

INTELLECTUAL STYLES, PERFORMANCE AND ADAPTATION TO CAREER PLANNING IN HIGHER EDUCATION

Abstract

The present research aimed to analyze the intellectual styles, academic performance and career planning adaptation of higher education students and to evaluate if the intellectual styles can predict these variations. A group of 316 university students from three states of Brazil (AGE = 22.2; SD = 4.7) participated; they collectively responded to the Intellectual Styles Inventory and to the Career Planning subscale of the Higher Education Academic Adaptation Questionnaire. Performance averages were obtained from the universities undergraduate departments, only from students who consented to report. The results indicated the existence of positive and considerable correlations between variables, and some of the intellectual styles of the researched sample could also predict the adaptation to career planning and academic performance. It was also observed that adaptation to career planning can predict, to some extent, the performance of higher education students. Results are discussed in terms of their psychoeducational implications based on the scientific literature.

Keywords: *Psychoeducational Assessment. Academic Adaptation. Higher Education. Intellectual Styles.*