

## A study relationship between personality traits and employment factor of college students

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### ABSTRACT

The goal of vocational education is to enhance students' professional cognizance, technical skills, and professional ethics to form them readily available for employment and capable of satisfying the needs of economic constructions. Vocational education plays a paramount role in guiding and assisting students in seeking employment. However, in addition to school education, individual personality traits largely affect students' employment. This paper used students at a college to investigate the relationship between students' personality traits and their employment factors.

**Keywords:** *Personality traits, Employment factor*

With the development of living standards and education levels among citizens, students' job expectations and cognitions have withal transmuted. In nowadays, people seek not only employment but withal gratification, security, and recognition in jobs. Through employment, they expect to understand the meaning of their life also. Many students will change their views about their future occupations while still at college. They want to modify to occupations that are more compatible with their personality traits by virtue of they find their personality traits in conflict with values practiced within the area they originally culled to interact in. Consequently, this paper conducted an in-depth research on the connection between personality traits and employment factors in hope of understanding how students' personality traits affect their job cull.

### LITERATURE REVIEW

#### 1. Personality Traits

"Personality" derived from the Latin term "persona" which denotes (1) a mask worn by theatre actors to represent their role and personality within the play; (2) the authentic self, which includes one's intrinsic motivations, emotions, habits, and concepts (Chan, 1996). Allport (1974) described personality as "a dynamic organization within the individual of these psychological systems that determine his unique adjustments to his environment". Robbins(2001) viewed personality as "the sum of the way during which a private reacts and interacts with others". Simply put, personality is often defined as a compound of human characteristics and variables. For instance, an employee considered to be "ambitious and

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smart” by his superior features a personality formed by the compound of those two characteristics. Besides, behavioural scientists incline to concur that personality remains constant throughout one’s life. Hence, it can be verbally expressed that personality comprises of human characteristics that do not expeditiously vary and can be used to predict one’s short-term behavioural models. Moulton (1999) proposed four types of personality, including “dominance”, “inducement”, “submission”, and “compliance”, or commonly known as disc. D-type people are aggressive, demanding, adventurous, and active. They customarily play the roles of reorganizers, project leaders, conception makers, and pioneers. I-type people are talkative, convivial, and good at communications. They love to be actors, optimists, conception makers, and advocates. S-type people are focused, prudent, stable, sure-footed, and arranged. They customarily play the roles of a stabilizer or a balancing power in an organization. C-type people are accurate, clear-minded, and seekers of perfection. They customarily play the role of an internal controller. they are rule followers and important of others’ performance. Super (1982) proposed A/B personalities. Type A personality is characterized by a high level of ambition and a vigorous will to attain the expected goal. Type B personality is just antithesis to type a personality. Type AB personality is a commix of type a and type B personalities. In other words, people with type B personality may withal have some traits of type A personality. In this paper, A/B personalities introduced by Super (1982) were adopted because the basis for questionnaire development.

### **2. Employment factor**

Factors affecting students’ choice of a future employment are often generally classified into individual factors and environmental factors.

#### **• Individual factor**

Super (1970) thought that folks progress through five stages during their career development process, including growth, exploration, establishment, maintenance, and decline. Based on individual needs, Hoppock (1963) had put forth ten assumptions about the cull of occupations as follows:

- a. Both physical and phrenic needs affect an individual’s decisions.
- b. The cull that most satisfies an individual’s needs will be taken. A study on relationship between personality traits,
- c. Individual needs are dominated by not only the conscious mind but withal the subconscious mind.
- d. One’s orientation in the cull of an occupation will be affected when he/she realizes that a particular occupation can gratify his/her needs.
- e. One’s orientation in the cull of an occupation varies by gratification of his/her expectations, which withal vary by personal cognizance of the occupation and cognitive facility.
- f. One can better identify the occupation that he/she is more likely to be successful in it if he/she genuinely understands individual needs. Consequently, understanding individual needs is critical to one’s cull of an occupation.
- g. Sufficient cognizance and understanding of other occupations help one compare them with the current one and find a suitable one.
- h. One’s cull of an occupation depends on how much his/her current job meets his/her original expectations.
  - I. One’s job gratification is determined by gratification of current needs and confidence about gratification of future needs.

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- i. Cull of an occupation is variable. One makes the cull when he/she is assured that a certain occupation can gratify his/her needs.

### • Environmental Factor

Chang (2000) proposed that graduation is the juncture for students to make a cull about their future careers. Graduating students generally consider their parents' and teachers' advices, personal experiences of success or failure, and conditions or constraints of the environment (such as family economic status) in the cull of a future occupation. According to super (1982), an individual's career development would be affected by the following convivial systems, where the former was more influential than the latter.

- a. Family, school, and society.
- b. Peer relations, neighbours, and ethnic groups.
- c. Geographic area, convivial status, and racial background.
- d. Values and ethic norms.

Roe & Siegelman (1963) argued that one's cull of an occupation is significantly affected by his/her parents, family, and family environment. One tends to cull a "person-oriented" occupation if his/her parents are loving, accepting, and protecting. In contrast, one tends to operate a "non-person-oriented" occupation if his/her parents are demanding, rejecting, and neglecting. According to Wang (1992), family is the most paramount environment for human growth. Factors affecting an adolescent's family include,

(1) Family socioeconomic status: parents' occupation, education, and income.

(2) Parenting posture: parents' posture toward childhood disciplinary practices varies by family structure and convivial values and will cause significant impacts on children's development. Besides, parents' marital status and harmony are withal influential to children's development.

## RESEARCH METHODOLOGY

A questionnaire survey was adopted in this paper. A questionnaire consisting of three sections, including "basic data", "personality traits", and "employment factors" were developed and administered.

*Table 1 Factor analysis of personality trait scale*

Construct	Item	Content	Factor loading	Eigen value	Variance explained (%)	Total variance explained (%)
Leadership	10	I am very efficient at work.	.772	7.667	42.594	56.684
	11	I am motivated at work.	.747			
	3	I can encourage others.	.695			
	2	I can accept challenges.	.638			
	6	I am discerning.	.593			
	1	I have leadership qualities.	.579			
	13	I need persistent growth.	.553			
	12	I can take risks.	.516			
Innovativeness	14	I often propose new ideas.	.788	1.423	7.907	
	15	I have the ability of logic and critical analysis.	.709			
	9	I am creative and innovative.	.705			
	16	I desire possession and dominance.	.633			

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Construct	Item	Content	Factor loading	Eigen value	Variance explained (%)	Total variance explained (%)
Socialness	7	I am competitive.	.613	1.113	6.184	
	18	I am flexible at work.	.436			
	5	I like to make friends.	.768			
	4	I am adaptable.	.579			
	17	I like group works.	.566			
	8	I am energetic.	.548			

**Table 2 Factor Analysis of the employment factors**

Construct	Item	Content	Factor loading	Eigen value	Variance explained (%)	Total variance explained (%)
Individual factor	3	I care about my future development in an occupation.	.884	8.123	30.418	64.218
	2	I care about my job performance.	.865			
	4	I care about the social status of my occupation.	.836			
	5	I care if I can utilize my skills in my work.	.828			
	6	I care if I can gain self-recognition through employment.	.803			
	1	I care about my employment.	.780			
	9	I worry about my future employment.	.739			
	8	I like challenging jobs.	.696			
	7	I believe that certificates help my employment.	.616			

**Table 3 Reliability analysis of the scales**

Scale	Construct	Item	Cronbach's $\alpha$	Cronbach's $\alpha$		
Personality Traits	Leadership	1.2.3.6.10.11.12.1	.867	.908		
		3				
		Innovativeness			7.9.14.15.16.18	.829
Employment Factors	Socialness	4.5.8.17	.682	.883		
		Individual factors			1.2.3.4.5.6.7.8.9.	
		Family factors			10.13.19.22.14	.790
		School factors			15.16.17.18.20.23	.840
		Social factors			24.25.26	.598
		Peer factor			11.12.21.27	.662

**Table 4 t- value and P-value**

Factor	Gender	Number	Mean	t-value	p-value
Leadership	Male	52	3.680	.590	.556
	Female	118	3.624		
Innovativeness	Male	52	3.619	2.646	.009**
	Female	118	3.369		
Socialness	Male	52	3.832	2.673	.008**
	Female	118	3.587		

Note:  $p^{**} < .01$

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**Table 5 Differential analysis by status of taking courses**

Factor	Gender	Number	Mean	t-value	p-value
Leadership	No	65	3.514	-2.319	.022*
	Yes	105	3.720		
Innovativeness	No	65	3.418	-.481	.631
	Yes	105	3.462		
Socialness	No	65	3.608	-.990	.324
	Yes	105	3.695		

Note:  $p < .05$

**Table 6 Differential analysis by status of participating in skills competitions**

Factor	Gender	Number	Mean	t-value	p-value
Leadership quality	No	139	3.596	-2.193	.030*
	Yes	31	3.843		
Innovativeness	No	139	3.409	-1.742	.083
	Yes	31	3.608		
Socialness	No	139	3.649	-.614	.540
	Yes	31	3.718		

Note:  $p < .05$

**Table 7 Regression analysis of personality traits on individual factor**

Dependent Variable	Independent Variable	VIF	CI	DW
Individual Factors	Leadership	2.399	16.236	1.957
	Innovativeness	2.460	21.712	
	Socialness	2.011	24.077	

**Table 8 Regression analysis of personality traits on environmental factor**

Dependent Variable	Independent variable	VIF	CI	DW
Environmental Factors	Leadership	2.399	16.236	2.099
	Innovativeness	2.460	21.712	
	Socialness	2.011	24.077	

**Table 9 Regression analysis of personality traits on individual factors**

	Standard error	B	t-value
Intercept	.259		8.334***
Leadership	.097	.192	1.799
Innovativeness	.097	.055	.506
Socialness R=.461	.091	.267	2.731**
	R <sup>2</sup> =.213	Adjusted	

Note:  $p^{**} < .01$ ,  $p^{***} < .001$

**Table 10 Regression analysis of personality traits on environmental Factors**

	Standard error	B	t-value
Intercept	.208		12.804***
Leadership quality	.078	.005	.039
Innovativeness	.078	.227	1.953
Socialness	.073	.087	.830
R=.296	R <sup>2</sup> =.088	Adjusted R <sup>2</sup> =.071	F=5.310**

Note:  $p^{**} < .01$ ,  $p^{***} < .001$

### ***Data Analysis Result***

#### **1) Basic Data analysis:**

The respondents consisted of 118 females (69. 4%) and 52 males (30. 6%). Among the 170 respondents providing valid responses, 26 are studying within the first year (15. 3%), 32 within the second year (18. 8%), 50 within the third year (29. 4%), and 62 within the fourth year (36. 5%). The survey result showed that 17 respondents had no job experience (10. 0%), 129 respondents had experiences of taking part-time jobs (75. 9%), and 24 respondents had experiences of taking full-time jobs (14. 1%). Additionally, 65 students reported that they were not taking courses that match their interests (38. 2%), and 105 students reported that they were taking courses that match their interests (61. 8%). Most of the respondents (139 students, 81. 8%) showed that they need never participated in any skills competition, and only 31 students reported that they need such experience (18. 2%).

#### **2) Factor analysis of the measurement scale:**

##### **• Validity Analysis:**

The personality traits scale and employment factors scale were tested utilizing KMO test and bartlett's test. The KMO values were. 904 and. 863 separately, and therefore the results of the bartlett's test all reached significance level (. 000). Thus, the info was good for correlational analysis. Through correlational analysis, three factor constructs, and five factor constructs were extracted separately from the personality traits scale and employment factors scale. of these constructs had an eigenvalue more preponderant than 1. Factors with an eigenvalue smaller than 1 were deleted. The correlational analysis results were presented in table 4-1 and table 4-2. the above analysis concluded that student personality is often measured by three major traits, including leadership, innovativeness, and socialness. Employment factors are often divided into individual factor and environmental factor, and environmental factor are often further divided into family factor, school factor, convivial factor, and peer factor.

##### **• Reliability Analysis**

The analysis result showed that the reliability of the personality traits scale is. 908 which of the utilization factors scale is. 883. The detailed result was provided in table 4-3. Consistent with Chou (2002), the measurement scales have adequate internal consistency.

##### **• Differential Analysis**

Statistical analysis showed that there's no significant difference in "personality traits" among students with different employment experiences (wilk's  $\lambda = .931$ ,  $p > .05$ ). However, students between different genders showed significant differences in "personality traits".

Males showed a better degree of leadership and innovativeness than females as table 4-4. Moreover, students who have taken courses that match their interests had a better level of leadership than those that haven't as table 4-5. And students with experience of participating in skills competitions exhibited a stronger leadership than those that have not as table 4-6.

##### **• Regression Analysis:**

Before conducting the multivariate analysis, collinearity within the regression model utilizing DW, VIF, and CI measures was detected. Collinearity will not be a quandary if DW falls between 1. 5~2. 5, VIF below 10, and CI below 30. As shown in table 4-7 and table 4-8, collinearity was inexistent within the multivariate analysis of personality traits on individual factors or environmental factors. Hence, the info was good for multivariate analysis. As shown in table 4-9 and table 4-10, personality traits affected the individual

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factors and environmental factor among the scholar employment factors. Socialness has significant and positive influence on the individual factors.

### **CONCLUSIONS AND SUGGESTIONS**

This research concluded that student personality are often measured by three major traits, including leadership, innovativeness, and socialness. Employment factors are often divided into individual factors and environmental factors, and environmental factors withal include family factor, school factor, convivial factor, and peer factor. Generally, males exhibited higher levels of innovativeness and socialness than females. Remarkably, students who had received interests-related courses demonstrated a better level of leadership competence than those that have not. It is often inferred that leadership quality are often developed through school education. Moreover, students who have experiences of participating in skills competitions withal exhibited a stronger leadership quality than those that haven't any such experience. Consequently, students studying at vocational schools should be more encouraged to participate in accreditation tests and skills competitions, to reinforce their leadership competence. The multivariate analysis result suggested that students' personality traits affected the individual factors among the utilization factors, and students characterized by a better level of socialness were more concerned about their future careers and development. Besides, the results revealed that male students demonstrated higher adaptability, competitiveness, vigor, innovativeness, dominating facility, and favor for group works than female ones. This finding suggests that male students are more highly adaptable to the external environment. As gender equality is emphasized within the modern environment, female students should manage to reinforce their adaptability to the external environment to compete with them on an equal footing. In nowadays, accreditation of professional skills is increasingly paramount. Schools shouldn't only assist students to accumulate cognizance and skills required by the work market but withal guide them to require vocational licenses and participate in sundry skills contests, which could avail enhance students' leadership competence and boost their confidence and competitiveness within the job market.

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#### ***Conflict of Interest***

The author declared no conflict of interest.

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