THE IMPACT OF THE PERSONALITY
AND SOCIAL ENVIRONMENT IN ADOLESCENTS
CAREER CHOICE

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Abstract: The aim of the research was to demonstrate the existence of an association between social background of the subjects, their personality and the their careers choice, assuming that there is a correlation between career choice (RIASEC type) and professional interests priority , and also that there is a significant difference between students who live in urban areas compared to those living in rural backgroud and their career choice. To achieve the present study we used a random sample consisting of 98 subjects aged between 16 and 19 years , students of class XI and XII of a batch of 56 from urban and 42 from the rural areas. The study is based on results obtained through two questionnaires, Holland Vocational Interest Inventory and the Eysenck Personality Inventory. Subjects were interviewed in the presence of an operator involved in research and in the presence of a teacher. Subjects were informed about the research prior to their consent to conduct the research.

Keywords: adolescent, personality, professional interests, Holland questionnaire

1. Conceptual

Adolescence is the period of deepening understanding of the surrounding reality, both by assimilating school knowledge and by enriching life experience. Now, self-consciousness arises. Most teenagers tend to introspect. They try to understand their qualities, defects,

motivations, interests, feelings, attitudes, value system. This is the period in which the sense of identity is borne (teen wants to know, to realize who he is and to separate itself from the others) (Braconnier, 2001, p. 212).

Sense of identity formation is long and difficult. Most teenagers go through a period of "identity crisis" in which they put a lot of questions such as: who am I, how should I behave in certain situations. This crisis has many causes.

One is that the teenager should take important decisions regarding its future, he wants to find the best solutions, but their search is accompanied by uncertainty and anxiety.

Educational and vocational guidance action comes just to meet these challenges and began in the early years of school and follows a continuous evolution, characterized by clarifying and gradual completion of the option to continue studies after eight general classes or after school, those professional options after a technical school, a vocational / degree or a university. But even when school choice and / or professional appear to be completed, changes can occur in terms of the individual interest profile. (Pitariu, 1983)

An important influence on individual interests exert the social environment represented by all economic, political and cultural, material factors, division of labour, national and social structure, the political, spiritual culture, social consciousness, etc., which will influence the psychological development. Their action may be direct through their influence in the human psyche and indirect trough their influence and determinations on education.

General or specific interests questionnaires are helpful in making an appropriate decision on further education and professional career choices

and associated with a skills test, intellectual skills lead to a fair and appropriate career choice and to a easier life for the adolescent.

John Holland's personality theory provides professional-theoretical support for the realization of the interest questionnaire used in this study, the questionnaire used otherwise on great scale in vocational guidance. This theory attests the link between profession and personality type, this being the main factor in profession choice. Everyone is looking for occupations that are congruent with his personality and to allow him to exercise his skills and qualities, because a good match leads to success and satisfaction. Holland believes that people show different interests to work with people or objects and preferences for working with ideas or facts, according to their personality type: Realistic (R) Investigative (I) Artistic (A), Social (S) Entrepreneur (E) and Conventional (C) (Baban, 2001).

Holland has made his Interests Inventory that identifies the type of professional personality and he believes that a person can turn his choices also to other neighbour areas if the work according to their personalities can not take place. He thinks that an individual may correspond to one, two or all six types of interests. Currently, in assessments and interventions are used only three of the most important letters of the code. Three-letter code, known generally as the Holland code allows understanding the individual's personality. Therefore, there is no pure type of interest, but different combinations. The degree of similarity between these types of interests determines its coherence and reflects the extent to which possible future conflicts of interest can occur. Example: type A manifest a greater degree of similarity with the interests of type I and S but is in conflict with personal interests C. If the pattern contains two types of interest (A, C), there is a potential conflict issue

that makes a difficult career decision. If the type of personal interests has a greater degree of similarity, a greater coherence appears and lowers probability of conflicts, which facilitates career decision (Baban, 2001, p. 212).

2. Objectives

Objective 1 – The investigation of the students professional preferences according to their origin (urban /provincial) and by gender.

Objective 2 - Highlighting the association between personality dominants (especially extroversion - introversion) and RIASEC career choice.

Objective 3 - Highlighting the association between the type of career (RIASEC) chosen and vocational interests.

3. Hypothesis

Hypothesis 1. It was assumed that there is a correlation between chosen career (RIASEC type) and professional interest priority.

Hypothesis 2. It was assumed that there is a significant difference between students who live in urban areas compared to those living in provincial areas in career choice.

Hypothesis 3. It was assumed that there is a significant difference between male and female and their career field (RIASEC type) chosen and professional interests investigated with the Holland's Inventory of Interest.

Hypothesis 4. It was assumed that there is a preference depending on the type of personality introvert / extrovert in terms of career choice (RIASEC type) and professional interests priority.

4. Variables

Research variables are:

1. Independent variables: gender (male / female) and their origin environment (urban / provincial), chosen career (RIASEC type)

2. The dependent variables: professional interests, personality type (introversion / extroversion, psychotics, neuroticism, behavioural disorders).

5. Sample

To achieve the present study we used a random sample consisting of 98 subjects aged between 16 and 19 years, students of class XI and XII of witch a batch of 56 from urban areas that study at the National College Moses Nicoară from Arad and 42 from provincial areas, and they are students at Chişineu- Cris High Scholl . By gender, 50 of the subjects are male and 48 are female.

6. Tools

The study is based on data collected through two questionnaires: John Holland's Professional Interests Inventory and Eysenck Personality Inventory (EPQ)

1) *Professional Interest Inventory (IIP)* (Holland, 1966) - this inventory can be applied both to students who wish to continue their training to baccalaureate level and high school graduates who are thinking about admission to college.

Inventory is designed to evaluate the six types of interest described by Holland's model. To This six types of interests correspond Professional Interests Inventory scales, namely:

Realistic-type activities rather explicit, ordered, this category includes people who see themselves as demonstrating their more mechanical than social skills.

Intellectual/Investigation type is an analysis observer, being determined in his action by the knowlege purpose. He prefers research or consultancy (psychologists, biologists, chemists).

Artistic-type prefers activities rather unsystematic, ambiguous, without constraints. Thus he prefers artistic products, whether manipulation of words, influencing human or physical forms of creation.

Social- type prefers positive handling of others, assuming information, training, developing or healing. This will opt for professions as doctor, nurse, counsellor or teacher.

Entrepreneur- type prefers to work with people but in order to exercises control and direction for business success. He develops activities involving initiative.

Conventional-type prefers activities that are organized, explicit. They are conformist people who like standardization. (Panisoara, 2005)

2). *Personality Inventory - EPQ*, the subject was required to answer "yes" or "no" to 90 questions. EPQ inventory items are forcing the subject to choose between two possible topic response, this limits the possibility of expression for the subject, but relieving the quatation. EPQ does not raise difficulties of understanding, and it can be applied from l6-l8 years, regardless of socio-cultural background. Subjects are not given a time limit for completing the questionnaire, the questions being short list, it can be applied in about 1o minutes.

7. Quantity and quality analysis of data

7.1. Descriptive statistical analysis

Applying descriptive statistical analysis the following tables and charts appeared:

Table 1

Mean and standard deviation for the studied dimensions

Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation

Career choice	78	1	6	2,73	1,393
Holland_interests1	98	1	6	2,84	1,441
Age	98	16	19	17,62	,681
Extroversion_Introversion	98	1	20	14,49	4,021
Psychotism	98	1	16	6,85	3,078
Nevrotism	98	3	22	12,53	4,660
Behavioral disorders	98	4	27	13,74	5,014
Valid N (listwise)	78				

In the entire sample, in Table 1, we included descriptive statistics of mean and standard deviation for the studied dimensions .

In the chosen career, we quoted realistic Holland vocational personality type (R) 1, investigative (I) 2, Artistic (A) 3, social (S) 4, entrepreneur (E) 5 and conventional (C) 6, noting an average m = 2.73, which means an orientation towards investigative jobs (I) and artistic (A). Regarding subjects age between 16 and 19, the average is at the level of 17.62 years.

In terms of extroversion - introversion subjects had scores between 1 and 20, the average stood at 14.49 level of extroversion typical.

The subjects have obtained psychotism scale 1 to 16 of 25 possible points, with an average of 6.85 and neurotic scale points of the subjects were between 3 and 22 of the 23 possible, with an average of 12.53 . The scale of behavioural disorders subjects had scores of 4 and 27 from 33 possible, with an average of 13.74.

In the full sample of 98 students surveyed only 20 had not chosen career (RIASEC type) that they wish to follow, the rest have choose according to the chart below (Chart 1).
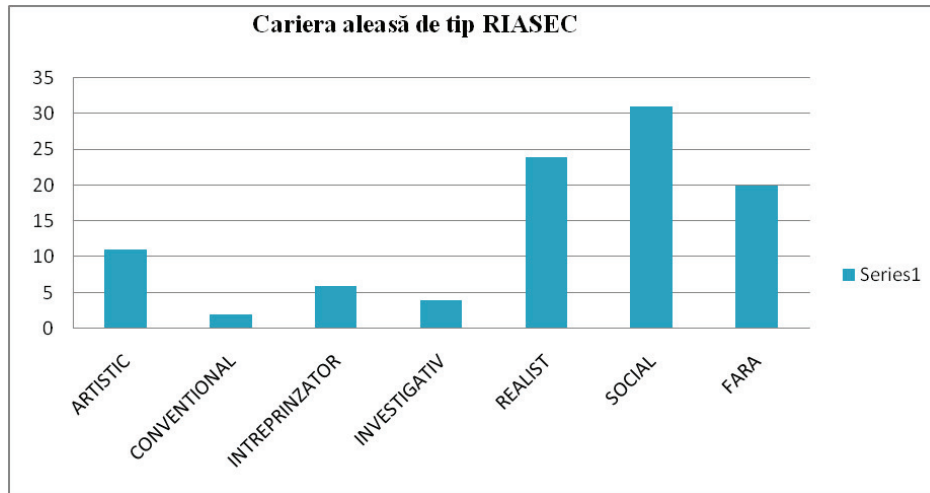
Chart 1 The career choice (RIASEC type) histogram

From a total of 98 students questioned, 32% chose to pursue a career of a social type, 25% of realist, 11% of artistic, entrepreneurial type 6%, 4% the investigative type and 2% the conventional one.

7.2. Inferential statistical analysis. Hypothesis testing

Hypothesis 1. It was assumed that there is a correlation between chosen career (RIASEC type) and professional interests priority.

Correlations

		Cariera aleasă	Holland interese	mediu	Psihotism	Nevrotism	Tulburări de comportament	Extroversie / Introversie
Career choice	Pearson Correlation	1	,289*	-,291**	-,119	-,015	-,107	-,165
	Sig. (2-tailed)		,010	,010	,299	,893	,349	,149
	N	78	78	78	78	78	78	78
Holland-interests	Pearson Correlation	,289*	1	-,045	-,122	,058	-,022	-,061
	Sig. (2-tailed)	,010		,658	,232	,573	,833	,552
	N	78	98	98	98	98	98	98
Enviroment	Pearson Correlation	-,291**	-,045	1	,191	,186	,321**	,059
	Sig. (2-tailed)	,010	,658		,059	,067	,001	,565

	N	78	98	98	98	98	98	98
Psychotism	Pearson Correlation	-,119	-,122	,191	1	,214*	,663**	,110
	Sig. (2-tailed)	,299	,232	,059		,034	,000	,280
	N	78	98	98	98	98	98	98
Nevrotism	Pearson Correlation	-,015	,058	,186	,214*	1	,758**	-,279**
	Sig. (2-tailed)	,893	,573	,067	,034		,000	,005
	N	78	98	98	98	98	98	98
Behavioral disorders	Pearson Correlation	-,107	-,022	,321**	,663**	,758**	1	-,035
	Sig. (2-tailed)	,349	,833	,001	,000	,000		,735
	N	78	98	98	98	98	98	98
Extroversion/Introversion	Pearson Correlation	-,165	-,061	,059	,110	-,279**	-,035	1
	Sig. (2-tailed)	,149	,552	,565	,280	,005	,735	
	N	78	98	98	98	98	98	98

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Following the application of Pearson correlation assumption is valid because one can see that there is a proportional correlation statistically significant (correlation coefficient 0.289) between the chosen career (RIASEC type) and professional interests.

Hypothesis 2. It was assumed that there is a significant difference between students who live in urban areas compared to those living in provincial areas in career choice.

Group Statistics

	mediu	N	Mean	Std. Deviation	Std. Error Mean
Career choice	urban	49	3,04	1,136	,162
	provincial	29	2,21	1,634	,303

Holland interests	urban	56	2,89	1,246	,166
	provincial	42	2,76	1,679	,259
Extroversion/Int roversion	urban	56	14,29	4,053	,542
	provincial	42	14,76	4,011	,619
Psychotism	urban	56	6,34	3,226	,431
	provincial	42	7,52	2,761	,426
Nevrotism	urban	56	11,79	4,868	,651
	provincial	42	13,52	4,221	,651
Behavioral disorders	urban	56	12,36	4,941	,660
	provincial	42	15,60	4,537	,700

Applying the t-test it is validated the hypothesis that there is a significant difference between students in urban and in provincial areas in terms of career choice, namely, those in urban areas tend to choose careers of social type (S), investigative (E), and those who come from provincial areas tend to choose careers of realist (R) or entrepreneurs (I) type.

Hypothesis 3. It was assumed that there is a significant difference between male and female and their career field (RIASEC type) chosen and professional interests investigated with the Holland's Inventory of Interest .

Group Statistics

	gen	N	Mean	Std. Deviation	Std. Error Mean
Career choice	male	38	1,84	1,220	,198
	female	40	3,58	,958	,151
Holland interests	male	50	2,38	1,383	,196
	female	48	3,31	1,355	,196

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Caree choice	Equal variances assumed	5,696	,019	-6,998	76	,000	-1,733	,248	-2,226	-1,240
	Equal variances not assumed			-6,955	70,190	,000	-1,733	,249	-2,230	-1,236
Holland interests	Equal variances assumed	,315	,576	-3,369	96	,001	-,933	,277	-1,482	-,383
	Equal variances not assumed			-3,371	95,959	,001	-,933	,277	-1,482	-,383

The hypothesis that there is a significant difference between male and female adolescents regarding the career choice (RIASEC type) and professional interests investigated, using Holland Interest Inventory males are observed to choose careers in realistic (R), entrepreneur (I), artistic (a), and the trend for women is to choose careers in social (S) and Investigation (E) areas.

Hypothesis 4. It was assumed that there is a preference depending on the type of personality introvert / extrovert in terms of career choice (RIASEC type) and professional interest priority.

Group Statistics

	Extroveți / Itroverți	N	Mean	Std. Deviation	Std. Error Mean
Career choice	1	26	3,12	1,177	,231
	2	52	2,54	1,461	,203
Holland interests	1	32	3,00	1,481	,262
	2	66	2,76	1,426	,175
Psychotism	1	32	6,41	3,171	,561
	2	66	7,06	3,033	,373
Nevrotism	1	32	14,41	4,528	,801
	2	66	11,62	4,478	,551
Behavioral disorder	1	32	13,88	4,702	,831
	2	66	13,68	5,192	,639

By applying T test, hypothesis 4 that there is a significant difference between extroverts and introverts in terms of career choice (RIASEC type) are not validated because all coefficients obtained are statistically insignificant. Thus our hypothesis that persons that are extroverted or introverted have different tendencies in career choice is not supported by our data sample.

The validation of the present study hypothesis that there is a correlation between chosen career (RIASEC type) and professional interest priority could be interpreted as a good self-knowledge of the subjects, of their own skills and interests and would give both a positive note to vocational counselling in school. But this is contradicted by the refutation of the hypothesis 4. It can thus suspect that young people choose careers in successful economic and social areas, that bring a certain prestige and material rewards, not necessarily in areas where they would fit in terms of personality.

It also started from the assumption that there is a significant difference between students who live in urban areas compared to those living in provincial areas in career choice: those from provincial areas is

moving towards specific professions that do not require continuation of high school, on contrary students from urban areas are heading for careers that require lengthy studies (Medicine, Police Academy, etc) and that is because the social environment offered them both models and better economic and social opportunities in this bidding .

It was assumed that there is a gender difference in terms of career field (RIASEC type) chosen and professional interests investigated in the Inventory of interest Holland. These assumptions were validated clearly: the female subjects tend to choose careers in social (S) Investigation (E) and the male subjects tend to choose careers in realistic (R), entrepreneur (I), Artistic (A) and it is psychologically explicable by verbal-linguistic intelligence, specific to women, and the logical-mathematical, bodily-kinesthetic, visual-spatial male specific.

At the same time it was assumed that there is a preference depending on the type of personality introversion / extroversion regarding career choice (RIASEC type), this hypothesis could not be validated because all coefficients obtained are statistically insignificant. As we said, this attracts suspicion that young people choose careers in successful economic and social areas that bring a certain prestige and material rewards, not necessarily in areas where they would fit in terms of personality.

Another possible response for refute of the hypothesis above may consists in the low number of subjects surveyed, the time and space for the administration of the questionnaires. In this respect, further research is required in order to detail the motivation regarding future career choice of the adolescents.

Conclusions

The study results in this final form allows understanding the influence of social environment on professional interests in making educational and vocational guidance of adolescents, this can be considered as indicators for school performance and characterization of future options related to academic work.

Considering the results, we should resume further the research because of its specified limits and a deal more in terms of how extensive the sampling should be and the subjects differentiation based on socio-demographic, professional, contextual, exceeding the high school level, and setting the target participant subjects from academic or professional area.

Despite these limitations, the results of empirical research can be applied in the following areas: development and vocational guidance, education, vocational guidance and counselling.

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