



Five-Factor Personality Traits as Predictor of Career Maturity

Abdullah ATLI¹

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 ($R = .35$, $R^2 = .12$, $p < .05$). 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 ($\beta = -.158$), followed by extraversion ($\beta = .148$), openness ($\beta = .109$), agreeableness ($\beta = .090$), and conscientiousness ($\beta = .083$).

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.

© 2017 Ani Publishing Ltd. All rights reserved

¹Inonu University, TURKEY, Faculty of Education, abdullah.atli@inonu.edu.tr

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. Hockenbury & S. E. Hockenbury, 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 (Goldberg, 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, & Trezebinski, 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.

Correlation Coefficients Between Variables

	M	SD	1	2	3	4	5	6
1. Career maturity	146.90	19.79	1					
2. Extraversion	3.45	.79	.21**	1				
3. Conscientiousness	3.62	.57	.18**	-.01	1			
4. Openness	3.49	.60	.19**	.30**	.19**	1		
5. Agreeableness	3.68	.53	.19**	.07	.40**	.11*	1	
6. Neuroticism	2.78	.71	-.23**	-.15**	-.25**	-.06	-.29**	1

(*)= $p < 0.05$; (**)= $p < 0.01$

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.

Multiple Regression Analysis results on prediction of Five Factor Personality Traits for Career Maturity

Predicted Variable	Predicting Variables	B	SE	β	t	p
Career Maturity	Constant	111.385	10.836		10.279	.000
	Extraversion	3.702	1.215	.148	3.048	.002
	Conscientiousness	2.859	1.762	.083	1.623	.105
	Openness	3.566	1.596	.109	2.235	.026
	Agreeableness	3.305	1.866	.090	1.772	.077
	Neuroticism	-4.392	1.356	-.158	-3.238	.001
Multiple R = .347. $R^2 = .12$; $F(4,424) = 11.560$, $p < .05$						

Table 2 demonstrates that independent variables included in the model altogether significantly predict career maturity ($R = .35$, $R^2 = .12$, $F(4,424) = 11.56$, $p < .05$). 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 ($\beta = -.158$, $p < .05$), followed by extraversion ($\beta = .148$, $p < .05$), openness to experience ($\beta = .109$, $p < .05$), agreeableness ($\beta = .090$, $p < .05$), and conscientiousness ($\beta = .083$). 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 personality traits positively predict 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 lack 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

- Akbalik, G. (1991). *Career maturity of secondary school students* (Unpublished master dissertation) [Ortaokul III. sınıf ogrencilerinin mesleki olgunluk duzeyleri]. Ankara University, Ankara, Turkey.
- Bacanli, H., İlhan, T., & Aslan, S. (2009). *Development of a personality scale based on five factor theory: Adjective based personality test (ABPT)* [Bes faktor kuramina dayali bir kisilik olceginin gelistirilmesi: Sifatlara dayali kisilik testi]. *Turk Egitim Bilimleri Dergisi*, 7(2), 261-279.
- Barrick, M.R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1-26. DOI: 10.1111/j.1744-6570.1991.tb00688.x
- Binbasioglu, C. (1983). *Counseling* [Rehberlik] (4.Edition). Ankara: Binbasioglu Yayıncılık.
- Blustein, D. J. (1998). A canonical analysis of career choice crystallization and vocational maturity. *Journal of Counseling Psychology*, 35(3), 294-297.
- Brislin, R. W., & Kevin, D. L. (2006). Culture, personality and people's uses of time: Key interrelationships. In M. Hersen, J. C. Thomas, & D. L. Segal (Eds.). *Comprehensive handbook of personality and psychopathology* (pp. 44-64). New Jersey: John Wiley and Sons.
- Brown, D. (2003). *Career information, career counseling and career development*. ABD: Pearson Education, Inc.
- Burger, J. M. (2006). *Personality* (İ. D. Erguvan Trans.). İstanbul: Kaknus Yayınları.
- Busacca L. A., & Taber, B. J. (2002) The career maturity inventory-revised: A preliminary psychometric investigation. *Journal of Career Assessment*, 10(4), 441-445. DOI: 10.1177/1069072702238406
- Caligiuri, P. M. (2000). The big five personality characteristics as predictors of expatriate's desire to terminate the assignment and supervisor-rated performance. *Personnel Psychology*, 53(1), 67-68. DOI: 10.1111/j.1744-6570.2000.tb00194.x
- Choi, S., Hutchison, B., Lemberger, M. E., & Pope, M. (2012). A longitudinal study of the developmental trajectories of parental attachment and career maturity of South Korean adolescents. *The Career Development Quarterly*, 60(2), 163-177. DOI: 10.1002/j.2161-0045.2012.00014.x
- Costa, P. T., & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the revised neo personality inventory. *Journal of Personality Assessment*, 64(1), 21-50.
- Crant, J.M. (2006). Personality and careers. In J. Greenhaus & G. Callanan (Eds.), *Encyclopedia of career development* (pp. 627-634). SAGE Reference Publication.
- Creed, P.A., & Patton, W. (2002). Predicting two components of career maturity in school based adolescents. *Journal of Career Development*, 29(4), 277-290.

- Creswell, J.W. (2014). *Research design qualitative, quantitative, and mixed methods approaches* (Fourth Editions). SAGE Publications, Inc.
- David, J. P., & Suls, J. (1999). Coping efforts in daily life: Role of big five traits and problem appraisal. *Journal of Personality*, 67(2), 265-294.
- Dhillon, U., & Kaur, R. (2005). Career maturity of school children. *Journal of the Indian Academy of Applied Psychology*, 31(1), 71-76.
- Field, A. P. (2009). *Discovering statistics using SPSS: and sex and drugs and rock 'n' roll* (third edition). London: Sage publications.
- Field, S. (2008). *Career coach: Managing your career in education*. New York: Ferguson Publishing, Inc.
- Flouri, E., & Buchanan, A. (2002). The role of work-related skills and career role models in adolescent career maturity. *The Career Development Quarterly*, 51(1), 36-43. DOI: 10.1002/j.2161-0045.2002.tb00590.x
- Fowler, F. J. (2009). *Survey research methods* (Fourth Editions). Thousand Oaks CA: Sage Inc.
- Goldberg, L. R. (1981). Language and individual differences: The search for universals in personality lexicons. In L. Wheeler (Ed.) *Review of personality and social psychology* (pp.141-165). Beverly Hills, CA: Sage.
- Goldberg, L. R. (1990). An alternative description of personality: The big-five factor structure. *Journal of Personality and Social Psychology*, 59(6),1216-1229.
- Gosling, S. D., Rentfrow, B. J., & Swan, W. B. J. (2003). A very brief of the big five personality domains. *Journal of Research in Personality*, 37(2003), 504-528. doi:10.1016/S0092-6566(03)00046-1
- Gulbahce, A. (2007). *An analysis of self image and social comparison of the students who have different career maturity levels* [Mesleki olgunluk duzeyleri farkli olan ogrencilerin sosyal karsilastirma ve benlik imgelerinin incelenmesi] (Unpublished doctoral dissertation). Ataturk Universitesi, Erzurum, Turkey.
- Harlow, A. J., & Bowman, S. L. (2016). Examining the career decision self-efficacy and career maturity of community college and first-generation students. *Journal of Career Development*, 43(6) 512-525. DOI: 10.1177/0894845316633780
- Hockenbury, D. H., & Hockenbury, S.E. (2010). *Psychology*. New York: Worth Publishers.
- John, O. P., & Srivastava, S. (1999). The big five trait taxonomy: History, measurement and theoretical perspectives. Pervin, L.A., & John, O.P. (Eds.). *Handbook of personality* (pp. 102-138). New York: Guilford Press.
- Kail, R.V., & Cavanaugh, J. C. (2008). *Human development: A life-span view* (5th edition). Belmont, CA: Wadsworth/ Cengage Learning.

- Kaplan, D. M., & Brown, D. (1987). The role of anxiety in career indecisiveness. *Career Development Quarterly*, 36(2), 148-162.
- Kelly, K. R., & Colangelo, N. (1990). Effects of academic ability and gender on career development. *Journal of The Educations of Gifted*, 13(2), 168-175.
- Kuzgun, Y., & Bacanlı, F. (1996). *Mesleki olgunluk olcegi el kitabı* [Career maturity scale manual]. Ankara: MEB Talim Terbiye.
- Kuzgun, Y. (2000). *Meslek danismanligi kuramlar uygulamalar*. Nobel Yayin Dagitim. Ankara
- Liu, Y., Peng, K.Z., Mao, Y., & Wong, C.S. (2016). Different forms of relationships between vocational interests and career maturity in Chinese context. *Journal of Career Development*, 4(1), 1-15. DOI: 10.1177/0894845316661831
- Lounsbury, J. W., Hutchens, T., & Loveland, J. M. (2005). An investigation of big five personality traits and career decidedness among early and middle adolescents. *Journal of Career Assessment*, 13(1), 25-39. DOI: 10.1177/1069072704270272
- Lounsbury, J. W., Park, S. H., Sundstrom, E., Williamson, J. M., & Pemberton, A. E. (2004). Personality, career satisfaction and life satisfaction: Test of a directional model. *Journal of Career Assessment*, 12(4), 395-406. DOI: 10.1177/1069072704266658
- Lundberg, D. J. (1995). *A comparison of career maturity and personality preferences between Mexican-American and Anglo-American adolescents* (Unpublished doctoral dissertation). University of North Carolina, Greensboro.
- McCrae, R. R., & Costa, P. T. (2006). *Personality in adulthood, A five-factor theory perspective* (Second Edition). New York: Guilford Press.
- Moody, M. C. (2007). *Adaptive behaviour in intercultural environments: The relationship between cultural intelligence factors and big five personality traits* (Unpublished doctoral dissertation). George Washington University, Washington.
- Nauta, M. M. (2007). Career interests, self-efficacy, and personality as antecedents of career exploration. *Journal of Career Assessment*, 15(2), 162-180. DOI: 10.1177/1069072706298018
- Patton, W., & Creed, P. (2007). The relationship between career variables and occupational aspirations and expectations for Australian high school adolescents. *Journal of Career Development*, 34(2), 127-148. DOI: 10.1177/0894845307307471
- Patton, W., & Creed, P. A. (2001). Developmental issues in career maturity and career decision status. *The Career Development Quarterly*, 49(4), 336-351. DOI: 10.1002/j.2161-0045.2001.tb00961.x
- Patton, W., Creed, P. A., & Muller J. (2002). Career maturity and well-being as determinants of occupational status of recent school leavers: A brief report of an Australian study. *Journal of Adolescent Research*, 17(4), 425-435.

- Patton, W., Watson, M. B., & Creed, P. A. (2004). Career maturity of Australian and South African high school students: Developmental and contextual explanations. *Australian Journal of Career Development, 13*(1), 33-41. DOI: 10.1177/103841620401300106 ·Source: OAI
- Paunonen, S.V., Jackson, D. G., Forsterling, F., & Trezebinski, J. (1992). Personality structure across cultures: A multimethod evaluation. *Journal of Personality and Social Psychology, 62*(3), 447-456.
- Post-Kammer, P. (1987). Intrinsic and extrinsic work values and career maturity of 9 th-and 11th-grade boys and girls. *Journal of Counseling and Development, 65*(8), 420-423. DOI: 10.1002/j.1556-6676.1987.tb00746.x
- Powell, D. F., & Luzzo, D. A. (1998). Evaluating factors associated with the career maturity of high school students. *The Career Development Quarterly, 47*(2), 145-158. DOI: 10.1002/j.2161-0045.1998.tb00548.x
- Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The big five personality factors and personal values. *Personality and Social Psychology Bulletin, 28*(6), 789-801. DOI: 10.1177/0146167202289008
- Salgado, J. F., Viswesvaran, C., & Ones, D. S. (2001). Predictors used for personnel selection: An overview of constructs, methods and techniques. In N. Anderson, D.S. Ones, H.K. Sinangil & C. Viswesvaran (Eds.), *Handbook of industrial work and organizational psychology* (pp.165-199). London: SAGE Publication.
- Savickas, M. L. (1984). Career maturity: The construct and its measurement. *Vocational Guidance Quarterly, 32*(4), 222-231.
- Savickas, M. L., Briddick, W. C., & Watkins, J. E. (2002). The Relation of career maturity to personality type and social adjustment. *Journal of Career Assessment, 10*(1), 24-41.
- Schmitt, D. P., Allik, J., McCrae, R. R., & Martinez, V. B. (2007). The geographic distribution of big five personality traits: Patterns and profiles of human self-description across 56 nations. *Journal of Cross-Cultural Psychology, 38*(2),173-212.
- Seibert, S. E., & Kraimer, M. L. (2001). The five-factor model of personality and career success. *Journal of Vocational Behavior, 58*(1), 1-21. <http://dx.doi.org/10.1006/jvbe.2000.1757>
- Seligman, L. (1980). *Assessment in developmental career counseling*. Cranston: Carroll Press.
- Somer, O. (1998). The structure of adjectives defining personality traits in Turkish and the five factor model. *Turk Psikoloji Dergisi, 13*(42),17-32.
- Somer, O., & Goldberg, L. R. (1999). The structure of Turkish trait descriptive adjectives. *Journal of Personality and Social Psychology, 76*(3), 431- 450.

- Super, D. E. (1977). Vocational maturity in mid-career. *Vocational Guidance Quarterly*, 25(4), 294-302. DOI: 10.1002/j.2164-585X.1977.tb01242.x
- Super, D. E., & Overstreet, P. L. (1960). *The vocational maturity of ninth grade boys*. New York: Bureau of Publications.
- Watson, D., & Clark, L. A. (1992). On traits and temperament: General and specific factors of emotional experience and their relation to the five-factor model. *Journal of Personality*, 60(2), 441-476. DOI: 10.1111/j.1467-6494.1992.tb00980.x

Mesleki Olgunluğun Yordayıcısı Olarak Beş Faktör Kişilik Özelliği

Atf

- Atli, A. (2017). Five-factor personality traits as predictor of career maturity. *Eurasian Journal of Educational Research*, 68, 153-167, <http://dx.doi.org/10.14689/ejer.2017.68.8>

Özet

Problem Durumu: Türkiye’de öğrencilerin meslek tercihlerinin belirginleşmeye başlaması lise döneminde olmaktadır. Ancak öğrencilerin bu tercihlerini kendi yetenek, ilgi, değer ve kişilik özellikleri gibi temel faktörleri dikkate alarak yaptıklarını söylemek oldukça güçtür. Türkiye’de mesleklere yüklenen değerler, iş bulma olanakları gibi faktörler nedeni ile öğrencilerin lise tercihleri biçimlenmektedir. Öğrencilerin meslek seçimlerini daha sağlıklı yapabilmeleri için yeterli mesleki olgunluğa sahip olmaları gerekir. Lise öğrencilerinin kişilik özelliklerinin mesleki olgunluk düzeyi üzerindeki etkisinin belirlenmesi farklı kişilik yapılarına sahip lise öğrencileri için mesleki rehberlik ve danışmanlık uygulamalarına katkı sağlayacaktır. Meslek seçiminin doğru yapılabilmesi için bazı temel yetkinliklere ihtiyaç vardır. Bu yetkinliği ifade eden kavram mesleki olgunluk kavramıdır. Mesleki olgunluk kavramı genel olarak meslek seçimi ile ilgili planlar yapabilme, mesleklere ilişkin farkındalık sahibi olma ve meslek seçimi sorumluluğunu üstlenebilme olarak tanımlanmaktadır. Mesleki olgunluk üzerine yapılan çalışmalarda kişilik özelliklerinin etkisinin incelendiği araştırma sayısı çok az sayıdadır.

Bireyin meslek seçiminde dikkate alınması gereken özelliklerinden biri de kişilik özellikleridir. Kişilik, bir bireyin değişik durumlarda nasıl davranacağını belirlemede etkilidir. Bu açıdan bakıldığında kişilik, bireyin mesleki kararını, meslek seçimini, iş performansını ve mesleki doyumunu etkiler. Kişilik, bireyi diğerlerinden ayıran düşünsel, duyuşsal ve davranışsal farklılıklar olarak tanımlanmaktadır. Kişiliğin açıklanması ve tanımlanması ile ilgili literatürde birçok yaklaşım öne sürülmektedir. Bu yaklaşımlardan biri de özellik yaklaşımıdır. Beş

faktör kişilik yapısı temel bazı özellikler çerçevesinde yapılandırılması konusunda görüş ayrılıkları içerse de genel kabul gören bir yapı olarak değerlendirilebilir. Beş faktör modelinde kişilik özellikleri dışadönüklük, nevrozizm, uyumluluk, sorumluluk ve açıklık boyutlarında değerlendirilmektedir. Dışadönük kişilik tipindeki bireyler, pozitif duygulara sahip girişimci ve sosyal ilişkileri güçlüdür. Bu bireyler farklı kültürden olan kişilere açık ve sosyal uyum düzeyleri yüksektir. Nevrotizm boyutunun kişilik özelliklerine sahip olan bireyler stres içeren durumlarda hemen etkilenirler. Zorluklarla baş etme becerileri düşük olduğundan duygusal anlamda tepkili ve reaktifler. Yaşadıkları duygu değişimleri nedeniyle sıklıkla depresyon, anksiyete ve öfke yaşarlar. Uyumluluk kişilik özelliklerine sahip olan bireyler, sosyal ilişkilerinden nazik, sevecen, iş birliği halinde çalışmayı tercih eden bir kişilik yapısı sahiptirler. Sorumluluk boyutunun kişilik özelliklerine sahip olan kişiler davranışlarında dikkatli, iç disiplini yüksek ve benzer davranışlar sergileme konusunda tutarlı, özenli ve sorumluluk düzeyi yüksek özellikler gösterirler. Son olarak açıklık kişilik özelliğine sahip bireyler meraklı, çok yönlü düşünebilen, yaratıcı, çevredeki değişimlere duyarlı, hayal gücü yüksek, yeniliklere açık ve risk alabilen kişilerdir. Bu araştırma farklı kişilik özelliklerine sahip lise öğrencilerinin mesleki olgunluk düzeylerinin belirlenmesinde literatüre katkı sağlayacağı düşünülmektedir. Bu araştırma sonuçları okullarda çalışan okul rehber öğretmenlerinin hangi kişilik özelliklerine sahip öğrencilerin meslek seçimi ile ilgili daha fazla yardıma ihtiyaç duyduklarını belirlemeyi kolaylaştıracaktır.

Araştırmanın Amacı: Bu tarama çalışmasının amacı lise öğrencilerinin beş faktör kuramına dayalı kişilik özellikleri (dışadönüklük, nevrozizm, uyumluluk, sorumluluk ve açıklık) ile mesleki olgunluk düzeyleri arasındaki ilişkiyi 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?

Araştırmanın Yöntemi: Bu araştırma ilişkisel tarama modelinde, nicel bir araştırmadır. Araştırmanın evreninin Malatya ili Yeşilyurt merkez ilçesinde bulunan 15119 lise öğrencileri oluşturmaktadır. Araştırmanın örneklemini 248'i kız (58%) ve 181'i erkek (42%) erkek toplam 429 lise öğrencisinden oluşmaktadır. Örneklemin 39'u (9%) dokuzuncu sınıf, 128'i (%30) 10.sınıf ve 262'si (%61) 11.sınıf öğrencilerinden oluşmaktadır. Araştırma kapsamında öğrencilerin mesleki olgunluk düzeylerini ölçmek için "Mesleki Olgunluk Ölçeği" kullanılmıştır. Öğrencilerin kişilik özelliklerinin ölçülmesinde ise, "Beş Faktör Kişilik Özellikleri Testi" kullanılmıştır. Araştırmanın amacı doğrultusunda değişkenler arasındaki ilişkileri belirlemek için korelasyon analizi; bağımsız değişkenlerin her birinin tek başına mesleki olgunluk üzerindeki yordayıcı etkisini incelemek için çoklu regresyon analizi kullanılmıştır.

Araştırmanın Bulguları: Mesleki olgunluk ile kişilik tipleri arasındaki ikili korelasyonlar değerleri -.29 ile .40 arasında değişmektedir. Mesleki olgunluk ile

dışadönüklük ($r=.21$, $p<.05$), uyumluluk ($r=.19$, $p<.05$), açıklık ($r=.19$, $p<.05$) ve sorumluluk ($r=.18$, $p<.05$) arasında anlamlı pozitif ilişki vardır. Mesleki olgunluk ile nevrozizm ($r=-.23$, $p<.05$) arasında ise anlamlı negatif ilişki vardır. Regresyon analizinde modele sokulan bağımsız değişkenlerin (dışadönüklük, nevrozizm, uyumluluk, sorumluluk ve açıklık) mesleki olgunluğu anlamlı düzeyde yordadığı görülmektedir ($R^2 =.12$, $F(4,424)= 11.560$, $p <.05$). Bağımsız değişkenlerin modelin %12'sini açıkladığı görülmüştür. Bağımsız değişkenlerin modele katkıları değerlendirildiğinde en önemli katkının nevrozizm ($\beta=-.158$, $p<.05$) bunu sırasıyla dışadönüklük ($\beta=.148$, $p<.05$), açıklık ($\beta=.109$, $p<.05$), uyumluluk ($\beta=.090$, $p<.05$) ve sorumluluk ($\beta=.083$) geldiği anlaşılmaktadır.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda beş faktör kişilik özelliklerinden dışadönüklük, açıklık, nevrozizmin mesleki olgunluğu anlamlı olarak yordadığı görülmüştür. Dışadönüklük kişilik özelliği ile açıklık kişilik özelliği mesleki olgunluğu pozitif yönde yordarken, nevrozizm kişilik özelliği mesleki olgunluğu negatif yönde yordamaktadır. Çevreleri ile kolaylıkla iletişim kurabilen dışarıya açık ve sosyal olan dışadönük kişilik özelliğine sahip bireylerin mesleki olgunluk düzeyinin yüksek olduğu görülmektedir. Aynı şekilde gelişmelere açık, kendi ile ilgili sorgulamaları rahatlıkla yapabilen ve araştırmacı bir kişilik özelliğine sahip olan açıklık kişilik tipinde olmak mesleki olgunluğu pozitif yönde anlamlı bir şekilde yordamaktadır. Bunların aksine kendine güvensiz, içe kapanık ve değişimi kendi için tehdit olarak gören nevrozik kişilik tipinde olmak mesleki olgunluğu negatif yönde anlamlı bir şekilde yordamaktadır. Elde edilen bulgular genel olarak değerlendirildiğinde lise öğrencilerinin mesleki olgunluk düzeylerinin yükselmesi için çevreleri ile iletişim kurmaları, sosyal becerilerinin artırılması ve bilgi kaynaklarına rahatlıkla ulaşmaları için cesaretlendirilmeleri gerekmektedir. Özellikle içe kapanık, kaygılı kişilik özelliklerine sahip olan öğrencilerin meslekler ile ilgili bilgi edinmelerinde internet, dergi ve kitap gibi kaynaklara nasıl ulaşacakları açık bir şekilde planlanarak sunulmalıdır. Dışadönük ve açıklık kişilik tipindeki bireyler kendi özellikleri ve mesleklerin gereklilikleri ile ilgili bilgilere iletişim becerileri ve öğrenme motivasyonları ile ulaşırken nevrozik kişilik özelliğine sahip öğrencileri aynı güçlü donanıma sahip değillerdir. Bu nedenle nevrozik tiplerin söz konusu meslek seçimi süreci ile ilgili bilgilere kendi kişilik özelliklerinin sınırlarını tehdit etmeyecek yani sosyal ilişki kurmaları için yüksek beklenti oluşturulmayacak şekilde planlamalar yapılarak yardım edilmelidir. Ayrıca, konuyla ilgilenen araştırmacılara yönelik olarak, yapılan araştırma sonucunda elde edilen bulgular ve sınırlılıkları çerçevesinde çeşitli önerilerde bulunulabilir. Öncelikle araştırma kapsamında elde edilen bulguların geçerlilikleri farklı örneklem grupları üzerinde sınanması faydalı olacaktır. Araştırma kapsamında elde edilen bulgular, ölçekler aracılığıyla elde edilmiş dolaylı bir gözlemi yansıtmaktadır. Konu ile ilgili nitel araştırmalar yapılarak farklı kişilik tiplerine sahip lise öğrencilerinin meslek seçimi süreci ile ilgili yaşadıkları süreç ve karşılaştıkları güçlüklerle nasıl baş ettikleri ile ilgili daha detaylı bir araştırma yapılabilir.

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

