

## Personality as a mediating factor for career preferences of adolescents

Eisha Verma

Research Scholar, Department of Educational Studies, Central University of Jammu, Jammu and Kashmir, India

### Abstract

Adolescence is a very crucial stage in the life of any human being. It is a period when the children experience stress and strain on account of career and occupational choices they have to make. Selection of career and setting in it is an important task and a source of personal gratification. The present global economic scenario demands one to be very serious in his/ her career planning. In this age of science and technology one should choose right career in accordance with his/her physical, mental as well as personality make-up. Personality is alarmed with the psychosomatic pattern of an individual thoughts, emotions and feelings that are peerless to a person. In fact the entirety of character, attribute and traits of a person are responsible for molding his personality. These intrinsic personality traits and the diverse social and soft skills relate with each other and make a person what he or she is. Therefore, the present paper focuses on personality as determinant of the career preferences of adolescents. It will also discuss about the various factors and barriers that influence the career preferences of adolescents.

**Keywords:** career preferences, adolescents, psychosomatic and personality

### Introduction

Adolescence is a period when the children experience stress and strain on account of career and occupational choices they have to make. Selection of career and setting in it is an important task and a source of personal gratification. The present global economic scenario demands one to be very serious in his/ her career planning. In this age of science and technology one should choose right career in accordance with his/her physical, mental as well as personality make-up and availability of resources to which he/she belong.

Career planning, a significant part of human development, is the process that forms a person's work identity. As one explores different types of careers, they should know what skills, talents and personality traits they bring to the workplace. It spans over his or her entire lifetime, beginning when the individual first becomes aware of how people make a living. As you explore careers, you should know what skills, talents and personality traits you bring to the workplace. Assessments are fun tools that help you discover what you like and dislike, what you're good at, and how well your interests match up to different careers. For example, when a child notices that some people are doctors, others are firefighters and some are carpenters, it signals the start of this process. It continues as that person begins to explore occupations and ultimately decides what career to pursue him- or herself.

Career development doesn't end there. After you choose a career, you must then get the required education and training, apply for and find employment, and ultimately advance in your career. It is important to note that, for most individuals, career development occurs without any intervention from other people. There also isn't a set age for when it will begin—some people will start to think about occupational choices very early in life, while others won't give this subject much thought until they are relatively close to having to decide how they will earn money.

While many individuals go through this process independently, almost everyone can benefit greatly from getting expert career guidance. Getting help from a career counselor or other similarly trained specialist, or taking a class in school that helps with career development, allows you make a more satisfying and successful career path.

### Personality types and the careers preferred by them

Here are the six personality types and the careers preferred by them:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

#### Realistic (R)

- Realistic individuals are active and stable and enjoy hands-on or manual activities, such as building, mechanics, machinery operation and athletics.
- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others;
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals;
- Values practical things you can see, touch, and use like plants and animals, tools, equipment, or machines; and
- Sees self as practical, mechanical, and realistic;
- Typical realistic careers include electrician, engineer, veterinarian and the military.

#### Investigative (I)

- Investigative individuals are analytical, intellectual and observant and enjoy research, mathematical or scientific activities.

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people;
- Good at understanding and solving science and math problems;
- Values science; and
- Sees self as precise, scientific, and intellectual;
- Typical investigative careers include medical technologist, biologist, chemist and systems analyst.

#### **Artistic (A)**

- Artistic individuals are original, intuitive and imaginative and enjoy creative activities, such as composing or playing music, writing, drawing or painting and acting in or directing stage productions.
- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities;
- Has good artistic abilities -- in creative writing, drama, crafts, music, or art;
- Values the creative arts -- like drama, music, art, or the works of creative writers; and
- Sees self as expressive, original, and independent.
- Typical artistic careers include musician, reporter and interior decorator.

#### **Social (S)**

- Social individuals are humanistic, idealistic, responsible and concerned with the welfare of others.
- Likes to do things to help people -- like, teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve a goal;
- Good at teaching, counseling, nursing, or giving information;
- Values helping people and solving social problems; and
- Sees self as helpful, friendly, and trustworthy.
- Typical social careers include teacher, counselor and social worker.

#### **Enterprising (E)**

- Enterprising individuals are energetic, ambitious, adventurous, sociable and self-confident.
- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;
- Good at leading people and selling things or ideas;
- Values success in politics, leadership, or business; and
- Sees self as energetic, ambitious, and sociable.
- Typical enterprising careers include salesperson, business executive and manager.

#### **Conventional (C)**

- Conventional individuals are efficient, careful, conforming, organized and conscientious.
- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities
- Good at working with written records and numbers in a systematic, orderly way;
- Values success in business; and

- Sees self as orderly, and good at following a set plan.
- Typical conventional careers include secretary, accountant and banker.

#### **Factors and barriers that influences career preferences**

Several factors and the interactions between them influence career preferences and some may be barriers to it. These factors are:

- **Personal Characteristics:** When you are in the process of choosing a career, you should do a thorough self-assessment. It will allow you to learn what your personality type, interests, aptitudes and work-related values are. These traits, taken in combination, play a major role in career planning and will help you find careers, as well as workplaces, that are suitable for you.
- **Socio-Economic Factors:** Socio-economic factors can be a barrier to career development. They can significantly influence your ability to pursue a career that is otherwise a good match for you. For example, your financial situation may threaten to keep you from getting the necessary education. Fortunately, there are ways of overcoming barriers such as limited financial resources, namely student loans, financial aid and scholarships.
- **Physical and Mental Abilities:** Some of us are better suited to some careers than we are to others due to our physical and mental abilities, and limitations. For example, you may want to become a doctor but don't have the intellectual ability to get into medical school. You should, if possible, find a related occupation that makes the best use your strengths while accommodating your limitations.
- **Chance Factors:** Chance factors are life events over which we have little or no control. They can influence what careers we choose and how we progress in them. An example would be an individual not being able to advance in his career because he is a caregiver for a relative.

#### **Conclusion**

From the above discussion it can be concluded that one should choose career in accordance with his or her personality make-up. Personality is alarmed with the psychosomatic pattern of an individual thoughts, emotions and feelings and these personality traits make a person what he or she is. Hence it can be suggested that if you are at that stage where you have to decide about what career to pursue? Then you should find out what your personality type is as certain occupations are more suitable for particular types than others are. However, personality should not be the only factor you consider when choosing a career. A self assessment should also look at your values, interests and aptitudes. The best way to learn about your personality is through the use of "career personality tests." The career development professional will choose from among several personality inventories. The Myers-Briggs Type Indicator (MBTI) is one of the most popular. Other personality instruments include the Sixteen Personality Factor Questionnaire (16 PF), Edwards Personal Preference Schedule (EPPS), and NEO Personality Inventory (NEO PI-R).

**References**

1. Edwards KJ, Whitney DR. Structural analysis of Holland's personality types using factor and configural analysis. *Journal of Counseling Psychology*. 1972, 19(2).
2. Gaikwad V, Sudeepa D, Madhukumar S. A study on career preferences and attitude towards the rural health services among the graduating interns of a medical college in Bangalore rural. *International Journal of Biological & Medical Research*. 2012; 3(2):1577-80.
3. Gottfredson GD, Jones EM, Holland JL. Personality and vocational interests: The relation of Holland's six interest dimensions to five robust dimensions of personality. *Journal of Counseling Psychology*. 1993, 40(4).
4. Holland JL. Exploring careers with a typology: What we have learned and some new directions. *American Psychologist*. 1996, 51(4).
5. Holland JL, Johnston JA, Francis Asama N. More evidence for the relationship between Holland's personality types and personality variables. *Journal of Career Assessment*. 1994; 2(4):331-340.
6. Hossain ME, Siddique T. Career Preference of Business Graduate in Bangladesh: A Case Study of Some Selected Private Universities. *Asian Business Review*. 2015; 1(2):106-113.
7. Larson LM, Rottinghaus PJ, Borgen FH. Meta-analyses of Big Six interests and Big Five personality factors. *Journal of Vocational Behavior*. 61(2):217-239.
8. Mattoo MI. Career choices of secondary students with special reference to gender, type of stream and parental education. *Research on Humanities and Social Sciences*. 2013; 3(20):55-61.
9. Mount MK, Barrick MR, Scullen SM, Rounds J. Higher-order dimensions of the big five personality traits and the big six vocational interest types. *Personnel Psychology*. 2005; 58(2):447-478.
10. Nauta MM. The development, evolution, and status of Holland's theory of vocational personalities: Reflections and future directions for counseling psychology. *Journal of Counseling Psychology*. 2010, 57(1).
11. Osipow SH, Ashby JD, Wall HW. Personality types and vocational choice: A test of Holland's theory. *Personnel & Guidance Journal*. 1966, 45(1).
12. Pathak T, Rehman A. A Study on the Career Preferences of under Graduate Students in Relation to their Sex, Rural-Urban Inhabitation and level of Media Exposure. *International Journal of Humanities and Social Sciences (IJHSS)*. 2013; 2(1):87-96.
13. Pike GR. Students' personality types, intended majors, and college expectations: Further evidence concerning psychological and sociological interpretations of Holland's theory. *Research in Higher Education*. 2006; 47(7):801-822.
14. Shakya S, Singh M. Career Preferences among Degree College Adolescents in Kanpur City. *Stud Home Com Sci*. 2013; 7(2):95-98.
15. Singh A, Singh J. An analytical study of career preference of secondary level students of Bareilly, U.P. India. *International Interdisciplinary Research Journal*. 2015; 3(1):5-10.
16. Wakefield JA, Doughtie EB. The geometric relationship between Holland's personality typology and the Vocational Preference Inventory. *Journal of Counseling Psychology*. 1973, 20(6).
17. Yadav R. The Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement. *Journal of Educational Research and Extension*. 2000; 37(3):36-45.