

Thesis: GPA Contribution to Career Success

Number of page: 7
Urgency: 1 day
Academic level: Master's
Style: MLA
Number of sources: 6

Introduction

The Grade Point Average (GPA) is a process of utilizing standardized measurement to assess the success or failure in a particular course. A high GPA is an indication of commitment, dedication, and hard work as well as academic achievement (Nofle and Robins 119). Moreover, the GPA is used in the career system because many employers use it to determine the qualities of the employees they are about to hire. Certain sectors such as engineering, accounting, technology, and finance utilize the GPA as the fundamental metric in their preliminary assessment of candidates. Such areas are incredibly competitive hence; the GPA is a core indicator of the competence of the applicant. Employers in these fields pay close attention to the GPA since they have wide popularity among the contemporary graduates (Tebaldi and Beaudin 10). Therefore, a higher GPA increases the opportunities for a better job. Nonetheless, research has indicated that although a higher GPA rises the employability level, it does not guarantee success to a person. In this regard, debates emerge on whether GPA, determines the future success of an individual.

Empirical evidence has highlighted that since the 1960s, the number of people with higher GPA (above 3.0) has increased by 28 percent. Likewise, since the late 1980s, they have escalated by 12 percent. Therefore, it leads to grade inflation, which implies that higher GPA improves the competitiveness of a person, but it does not necessarily lead to a job (Pearce 1). Furthermore, the current job market is in pursuit of persons with experience, qualities, and skills, which are not captured by the GPA. Besides, other factors such as communication ability, critical thinking, interpersonal skills, and creativity are considered more relevant and essential as compared to the GPA acquired in the college and universities

(Heckert 139). Similarly, internship experience, related work, special projects, and leadership assist an individual to be successful in life as compared to GPA.

Methodology

The methodology employed in this paper involved the use of academic research. The researcher collected secondary data on the topic of GPA and career success. Additionally, the study applied a systematic research design since the research intended to use comparative analysis in examining the different perspectives and insights on the importance of GPA in the real world. It was expected that with the application of this methodology tailored to others, a detailed analysis of dynamics such as links between career success and the high GPA (Carter et al. 565). Moreover, the search strategy concentrated on academic journals and other informative materials such as databases, educational reports, and pedagogy studies to complement each other

Literature Review and Analysis

Carter et al. demonstrated that there is a positive association between perceived job performance and conscientiousness. The study is based on the notion that learners with high GPAs tend to have higher conscientiousness hence conclude that higher GPA students have increased employability and job performance due to their conscientiousness (Carter et al. 565). Another study by Nofle and Robins demonstrated that conscientious persons are more likely to exhibit high self-control, be organized, plan, and adhere to the rules. For this reason, conscientiousness is the most active character indicator of performances in different occupations ad dimensions. Similarly, persons with modest to higher conscientiousness appear to be productive and adaptive. For this reason, employers tend to rely heavily on GPA in the employment process (Nofle and Robins 116).

A study by Popov and Bernhardt revealed that although there are cases of grade inflation due to a high number of A's in the market, the fact remain that higher GPA is correlated with increased level of employability (Popov and Bernhardt 1). Research conducted by Tebaldi and Beaudin discovered that high GPA is of particular importance to men because they earned higher income hence they tend to be more successful as compared

to women. Additionally, the study emphasized that high GPA is an critical component to create a significant impact in the society and it leads to success (Tebaldi and Beaudin 5). Gray noted that a GPA score of 3.4/5.0 is an essential scale for the student's portfolio. The researcher indicated that a GPA of 3.0 or higher is still one of the core attributes that employers look at although it has decreased in importance (Gray 3). A study by Heckert pointed out that men with higher GPA tend to secure jobs and earn higher salaries as compared to their women counterparts (Heckert 139). The findings of this study are consistent with Tebaldi and Beaudin which male with high GPA earned higher salaries as compared to females with high GPA. The GPA is also important in the career success because it demonstrates whether a graduate meets the expectations and standards fixed by the university or degree programme (Tebaldi and Beaudin 3).

The GPA is quite useful in professional success since it persons with high scores are more likely to join an organization. It reflects essential attributes in life such as persistence, conscientiousness, resilience, and grit, which are the foundation of a successful life (Carter et al. 566). The GPA obtained over a four-year period does not only illustrate the educational skills but that an individual is persistent, conscientious, organized and hard-worker. For instance, a person with high self-control scores is considered better employability skills than IQ scores. Meanwhile, high GPA disclose more than mastery of academic information. In fact, they expose essential characters such as perseverance and motivation as well as the existence of proper time management skills and study habits. Additionally, employers and organizations tend to pay better wages to highly educated persons since they understand that the percentage of workers with high competences is more significant among the educated persons (Noftle and Robins 117). Similarly, other researchers have demonstrated that workers hint their respective expertise to potential employers by obtaining a particular level of GPA, which is costly to them. Persons with high abilities are more likely to be hired as opposed to those with low skills because it is less expensive for them to obtain an education. .

There is a positive correlation between high GPA and more earning. In this respect, a unit increase in GPA level was linked with approximately 9.5 per cent rise in earnings for Whites in the US and 25 per cent upsurge for African Americans (Tebaldi and Beaudin 3). Similarly, high GPA increases the chances of being successful in life as opposed to when GPA is poor. For instance, a graduate with a high GPA in BA has an opportunity to receive 83 percent more salary relative to an individual with a diploma education. Interestingly, studies in the 1980s highlighted that BA graduates had 40 percent chance to earn a higher wage relative to a diploma graduate, which indicate the value of higher academic qualification is rising (Carter et al. 565).

On the other hand, GPA does not ascertain the achievement of the student in life because practical issues define professional success. For instance, the real world does not demonstrate what an individual earned in school (Gray 3). In addition, the study noted that when employers are searching for employees, they do not exclusively depend on GPA. In this regard, solely focusing on the GPA does not automatically become an indicator of success. In most cases, they value eagerness to self-determination, keenness to detail, and hard work (Tebaldi and Beaudin 4). More importantly, the researcher indicated that GPA serves as a guide although does not determine whether a candidate is employed. Relying on academic qualification and information can assist an individual to operate convincingly, but it is not a warrant achievement in real life. The scholars highlighted that educational institutions reward learners who adhere to rules and deliver to teachers what correctly they want. Therefore, students who grasp the curriculum and work hard are more likely to score high GPA (Popov and Bernhardt 1). However, persons who succeed in life are those who adapt to challenges and embrace the unknown instead of avoiding them. Women are more likely to earn less income regardless of higher GPA.

According to Pearce GPA does not replicate knowledge. In fact, most instructors develop a different grading rubric, which illustrates to their accounts of fair grading.

Therefore, some failures witnessed in the GPA are due to the structured setups of institutional testing hence the student's ability may help them to grow exceptionally in the real world (Pearce 2). Therefore, although some students may have poor grades in their academics, they can operate effectively in the field. Likewise, Tebaldi and Beaudin argued that failure to attain higher marks in the education serves as a motivation to succeed in the life and career. The university or college may act as an incubator where students have the discretion to attempt and fail, increase their thinking or even understand new approaches. For this reason, a learner with a lower GPA may apply practical skills to succeed in life as opposed to one with higher GPA. In this respect, they use failure as a chance for inspiration to endure in an area or rationally make a decision on an alternative, which is an appropriate quality for accomplishment in the labor force (Tebaldi and Beaudin 5).

Popov and Bernhardt pointed out that failure enables an individual to reason innovatively to resolve existing challenge and explore areas, which would never be examined. For instance, the researchers supposed that higher academic achievers were employed in high paying jobs and most of them resided in a comfortable life. However, they noted that these academic achievers were rarely transforming the world. Currently, nearly 90 percent of professionals had high GPA in their academics, but none of them had risen to the first level as visionaries and entrepreneurs (Popov and Bernhardt 2). In fact, none of the top students had turned out to be a key person in transforming the world.

Finally, the world has very many successful persons who did not score high GPA in their academics. For instance, Richard Branson who is the CEO of Virgin Company and David Karp the founder of Tumblr are successful persons despite having low academic qualifications. More importantly, statistics have indicated that in the United States the mean GPA in college for millionaires was 2.9 (Pfeffer and Fong 79). Therefore, the records highlight that high GPA is essential because it increases the employability index of an individual but does not serve as a metric of success in life (Gray 3). Other researchers have

inferred that being original thinkers, academically curious, and smart is what separates a graduate with a high GPA and the level of success he/she accomplishes. Learners must study seriously but be courageous enough to be in pursuit of their interests and passions wherever they lead. In so doing, it will nurture them to be exceptionally brilliant and place them for pragmatic success (Tebaldi and Beaudin 4).

Conclusion

Based on the different pieces of literature, higher GPA is very important in career success. Precisely, empirical evidence has pointed to the fact that graduate with a high GPA raises their chances to be employed and earn higher salaries as compared to those with low GPA. In addition, it high GPA demonstrates essential attributes in real life such as persistence, conscientiousness, resilience, and grit (Noftle and Robins 119). In this regard, persons with exceptional levels of conscientiousness obtain higher grades in college, and they tend to perform well in their work and adhere to instructions. On the contrary, other scholars emphasize that high GPA does not exclusively point to a successful career. They suggest that the real-life tend to reward persons who are innovative, original thinkers and entrepreneurs. Most of the people with high GPA scores do not possess these skills or are not willing to use those competencies (Gray 3). Again, women with high GPA earn less amount of money as compared to their male counterparts.

Work Cited

- Carter, Nathan T., et al. "Uncovering Curvilinear Relationships between Conscientiousness and Job Performance: How Theoretically Appropriate Measurement Makes an Empirical Difference." *Journal of Applied Psychology*, vol. 99, no. 4, July 2014, pp. 564-586.
- Gray, Kevin. "The Key Attributes Employers Seek on Students' Resumes." *National Association of Colleges and Employers*, 30 Nov. 2017.
- Heckert, Teresa M., "Gender differences in anticipated salary: Role of salary estimates for others, job characteristics, career paths, and job inputs." *Sex Roles*. Vol. 47, Iss. 3/4, Aug 2002, pp. 139-151.
- Noftle, Erik E. and Richard W. Robins. "Personality Predictors of Academic Outcomes: Big Five Correlates of GPA and SAT Scores." *Journal of Personality and Social Psychology*, vol. 93, no. 1, July 2007, pp. 116-130.
- Pearce, John A., "How employers can stanch the hemorrhaging of collegiate GPA credibility." *Business Horizons*, Volume 60, Issue 1, 2017, pp. 35-43.
- Pfeffer, Jeffrey, and Christina T. Fong. "The end of business schools? Less success than meets the eye." *Academy of management learning & education* 1.1 (2002): 78-95.
- Popov, Sergey V., and Dan Bernhardt. "University Competition, Grading Standards and Grade Inflation." *SSRN Electronic Journal*. 2010.
- Tebaldi, Edinaldo and Laura Beaudin, "Re-assessing the impact of academic performance on salary level and growth: A Case Study." *Applied Economics Letter*, Volume 24, Issue 11, 2016, pp. 1-5.