality Type on Group Learning in Pharmacy School

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Background:

Pharmacy schools are known to employ various learning techniques in didactic courses such as lectures, problem-based learning, interactive simulations, and group learning. Skelly et. al notes, "surprisingly minimal literature has been published that addresses the ideal methods for creating student teams." Past studies have used the Basadur Creative Problem-Solving Profile Inventory and Clifton Strengths Identifier but never the Myers Briggs Personality Type Inventory. The MBTI is commonly used to help companies and schools better form groups while still providing a framework for personal growth and development.

Objective:

The aim of this study is to demonstrate the effectiveness of pairing students in pharmacy school with students of similar or different personality types based upon their four-letter code from a Meyers Briggs Personality Test.

Methods:

This was a descriptive study that took place entirely at Southern Illinois University Edwardsville School of Pharmacy in the P3 Skills Lab course. Students took an online MBTI test to find out about their personality. They then filled out a pre-survey and were put in groups based upon the fall being homozygous with the exact same or near same personality and the spring being a mix of homozygous and heterozygous meaning they did not share more than two of the same personality traits. After each semester concluded, they were asked to complete a post-survey that was used to gauge their like/dislike to the project, wellness, grades, and group dynamics.

Results:

61 students in fall filled out pre-survey and 28 students in the spring filled out the post-survey. 92% of students slightly agree or agree versus 44% slightly agree or were neutral if satisfied with the grade they receive on the pre-survey when groups are chosen for them or not. The mean values between the pre-survey and post-survey stayed near the same (0.3+/-) average mean. Students were neutral (3.0) with the grade they received after the study but six disagreed (21%) and seven slightly disagreed (25%). This leads to show that students may be/are very opinionated about whether groups are chosen for them, or they get to choose.

Conclusion:

To conclude, the results of this study do not find a positive or negative correlation between the MBTI personality types influencing group formation in the P3 Pharmacy Skills Lab. The course instructor should identify if their classroom is appropriate for this type of activity during the

semester. There is much further that needs to be studied and room for improvement in studies like this.