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SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2012
Brasov, 24-26 May 2012

DYNAMICS OF PERSONALITY IN CAREER CHOICES

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Abstract: *The overall aim of the research is to verify the link between certain personality traits - important to guide students in the training plan - and insert the professional field. We assume that the individual is required to achieve performance matching lifestyle with the professional environment, but also consider important and vocational counseling in the choice of study, reinforced by training (Chircev, A., Salade, D., 1996). We therefore propose the following objectives: 1. analysis of personality traits outlined by ICC Inventory (capacity for status, self-acceptance, responsibility, communality, achievement through independent, flexible) 2. probing the link between the 7 personality traits relevant to personal success and preference for certain types of professional activities, 3. analysis of significant differences in the experimental groups in the sample analysis described by personality traits, professional interests, field of study, gender differences analyzed by category, 4. predict professional success of students in the sample analyzed by categories of gender. Research methodology: the goals were used two standardized tests: California Personality Inventory (CPI) which proved relevant to 7 scale and Inventory J. L. Holland's professional interests, tools were applied to a total of 100 subjects, students from different faculties of four universities in Iasi.*

Keywords: *personality traits, career interests, career.*

INTRODUCTION

The overall aim of the research is to verify the link between certain personality traits - important to guide students in the training plan - and insert the professional field. (Jigău, M., 2007). Start from the premise that the individual is required to achieve performance matching lifestyle with the professional environment, but also consider important and vocational counseling in the choice of study, reinforced by training.

RESEARCH OBJECTIVES

1. Analysis of personality traits outlined by ICC Inventory (capacity for status, self-acceptance, responsibility, communality, achievement through independent, flexible) 2.

Probing the link between the 7 personality traits relevant to personal success and preference for certain types of professional activities, 3. Analysis of significant differences in the experimental groups in the sample analysis described by personality traits, professional interests, field of study, gender differences analyzed by category, 4. Predict professional success of students in the sample analyzed by categories of gender.

RESEARCH METHODOLOGY

To achieve the objectives we used two standardized tests: California Personality Inventory (CPI) which proved relevant to 7 scale (achievement through independence, intellectual efficiency, capacity status, self-

acceptance, responsibility, communality, flexibility) and Inventory J.L.Holland's professional interests (Holland, J.L., 1999).

RESEARCH HYPOTHESES

Hypothesis 1: Suppose that between the professional interests of students presented in terms of behaviors and vocational counseling, there is a strong correlation. *Null hypothesis:* there is no correlation between the professional interests of students presented in terms of behaviors and vocational counseling.

Hypothesis 2: Suppose that among the 100 students there are significant differences in distribution of the 11 combinations of professional interests, the categories of gender and field of study. *Null hypothesis:* no significant differences between the 100 students on the distribution of the 11 combinations of professional interests, the categories of gender and preference for the study operationalized as faculty studying choice.

Hypothesis 3: There are significant differences between analyzed groups of students based on career interests, personality traits, faculty and gender category membership. *Null hypothesis:* there are significant differences between groups of students analyzed based on career interests, personality traits, faculty and gender category membership.

Hypothesis 4: Suppose that the success of students in the labor market is dependent on membership in the category of gender, vocational counseling and professional interests. *Null hypothesis:* the success of students in the labor market success can not be predicted by gender category membership, vocational counseling and professional interests.

SAMPLE OF

For the present research were applied two tools on a total of 100 subjects (51 man and 49 female), students from different faculties of four universities in Iasi as shown in Table 1:

Nr.	Universities –	Woman	Man	Total
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	Colleges			
1.	Asachi - Energy Management	0	2	2
2.	Asachi – Construction Survey	0	2	2
3.	Asachi – Construction Installations	0	2	2
4.	Asachi – Construction Hydrology	0	4	4
5.	Asachi – Civil Engineering	1	3	4
6.	Asachi - Economic Engineering	0	4	4
7.	Asachi - Engeneering Energy	0	2	2
8.	Asachi – Electrical Thermal	0	4	4
9.	Asachi - Electrical Telecommunications	2	3	5
10.	Cuza – Medical Physics	6	0	6
11.	Cuza - FEEA – Finance, Banks	0	6	6
12.	Cuza - FEEA – International Relations	1	5	6
13.	Cuza - Geography	0	1	1
14.	Cuza - Philosophy	7	1	8
15.	Cuza - Engeneering Geological	2	3	5
16.	Cuza – The Arts School	2	1	3
17.	U.M.F. - General Medicine	5	0	5
18.	U.M.F. – Medical Bioengeneering	5	0	5
19.	Petre Andrei - Psychology	13	13	26
total	4 Universities – 19 Colleges	49	51	100

Table 1 - Distribution of subjects in sample analysis by field of study

DATA ANALYSIS AND INTERPRETATION OF RESULTS

Hypothesis 1: Suppose that between the professional interests of students presented in terms of behaviors and vocational counseling, a close correlation. *Null hypothesis:* there is no correlation between the professional



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interests of students presented in terms of behaviors and vocational counseling.

Hypothesis was partially confirmed: the multiple correlation analysis of the results we observed significant correlations between average and weak personality traits revealed by ICC and between professional interests and personality traits. This means that: 1. there is a significant medium between established and ownership model, that intellectual efficiency for personal success, 2. there is a weakly significant between accountability, self-acceptance and intellectual efficiency, 3. there is a weakly significant between accountability and flexibility (low to high flexibility and taking responsibility) 4. there is a significant environment, the attainment of independent, intellectual efficiency, 5. there is a weak significant negative variation between professional interests and match the accepted model and intellectual efficiency. In conclusion we can say that at age student, in the present context of professionalization accountability is so strongly linked to the model induced by parents, counselors, all being able to mentor and counsel towards becoming professional, according to their intellectual efficiency

Hypothesis 2: Suppose that among the 100 students there are significant differences in distribution of the 11 combinations of professional interests, the categories of gender and field of study. Null hypothesis: no significant differences between the 100 students on the distribution of the 11 combinations of professional interests, gender differences and preference for the study (operationalized as choice of faculty who are students).

Hypothesis was confirmed: we find that a rate of 63% of students prefer the sciences with a high share for construction (24%),

finance (12%) and medicine (10%), medical physics (6%) to equal to the geography and geological engineering (6%), telecommunications (5%) while 37% of subjects preferred the social and human sciences (philosophy, psychology, literature).

After calculating the raw scores, according to election activities students have posted 11 combinations of professional activities of interest, which operationalization personality types as follows: RIA (intellectual realist art), R.I.Î. (realistic intellectual entrepreneur), R.I.S. (realistic intellectual capital), R.A.Î. (realistic artistic entrepreneur), R.Î.S. (realistic social entrepreneur), R.Î.C. (realistic conventional business), I.A.S. (artistic social entrepreneur), I.S.C. (intellectual social convention), I.Î.C. (intellectual entrepreneur conventional), ASI. (artistic social entrepreneur), S.Î.C. (conventional social entrepreneur). High frequency of choice lies types RIA (intellectually realistic art) tied with type S.Î.C. (conventional social entrepreneur) but with a lower frequency of choice than IAS (entrepreneurial social art) with the same frequency of occurrence that ISC (intellectual social convention), R.I.Î. (realistic intellectual entrepreneur), I.Î.C. (intellectual entrepreneur conventional) and ASI. (artistic social entrepreneur).

Finally, descriptive statistics show differences in the distribution of preferences for professional activities and field study on gender criterion which emphasizes ownership and mature identity and gender role imposed by society. This is due to a personal guidelines for various types of activities proving a more realistic than artistic personality with different shades.

Hypothesis 3: There are significant differences between analyzed groups of students based on career interests, personality

traits, faculty and gender category membership. Null hypothesis: there are significant differences between groups of students analyzed based on career interests, personality traits, faculty and gender category membership.

The hypothesis was partially confirmed: To analyze differences between groups of students analyzed based on career interests, personality traits, faculty and gender category membership were compared five experimental groups. Following analysis of variance ($F(4.95) = 0,667$ at a significance level $p = 0.616$), no significant differences were found among the 100 students overall, which induces the idea that personality traits are important personal and professional success but at this age is modeled under the impact of professional conduct requirements of professional, organizational and process maturity was in full swing.

To analyze differences between the professional interests of subjects analyzed, the criterion of belonging to the category of gender, were compared two experimental groups. Following analysis of variance ($F(1.98) = 2,947$ at a significance level $p = 0.089$), there were no significant differences overall between the 100 students that make up the sample for analysis. There is a slight male orientation of the subjects for professional environments such S.Î.C. (conventional social entrepreneur), Î.A.S. (artistic social entrepreneur), R.I.S. (realistic intellectual capital), R.Î.S. (realistic social entrepreneur), R.I.A. (intellectual realist art), R.I.Î. (realistic intellectual entrepreneur), while female subjects are easily oriented professional environments such I.Î.C. (intellectual entrepreneur conventional), ASI. (artistic social entrepreneur), I.S.C. (intellectual social convention), I.Î.C. (intellectual entrepreneur conventional), Î.A.S. (artistic social entrepreneur), S.Î.C. (social entrepreneur conventional) and less R.Î.C. (realistic conventional business).

These slight differences can be understood in the context of current professional affected by the change of EU integration, and recent economic crisis, causing uncertainty practice events in an activity enjoyed, desired and for

which specific skills can be proved: both subjects females and males are oriented according to financial situation which may facilitate their choice of field of work where the time to find spiritual and material rewards be based on the ease of admission and graduation of a university not too demanding (Muchinsky, P.M., 1990).

Analysis of personality traits, belonging to a category of gender and field of study to choose the type of personality that fit with their colleagues, has shown that personality traits are important for personal and professional success but age makes professional conduct (young people more easily shape under the impact of professional requirements, organizational). Because they are during the rearing, the choice of learning environment differ significantly between the 100 subjects. Current professional context - affected by the changes inherent in EU integration and economic crisis - support a practice uncertainty in an industry liked and wanted to prove that specific skills (Zlate, M., 2008).

People have to be flexible, to move into an area where they can obtain material rewards. Expression influences the choice of study and develop the trainees' professional interests of students, causing maturity matching with the professional environment.

Hypothesis 4: Suppose that the success of students in the labor market is dependent on membership in the category of gender, vocational counseling and professional interests. *Null hypothesis:* the success of students in the labor market success can not be predicted by gender category membership, vocational counseling and professional interests.

The hypothesis was partially confirmed: for making this prediction was used to analyze relationships between predictor and criterion variables separately for the two gender categories. You notice a significant positive correlation between average achievement independent, field of study ($r = 0.315$), independent, effective intellectual achievement ($r = 0.357$), capacity status and professional interests ($r = 0.462$), capacity



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status and acceptance self ($r = 0.482$), responsibility and capacity status ($r = 0.337$), responsibility and communality ($r = .478$), field of study and flexibility ($r = 0.495$) and significant negative environmental correlation between accountability and flexibility ($r = -0.355$). This means that the choice of study requires a high flexibility, motivation and strength need to be conducted independently of social context, the presence or absence of family to the support, state capacity, intellectual efficiency, matching the pattern induced by society, family, counselors and responsibility to support capacity status, matching the professional environment, achieving the independence and less flexibility.

You notice a significant positive correlation between the average self-acceptance and field of study ($r = 0.307$), communality ($r = 0.465$), capacity status ($r = 0.346$), responsibility ($r = 0.315$), interest ($r = 0.330$), flexibility ($r = 0.346$), significant positive correlations between environmental responsibility and intellectual efficiency ($r = 0.373$), achievement via independence ($r = 0.447$), flexibility ($r = 0.391$) and negatively with professional interests ($r = -0.332$), significant positive correlations between average intellectual flexibility and efficiency ($r = 0.446$), communality ($r = 0.360$), significant negative environmental correlation between professional interests and communality ($r = -0.314$) and positive between capacity and communality status ($r = 0.351$), significant positive correlations between the environmental field of study and intellectual efficiency ($r = 0.325$), communality ($r = 0.315$) and flexibility ($r = 0.414$).

CONCLUSIONS

The problem of school counselors as they complex vocational counseling, considered important for developing young generation implies an interdisciplinary effort and a good knowledge of the student's personality traits that they grow specialist tomorrow and survey of all elements which contribute to ensuring professional success.

Present research aims to identify personality traits that would support efforts to achieve a fit young professional circle, analysis focusing on areas of study that would motivate the emergence and maturing skills, professional preferences.

Vocational counseling proved to be stronger in historical and social context currently possible because the job market with a crisis, leading to the reconsideration stage of education as an investment in professional future.

Important to solve the crisis through proactive approach to school problems and prevent failures of graduates, vocational counseling requires reconsideration of the role specialist school and professional orientation through evaluations, career assistance, placement, although the decision is the responsibility of the student or professional school, expression analysis all conditions, awareness of their professional future and the consequences of the decision, a stage of maturation.

Present research highlights this aspect of accountability training environment and negatively correlated with the ability to adapt as required by field of study as preparation for future professional.

Personal success predicted by the 7 personality traits chosen field of study and professional interests takes different forms depending on gender category membership largely due to the influence of gender

stereotypes, building personal and personal history of each.

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