

# THE RELATIONSHIP BETWEEN PERSONALITY TYPES AND CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN NIGERIA-A CASE STUDY OF DELTA STATE

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## **Abstract**

The study was carried out to investigate the relationship between personality types and career choice of secondary school students in Nigeria, using Delta State as a case in point. The researchers formulated one research question and one hypothesis to guide the study. The researchers employed two sampling techniques, cluster and random sampling methods to draw a sample size of six hundred and sixteen (616) secondary two S.S.II students. The two instruments used for the study were Students' Personality Questionnaire (SPQ) and Students' Career Choice Questionnaire (SCCQ). The first instrument has a coefficient of .89 while the second has a coefficient of .81. Both instruments have content validity and language appropriateness. The chi-square contingency and goodness of fit were used to analyze the data. The only hypothesis was tested at 0.05 level of significance. The study found out that:

1. There is a significant relationship between the artistic personality type and career choice.
2. There is a significant relationship between the social personality type and career choice.
3. There is significant relationship between the investigative personality type and career choice.
4. There is significant relationship between the investigative personality type and career choice.
5. There is no significant relationship between the realistic personality type and career choice.
6. There is no significant relationship between the conventional personality type and career choice.

Based on the findings, it was recommended, among others, that practicing counsellors should give priority to career guidance in schools so as to enable students align their personality types with intended career and also that the training of guidance and counselling should emphasize the importance of psychological testing.

## **Introduction**

It has to be stressed that every individual is unique. No person is exactly the same as the other, including identical twins who may differ in certain respects. These differences which affect all aspects of the individual's life can be attributed to hereditary and environmental factors. The problem of individual differences was what prompted psychologists of the old to find out whether personalities are of various types. Actually, these theorists came up with different classifications of personality types.

In this study, Holland's theory was chosen because it is more embracing as it has six personality types as compared to those of Sheldon and Allport.

It may be necessary therefore to examine Holland's grouping of personality types. Holland (1981) contended that people are most productive when there is a good fit between their personality types and their career. He proposed six personality types and those are as follows:

- 1) The realistic personality type possess manual skills but he is aggressive and career this personality type can fit into;
- 2) The Investigative personality makes extensive use of his intelligence. Thus, he is a always thinking, organizing ideas and trying to understand things. Medicine, Geology, Mathematics and Physics fit very well into this occupational environment;
- 3) The Social personality type who detests physical activities is endowed with skills for

interpersonal relationship. He is friendly, caring and enjoys imparting knowledge to others. Environments that match this personality type are Foreign Service, Social Welfare, Lecturing and Guidance and Counselling;

- 4) The Artistic personality type is highly interested in creative activities where he can express his emotions. Thus, he prefers individual work to group work. Occupational environment where this personality can thrive well are Fine Art, Music, Mass Communication and Theatre Arts.
- 5) The Enterprising personality type possess verbal skills with which he influences others and also obtains power and status. Examples of occupational environments where this personality type can thrive well are Law, Catering, Political Science, Public Administration and Estate Management;
- 6) The Conventional personality type is opposed to change: He is rule-regulated and enjoys ordered and systematic activities. Environments that match this type of personality are Accounting, Banking, Library Science and Secretarial Work.

Fred (1985) investigated the relationship between personality characteristics and vocational choice using Holland's theory. The study found out that:

- (a) 70% of the subjects had personality types that were congruent with their career choice; and
- (b) The relationship between career choice and sex membership was not significant.

Egwuchukwu (1997) investigated the Correlates of Job Aspirations of Senior Secondary School students in Anambra State. The main aim of this study was to ascertain the jobs that appealed most to senior secondary school students in the state and also find out the factors that influenced their job aspirations. The results indicate that students aspired most to Medicine, Accounting, Law Pharmacy and Engineering in descending order.

Nworah (1997) researched on the Factors that influenced career choice among secondary school students in Onitsha zone. The aim of the study was to find out the factors that students considered before picking careers. The study found out that students chose careers without considering the factors that influenced career choice such as interest, intellectual ability, personality of the individual and aptitudes.

In this study, personality type's refer to individual's behaviour patterns which should be compatible with their intended careers. And these include the Realistic, Investigative, Social, Artistic, Enterprising and Conventional individuals. Subject combinations refer to subjects that students are concentrating on and which are pre-requisites to their future careers.

### **Statement of the Problem**

With little or no knowledge about self and job options in the world of work, students face a lot of problems in the choice of subjects that would lead them to their future careers. Many young persons have indicated their interests to read prestigious courses such as Medicine, Engineering, Law and Pharmacy without a single thought of the necessary subject combinations, lack of knowledge of career decision making skills and incongruent personality types.

Consequently, when these individuals gain admission into universities, they study courses other than which they applied for.

The researchers have already published an article each on the Relationship Between Student's subject combinations and career choice. The present study is an attempt to go further by investigating the Relationship between Personality Type and Career Choice of Secondary School Students. One research question and one hypothesis were formulated to guide the study at 0.05 level of significance.

### **Research Questions**

- (1) Is there any relationship between personality types and career choice?

### **Hypothesis**

- (1) There is no significant relationship between personality types and career choice.

## **Research Methods and Procedure**

The research design adopted for this study is the ex-post facto research design. Asika (2002) maintained that ex-post facto is a systematic empirical study in which the researcher does not in any way control or manipulate independent variables because the situation for the study already exists or has taken place. The two instruments used for the study were adopted from John Holland's Self-Directed Search (SDS) constructed in 1973. The instruments were tagged "Students' Personality Questionnaire" (SPQ) and "Students Career Choice Questionnaire" (SCCQ). The instruments were used by the researchers to determine whether the personality types of students are congruent with their career choice. Both instruments were modified to suit the Nigerian environment. This was done by removing some activities and titles that are not common in the Nigerian society and replacing them with familiar ones.

Section one of the instrument contains the demographic information about the student such as name of school, name of town, gender and present class. Section two consists of students' personality questionnaire and section three is made up of students' career choice. The students' personality questionnaire is made up of fifty-four items of preferred activities of the six personality types.

The students' career choice questionnaire contains thirty-eight (38) careers which have been grouped according to the six personality types. The occupations were further classified into Science-oriented, Social Science-oriented and Arts-oriented occupations. The Science-oriented occupations (which embrace the Realistic and Investigative personality type) are made up of Technical and Medicine careers. The Social, Enterprising and Conventional personality types fit into Social Science-oriented occupations. The Social Science oriented occupations include the Helping, Persuasive and Rule-regulated careers. While the Arts oriented occupations have to do with Artistic careers and this is where the Artistic personality type belongs. Twenty percent (20%) of the occupations in each of the six (6) occupational areas were randomly selected because the occupations are numerous.

Students were made to tick only the preferred activities and occupations. Concerning the scoring of the preferred activities, the total number of ticks for each personality type were added and the highest score obtained for the respondent. For example, a student who got the highest mark under the Realistic personality is regarded as a Realistic personality type. The same method of scoring was used for the occupations.

The instruments have face validity and language appropriateness for the senior secondary two students. The test-re-test reliability estimates of Holland's Self-Directed Search (SDS) (1997) ranged from .78 to .89. The present researchers (2004) used the test-re-test method to determine the reliability of the instruments. The "Students' Personality Questionnaire" (SPQ) has a coefficient of .89 while the "Students Career Choice Questionnaire" (SCCQ) produced a coefficient of .81. These showed that the instruments were highly reliable and suitable for the collection of data.

The population of this study consisted of all the 29,298 Senior Secondary Two (SS II) students distributed over the two hundred and ninety-six (296) public secondary schools in the state. The investigators used the three senatorial districts in Delta State as clusters. Ten percent (10%) of the secondary schools in each senatorial district were randomly selected, that is, ten (10) secondary schools in Delta Central, thirteen (13) in Delta North and six (6) in Delta South. The total number of secondary schools randomly selected were therefore twenty nine (29).

There were three thousand and eighty seven (3,087) Senior Secondary Two (SS II) students in the twenty nine secondary schools. Twenty percent (20%) of the (SS II) students were randomly selected from each of the twenty-nine (29) secondary schools, totaling up to six hundred and sixteen (616) copies of the questionnaire on all the respondents. All the 616 copies of the questionnaire were retrieved showing one hundred percent (100%) return rate.

The data collected from the administration of the questionnaire were first categorized into Sciences, Social Sciences and Arts. The data, were also grouped into the six personality types and then into right and wrong combinations. The researchers used the chi-square contingency and Goodness of Fit and then converted the data to contingency coefficient so as to determine the relationship that exists between personality types and career choice.

## **Presentation of Results and Discussion**

The data collected through the administration of questionnaire were presented, analyzed and used in testing the hypothesis propounded.

## Hypothesis

There is no significant relationship between personality types and career choices.

The chi-square Goodness of fit was employed to test this hypothesis. The data were then converted using the contingency coefficient statistics.

**Table 1: The Relationship Between Personality Types anti Career Choice**

Personality Types	Right Career	Wrong Career	Total	X <sup>2</sup>	Contingency Coefficient	Critical R
Realistic	22 19	16 19	38 38	0.94	0.15	0.30
Investigativ	41 39	37 39	78 78	0.20	0.05	0.22
Artistic	5 22.5	40 22.5	45 45	27.2	0.61 *	0.29
Social	24 165.5	307 165.5	331 331	24 1.96	0.65*	0.20
Enterprising	22 39.5	57 39.5	79 79	15.5	0.40*	0.22
Conventiona	7 22.5	38 22.5	45 . 45	21.34	0.57*	0.29

P<05 Level of significance

The analysis based on the Realistic personality type yielded a calculated contingency coefficient value of 0.15. This was found not to be significant when compared with the critical r value of 0.30. There was therefore, no significant relationship between the Realistic personality type and career choice.

On the investigative personality type, the computed X value was 0.20. the contingency coefficient obtained was 0.05 while the critical r value was 0.22. The contingency of 0.05 was not significant because it was less than the table value. Therefore, the null hypothesis that there is no significant relationship between the investigative personality type and career choice was accepted.

On the Artistic personality type, the calculated contingency coefficient value of 0.61 was more than the critical r value of 0.29. Therefore, the null hypothesis that there is no significant relationship between (he Artistic personality type and career choice was rejected.

The calculated contingency coefficient on the social personality type was 0.65. This was found to be greater than the table value of 0.20. Therefore, the null hypothesis which states that there is no significant relationship between the social personality type and career choice was rejected.

the data on Enterprising personality type showed that the computed X<sup>2</sup> value was 15.5 with

0.40 as the contingency coefficient and 0.22 as critical r value. Since the contingency coefficient value was more than the table value, the null hypothesis that there is no significant relationship between Enterprising personality type and career choice was rejected.

On the conventional personality type, the calculated X" was 21.34 with 0.57 as contingency coefficient and 0.29 as the critical r value. The contingency coefficient value was significant because it was more than the table value. Therefore, (he null hypothesis which states (hat there is no significant relationship between the conventional personality type and career choice was rejected.

## Discussion

One revelation made by this study is that there is no significant relationship between the investigative personality type and career choice. This result is at variance with the work of bred (1985) which revealed that there was significant relationship between the investigative personality type and career choice.

Furthermore, this study showed that there is significant relationship between the Artistic personality type and choice of career. This significant relationship is between the wrong combination and personality type, for almost all the students look to careers that are not in consonance with their personality type. In fact, many of the students picked science

related careers. This finding agrees with

the work of Egwuchukwu (1997) which stated that students aspire least to Artistic and Soldiering careers. The explanation one could offer is that these students don't want to be looked down upon.

Another finding worthy of discussion is that there is significant relationship between the social personality type and career choice. This significant relationship is between the wrong career choice and the social personality type. A great number of students who are of this personality type indicated their interests for prestigious careers like Medicine and Engineering instead of those that match their personality type. This mismatch may have stemmed out of societal value; for the society respects those studying such prestigious courses.

One important result of this study is that there is significant relationship between the Enterprising type and career choice. But this relationship is between the wrong career and this personality type. In other words, many students have chosen careers that are not congruent with their personality type. The study conducted by Nworah (1997) lends credence to this finding. The research discovered that students chose career without considering the factors that influenced career choice such as intellectual ability, personality type and self concept.

### **Conclusion**

The conclusion that may be drawn is that many students are still ignorant about the concept of personality type and its relevance to their intended careers.

### **Recommendations**

In view of the various findings, the following recommendations have been made by the researchers:

1. Principals should see guidance and counselling as a needful and indispensable service in the educational process and thereby provide the necessary moral and financial support.
2. The training of guidance counsellor should emphasize the importance of psychological testing.
3. Counsellors should be provided with personality test batteries.
4. On a regular basis, the Counselling Association of Nigeria (CASSON) Delta State Branch should organize seminars, workshops and symposia for practicing counsellors so as to furnish them with information on how to administer, score and interpret personality tests.

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