Five-Factor Personality Traits as Predictor of Career Maturity

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ARTICLE INFO

Article History:
Received: 11 March 2015
Received in revised form: 02 December 2016
Accepted: 22 January 2017
DOI: http://dx.doi.org/10.14689/ejer.2017.68.8

Keywords
five factor
career maturity
personality
career choice
high school.

ABSTRACT

Purpose: This study aims to determine the predictive strength of personality traits based on the five-factor theory on the level of career maturity

Research Methods: The sample of the study included a total of 429 high school students, 248 females (57.8%) and 181 males (42.2%). The study utilized the “Career Maturity Scale” to determine the students’ career maturity levels. To measure the personality traits of the students, the “Five-Factor Personality Traits Test” was used.

Findings: Results showed that the personality trait variables included in the model altogether significantly predicted career maturity (R=.35, R²=.12, p<.05). It has been observed that, in the model, independent variables explained 12% of the variance in career maturity. When the contribution of each independent variable to the model was analysed, the highest contribution came from neuroticism (β=-.158), followed by extraversion (β=.148), openness (β=.109), agreeableness (β=.090), and conscientiousness (β=.083).

Implications for Research and Practice: Findings of the study demonstrated that high school students should be encouraged to interact with people around them and access sources of information easily. Furthermore, their social skills should be enhanced to increase their career maturity levels. The ways to access resources to learn about various occupations, such as the Internet, magazines, and books, should be planned and presented for students, especially those with introverted and anxious personality traits.

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Introduction

In Turkey, students begin to determine their career choices during high school. Students attend different types of high schools with distinct curricula aimed at various occupations (e.g. regular, Anatolian, science, technical, health, vocational, religious vocational). However, it is rather difficult to argue that students make these choices based on factors such as their skills, interests, values, and personality traits. In Turkey, factors such as the values endowed to occupations and employment opportunities shape students’ choices of high schools. However, students should attain sufficient career maturity to make a healthy career choice. Determining the effects of the personality traits of high school students on career maturity would help to better serve career counselling services and guidance applications for high school students. The career that one selects affects his lifestyle, values, and status in life (Brown, 2003; Kuzgun, 2000). An individual who has selected a suitable profession has a wonderful opportunity to fulfil his psychological needs in life. In that respect, for individuals, selecting appropriate careers also helps to protect their mental health (Binbasioglu, 1983; Brown, 2003; Field, 2008). One of the critical periods for career choice is adolescence. Super and Overstreet (1960) stated that adolescents between the ages of 14 and 18 are in the research phase of career choice. It is expected that individuals of this age group should have defined their field of study and to have formed their decisions of career choices. Individuals should, in this period, shape their professional goals in line with their personality traits and inquire about academic education and certification programs required for certain professions.

To make a correct career choice, certain basic competencies are needed. The concept that defines this competency is career maturity. Super (1977) defined the concept of career maturity as the ability to plan for career choices, raise awareness about different careers, and take responsibility to make a career choice. According to Brown (2003), career maturity is a set of emotional and cognitive traits, including skills to handle situations concerning career choices. When the definitions of career maturity are examined, it can be defined, in general terms, as being informed about various careers and prepared to make appropriate choices for oneself that are coherent with that information (Powell & Luzzo, 1998; Savickas, 1984; Seligman, 1980). Career maturity reflects the readiness for the process of making a career choice. Zunker (2006) stated that certain individuals are not ready to make career choices, and their choices would not be appropriate because of their low career maturity levels. For an individual to make a career choice, that person should have gained a certain level of career maturity as a developmental task. An individual with this awareness and readiness is believed to be capable of formulating more appropriate choices. Research has been executed about the effects of career maturity on one’s life. Findings of such research have demonstrated that individuals with higher levels of career maturity make healthier career choices (Patton, Creed, & Muller, 2002) and experience less career uncertainty (Creed & Patton, 2002; Patton & Creed, 2007). Career maturity is affected by many factors: gender (Akbalik, 1991; Busacca & Taber, 2002; Patton & Creed, 2001; Yon, Choi, & Gog, 2012), locus of control (Dhillon & Kaur, 2005), self-concept (Dhillon & Kaur, 2005; Gulbahce, 2007),
academic achievement (Kelly & Colangelo, 1990), work experience (Flouri & Buchanan, 2002), decision-making styles (Blustein, 1987), culture (Patton, Watson, & Creed, 2004), professional value (Post-Kammer, 1987), parental attachment (Choi, Hutchison, Lemberger, & Pope, 2012), generation (Harlow & Bowman, 2016), and socio-economic standing (Yon et al., 2012) are among these factors.

Another factor one should take into consideration during career choice is personality traits. Personality is a factor in determining how an individual would behave under various situations. In that respect, personality affects an individual’s career decisions, career choice, job performance, and satisfaction (Crant, 2006). Personality is defined as intellectual, affective, and behavioural differences that distinguish one individual from others (D. H. Hokenbury & S. E. Hokenbury, 2010). Burger (2004) defined personality as consistent autogenous behaviours of an individual. Several approaches were suggested for the elaboration and definition of personality in the literature. One of these approaches is the trait approach. The five-factor personality structure is a generally accepted approach, although there are disagreements about its structuring based on certain basic traits (Goldberg, 1990). Adjectives commonly used in daily language to define personality traits are used to determine five-factor personality traits (Golberg, 1981; Salgado, Viswesvaran, & Ones, 2001; Somer, 1998). The five-factor personality traits are preferred among several personality trait models due to their consistency in defining personality (Bacanli, Ilhan, & Aslan, 2009). In the five-factor model, personality traits are represented as extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience dimensions (Caligiuri, 2000; Costa & McCrae, 1995; Somer & Goldberg, 1999). Individuals with extroverted personalities are characterized with positive emotions, entrepreneurial skills, and strong social relations. These individuals are open to other people from diverse cultural backgrounds and demonstrate elevated levels of socialisation. Individuals with the personality traits of the neuroticism dimension are easily affected by situations causing stress. Since their ability to deal with difficulties is weak, they are emotionally reactive. Due to their frequent emotional changes, they often experience depression, anxiety, and anger. Individuals with agreeableness personality traits have polite, affectionate manners and prefer to work in teams. Individuals with the traits of the conscientiousness dimension are attentive in their behaviour and conscientious, have high inner discipline, display consistent behaviour, and have a high sense of responsibility. Finally, individuals with openness to experience personality traits are curious, versatile thinkers; they are creative, sensitive to changes, imaginative, open to innovations, and risk-taking individuals (Caligiuri, 2000; Costa & McCrae, 1995; Gosling, Rentrow, & Swan, 2003; John & Srivastava, 1999; McCrae & Costa, 2006; Moody, 2007; Roccas, Sagiv, Schwartz, & Knafo, 2002; Watson & Clark, 1992). Studies demonstrate that personality affects career maturity (Liu, Peng, Mao, & Wong, 2016; Lundberg, 1995), career decidedness (Lounsbury, Hutchens, & Loveland, 2005), career success (Seibert & Kraimer, 2001), career performance (Barrick & Mount, 1991; Yelboga, 2006), career explorations (Nauta, 2007), and career satisfaction (Lounsbury, Park, Sundstrom, Williamson, & Pemberton, 2004). Since the above-mentioned five-factor classification is widely accepted as an adequate classification of personality traits (McCrae & Costa, 2006;
Paunonen, Jackson, Forsterling, & Trezbsinski, 1992; Somer, 1998), the personality traits of high school students in this study are based on the five-factor classification.

Studies conducted on career maturity in Turkey (Akbalik, 1991; Gulbahce, 2007), usually entail determination of the students’ career maturity levels and analysing them with respect to several variables. However, these studies did not research the effects of personality traits on career maturity levels. Thus, it is believed that the present study would contribute to the literature on the determination of career maturity levels of high school students with different personality traits. The findings of the study would help school guidance counsellors to determine various levels of counselling that students with different personality traits would need concerning their career choices.

This study aims to examine the relationship between the personality traits of high school students based on the five-factor theory (i.e. extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience) and their levels of career maturity. Data collected from 429 high school students were assessed to answer the following questions:

1. What is the level of correlation between the personality traits of high school students and their career maturity?
2. To what extent do the personality traits of high school students predict their career maturity?

Method

Research Design

This study is a quantitative research that uses the associational survey method. This survey design is used to describe the dispositions, attitude, or views quantitatively or numerically in a population through studies conducted for a sample selected from that population (Creswell, 2014). To benefit from the advantages of the survey design, e.g. economy and rapid data collection, Career Maturity and Five-factor Personality Traits scales were used as data collection tools. Data was collected from high school students using the single-session group application method (Fowler, 2009). The relationship between the dependent variable of the study, career maturity, and the independent variable of the study, the five-factor personality traits, was analysed using a multi-linear regression analysis.

Research Sample

The milieu of the study, Malatya province, is a metropolitan city in the Eastern Anatolia region in Turkey with a population of over 740,600. The population of the study consisted of 15,119 high school students in Yesilyurt, the central district of Malatya province. To select the study sample, the nonprobabilistic convenience sampling method (Creswell, 2014) was utilised due to the accessibility and convenience of the participants. For the sample of the study, a total of 429 high
school students were selected, 248 females (58%) and 181 males (42%). Of the students in the sample, 39 (9%) were in 9th grade, 128 (30%) were in 10th grade, and 262 (61%) were in 11th grade during the study.

**Research Instruments**

**Career Maturity Scale (CMS):** Originally developed by Crites (1978) to determine the career maturity levels of high school students, CMS was adapted to Turkish by Kuzgun and Bacanlı (1996). The scale, developed as a 5-point Likert rating scale (*not applicable at all to totally applicable to me*), contains 40 items. Out of the 40 items, 19 items reflect favourable attitudes and behaviours regarding career maturity (e.g. “I search for resource materials to know better about different professions.”), while 21 items reflect unfavourable attitudes and behaviours (e.g. “I think my elders know which profession is appropriate for me better”). A high score obtained from the scale shows an elevated level of career maturity. Cronbach’s Alpha coefficient of the scale was estimated to be .89. Furthermore, a significant positive correlation was found in validity studies for the scale between the scores the students obtained from the scale and their university entrance exam scores (.39).

**Five-Factor Personality Traits Scale (FFPT):** FFPT was developed by John, Donahue, and Kentle (1991) to obtain a five-factor personality scale, which is easy to apply, short, suitable, and applicable in different languages and cultures. The assessment is a 5-point Likert type scale (*I do not agree at all to I completely agree*) with 44 items, which includes the following categories: extraversion, measured with eight items (e.g. “I consider myself talkative”); agreeableness, measured with nine items (e.g. “I consider myself to be a forgiving person”); conscientiousness, measured with nine items (e.g. “I consider myself someone who does all his duties completely”); neuroticism, measured with eight items (e.g. “I consider myself depressed and melancholic”); and openness to experience, measured with 10 items (e.g. “I consider myself to have a high imagination”). Sumer and Sumer conducted the Turkish adaptation of the scale within an international project (Schmitt, Allik, McCrae, & Benet-Martinez, 2007).

**Data Analysis**

In line with the purpose of the study, a correlation analysis was executed to determine the relationship between the variables, and a multiple regression analysis was implemented to examine the predictive strength of each independent variable on career maturity. The data set was found to meet the assumptions of regression analysis after examining the assumption criteria required by the random effects model in multiple regression analysis: multivariate normal distribution of variables and random selection of the participants within the population. Prior to the implementation of the multiple regression analysis, Mahalanobis and Durbin Watson criteria were examined to ensure that the data was distributed normally, which is a necessary theoretical criterion in multiple regression analysis. The Mahalanobis value was also found to be lower than 25 and the Durbin Watson value was found to be between 1.5 and 2.5, which suggest that the data was distributed normally. It was also observed that the correlation coefficients between the variables that entered the model were below .70, suggesting that there were no multicollinearity problems. It
has been noted that the number of participants in regression analysis should be
50+8k (k=number of variables) times each independent variable (Field, 2009).

**Results**

The intercorrelations between career maturity and personality types are provided in
Table 1.

**Table 1.**

<table>
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<tr>
<th>Correlation Coefficients Between Variables</th>
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<tr>
<td>1. Career maturity</td>
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<td>2. Extraversion</td>
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<td>3. Conscientiousness</td>
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<td>4. Openness</td>
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<td>5. Agreeableness</td>
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<td>6. Neuroticism</td>
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(*)=p<0.5; (**)=p<.01

When the intercorrelations between career maturity and personality types in Table 1
are examined, the correlation values are seen to range between -.29 and .40. The
findings reflect that there are statistically significant positive correlations between
career maturity and extraversion (r=.21, p<.05), agreeableness (r=.19, p<.05), openness
to experience (r=.19, p<.05), and conscientiousness (r=.18, p<.05). There is a negative
significant relationship between career maturity and neuroticism (r=-.23, p<.05).

**Table 2.**

<table>
<thead>
<tr>
<th>Multiple Regression Analysis results on prediction of Five Factor Personality Traits for Career Maturity</th>
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<tr>
<td>Predicted Variable</td>
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Multiple R=.347. R² =.12; F(4,424)= 11.560, p <.05
Table 2 demonstrates that independent variables included in the model altogether significantly predict career maturity (R = .35, R² = .12, F(4,424) = 11.56, p<.05). It has been observed that, in the model, the independent variables explained 12% of the variance in career maturity. When the contribution of each independent variable was analysed, the highest contribution was observed to come from neuroticism (β =-.158, p<.05), followed by extraversion (β =-.148, p<.05), openness to experience (β =.109, p<.05), agreeableness (β =.090, p<.05), and conscientiousness (β =.083). However, the contribution of conscientiousness and agreeableness variables to the model was found insignificant.

**Discussion and Conclusion**

Findings of the study demonstrated that extraversion, openness to experience, and neuroticism among five-factor personality traits significantly predict career maturity. A positive relationship was observed between extroverted personality traits and career maturity. Career maturity entails individuals making inquiries about careers and obtaining this information by communicating with others, if unsuccessful in their initial inquiries. Extroverted individuals are sociable and initiative (Brislin & Kevin, 2006; Gosling et al., 2003; John & Srivastava, 1999). Because extroverted individuals have high communication skills (Kail & Cavanaugh, 2008), it is easy for them to receive information and comments from various individuals about different professions (Zel, 2001). Thus, it would be expected that individuals with extroverted personality traits have higher career maturities. Parallel to the findings of this study, certain other studies have demonstrated that extroverted individuals have elevated levels of career maturity (Savickas, Briddick & Watkins, 2002), career satisfaction (Seibert & Kraimer, 2001), and career decisiveness (Lounsbury et al., 2005).

Another finding of the study is that openness to experience positively predicts career maturity. Individuals with an open personality are open to information derived from the external world. Individuals with these personality traits aim to renew, change, and explore and discover things, and they satisfy this need usually via reading and travelling activities (McCrae, 1994). Nauta (2007) stated that individuals with openness personality types are more aware of and in need of information on career choices than others. Career maturity also necessitates reading books to learn more about careers, researching one’s own skills and career values, and a dynamic research process. In that respect, the investigative and exploratory character of the open personality entails exploration and investigation of careers and the business world, as well. Researching, assessing, and relating careers to one’s own skills increase the career maturity levels of individuals with openness personality traits.

Another finding of this study is that neurotic personality traits negatively predict career maturity. Neurotic personality traits involve several negative characteristics, such as being introverted, insecure, and overreacting under stress (Gosling et al., 2003; John & Srivastava, 1999; Weiten, 2010). Neurotic personality types tend to consider problems they face as frightful situations that cause more stress, instead of...
viewing them as a challenge in the learning process (David & Suls, 1999). Since individuals with these personality traits are insecure and usually introverted people, they are not highly motivated to pursue developments and features about careers (Kaplan & Brown, 1987). Decision-making and teamwork skills are low in neurotic types, which prevents such individuals from enjoying their jobs (Crant, 2006; Seibert & Kraimer, 2001). Instead of noticing novelties around oneself and harmonising with the environment, neurotic personality types become more introverted, scared, and tend to pull back, which are factors that inversely affect career maturity. Negative traits of neurotic personality types cause them to experience career indecision and can decrease their job performance (Yelboga, 2006).

The findings of this study, in which the role of personality traits of high school students on predicting their career maturity levels were analysed, demonstrated that extraversion, openness to experience, and neuroticism personality traits significantly predict the level of career maturity. While extraversion and openness personality traits predict career maturity positively, neuroticism personality traits predict career maturity in a negative way. It has been observed that individuals who can interact easily with others and who are social have higher career maturity levels. Likewise, having an open personality type, i.e. openness to improvement, questioning oneself, and having an inquiring personality, predicts career maturity positively and significantly. On the contrary, neurotic personality types lacks self-esteem, are introverted, and regard change as a threat to his being, which predicts career maturity negatively and significantly. Findings of the study demonstrated that high school students should be encouraged to interact with people around them and easily access sources of information. In addition, their social skills should be enhanced in order to increase their career maturity levels. The ways to access resources to learn about various occupations, such as the Internet, magazines, and books, should be planned and presented for students, especially those with introverted and anxious personality traits. While individuals with extroverted and open personalities could access information about their traits and the requirements of careers using their communications skills and motivation to learn, the students with neurotic personality traits do not possess the same strong characteristics. Thus, neurotic types should be helped by planning their access to information regarding the process of career choice without endangering the boundaries of their personality traits, and without causing expectations for them to have excessive social contact. Furthermore, certain suggestions could be proposed for researchers interested in the subject within the findings and limitations of this study. Primarily, it would be rewarding to test the validity of the findings acquired by the study on different sample groups. The findings of this study reflect an indirect observation achieved through the use of scales. Further detailed and qualitative studies could be conducted to examine the processes high school students with different personality types experience, the difficulties they face, and how they deal with these difficulties.
References


Mesleki Olgunluğun Yardımcısı Olarak Beş Faktör Kişilik Özelliği

Atıf

Özet


Araştırmaın Amacı: Bu tarama çalışmasının amacı lise öğrencilerinin beş faktör kuramına dayalı kişilikleri (dışadönüklük, nevrotizm, uyumluluk, sorumluluk ve aşık boyluhtara) ile mesleki olgunluk düzeyleri arasındaki ilişkiye incelemektir. Aşağıda yer alan soruları cevaplamak için 429 lise öğrencisinden sağlanan veriler kullanılmıştır.

- Lise öğrencilerinin kişilik özellikleri ile mesleki olgunluk düzeyleri arasındaki korelasyon düzeyi nedir?
- Lise öğrencilerinin kişilik özellikleri mesleki olgunluklarını ne düzeyde yordamaktadır?


Araştırma Bulguları: Mesleki olgunluk ile kişilik tipleri arasındaki ikili korelasyonlar değerleri -.29 ile .40 arasında değişmektedir. Mesleki olgunluk ile...
duşadonülmük (r=.21, p<.05), uymululuk (r=.19, p<.05), açıklık (r=.19, p<.05) ve sorumluluk (r=.18, p<.05) arasında anlamlı pozitif ilişki vardır. Mesleki olgunluk ile nevrotizm (r=.23, p<.05) arasında ise anlamlı negatif ilişki vardır. Regresyon analizinde modele sokulan bağımsız değişkenlerin (duşadonülmük, nevrotizm, uymululuk, sorumluluk ve açıklık) mesleki olgunluğu düzeyinde yordadığı görülmüştür (R² =.12, F(4.424)= 11.560, p<.05). Bağımsız değişkenlerin modelin %12’sini açıkladığı görülmüştür. Bağımsız değişkenlerin modele katkıları değerlendirildiğinde en önemli katkı nevrotizm (β=-.158, p<.05) bu nesrasyyla dışdonülmük (β=.148, p<.05), açıklık (β=.109, p<.05), uymululuk (β=.090, p<.05) ve sorumluluk (β=.083) geldiğiansonlaşılmaktadır.


Anahtar Kelimeler: Beş faktör, mesleki olgunluk, kişilik, meslek seçimi, lise.