CHAPTER - I

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Career decisions involve a choice among occupational alternatives. Which alternative is chosen depends on the career decision maker's preferences for various factors or criteria on the basis of which she or he compares and evaluates the possible career alternatives. The large number of alternatives available to the decision makers, the uncertainty concerning future preferences, and the complexity involved in combining personal and occupational information suggest that a better understanding of the way in which career decisions are made and the processes underlying them is of theoretical as well as practical significance. Indeed, the significant role played by career preferences, one of the major factors in career decision making, highlights the need to investigate the processes related to their operation and explication (Gati, Shenhav and Givon, 1993).

OVERVIEW AND HISTORICAL PERSPECTIVES OF CAREER PREFERENCES

Early accounts of the process of choosing a vocation may be traced to the turn of the century when Frank Parsons wrote his book "Choosing a Vocation" in 1909 that there were three key factors in making a career choice: a clear self understanding, a knowledge of occupations; and the ability to draw relationships between them (Peterson, 1994).

Several principal lines of inquiry have emanated from this early work of Parsons. (1909). One has been directed toward helping individuals acquire self understanding through the development of measures of interest such as the Kuder Preference Record in 1946 and the Strong Vocational Interest Blank (SVIB) in 1943 (Peterson, 1994).
A second line of investigation sought to help individuals to become more knowledgeable about the world of work. Occupational classification systems, traced back to the U.S. Census Bureau's classification system in 1820, were developed to facilitate the storage and retrieval of information about related occupations. Modern classification systems include "Standard Industrial Classification Manual (1942), the Dictionary of Occupational Titles (1986) and the Occupational Outlook Handbook (1974)." Computer-assisted career guidance systems have now incorporated these classification systems in their data bases and are able to link internally the results of the assessment of abilities, interests, and values to occupations (Peterson, 1994).

A third line of inquiry has sought to develop psychological and sociological theories concerning how self-knowledge and occupational knowledge are integrated in the process of making vocational choices. These theoretical approaches may be categorised into five domains.

The Actuarial Approach seeks to identify empirical and rational linkages between measures of personality characteristics and attributes of occupations using successful job incumbents as population samples. Trait factor theory, Holland's (1985) Hexagonal theory and computer assisted career guidance systems illustrate the principle of using measures to make the best estimates of matches between persons and occupational environments.

Decision theorists describe stages of cognitive process in arriving at a vocational choices and career decisions are viewed as a more self determined view in which individuals are seen as rationally choosing their optimal environments. These theories are based on the following assumptions:

(a) the extent of freedom (and hence responsibility) one exercises in career choice depends on the amount of effort invested in thinking through one's vocational choices and career decisions;
(b) making vocational choices and career decisions are cognitive processes that take place in a sequence of stages; and

(c) the degree to which individuals can become self-determined career decision makers is related to the extent to which they master the cognitive skills, knowledge and decision rules in the career decision making process. Some of the principle models of Decision theories are: (a) The Gelatt Model (1962) (b) The Katz Model (1966) and (c) The Tiedeman Model (1961).

Self-theories focus on the rate of self concept as a referent in making vocational choices and career decisions. These theories allude to a higher-order cognitive process that transcends such activities as the consideration of occupational alternatives or the making of specific career decisions. Phenomena such as self concept and self efficacy not only provide an integrating force that bears directly on the consideration of occupational alternatives in the making of a career decision at any point in time, but they also span successive career decisions over the life span and give a career or one's life continuity. When individuals possess positive self concepts or a high degree of self efficacy, career decisions are made as a matter of course in moving through the life span. However, the process of vocational choice and career decision making become excruciatingly difficult in the presence of a negative or fragmented self concept or when one's self efficacy is low (Peterson, 1994). The self concept theory of Super (1957) and the self efficacy theories of Bandura (1977), Betz and Hacket (1981), are some of the important self concept theories.

Social Psychological perspective of vocational choice is seen as a process heavily influenced by the interaction with important individuals in one's social context. Ann Roe (1956) one of the main representatives of this domain of career theory speaks of the importance of the family environment in shaping predisposition towards certain kinds of careers Peterson (1994). Krumbolts, Mitchell and Jones (1976) on the other hand describe how vocational choice is shaped through social learning processes.
And finally, **Cognitive Information Processing** has been recently introduced as a comprehensive theoretical system integrating the four preceding approaches. The Cognitive Information Paradigm (CIP) was initially formulated in the works of Newell and Simon (1972) in their book *Human Problem Solving* and from other cognitive scientists in the late 1970s. Cognitive Information Paradigm concerns the thought and memory processes involved in making career choices and career decision as contrasted with the decision theorists who thought mainly in terms of stages in a process. Further in applying CIP theory to practise, the emphasis in career counseling and guidance shifts from helping individuals to make an appropriate choice at a given point in time, to the acquisition of knowledge and cognitive skills to solve career problems and to make career decisions over time. Therefore, the aim of this approach is to help people to become skilful at vocational problem solving.

The major focus of the current research is an actuarial approach to the study of career preference. Theories in this domain emphasise the derivation of empirical and rational estimates of the congruence between measured personality factors and occupational characteristics. The purpose of this approach is to provide precise information about one’s self, or occupations that will assist individuals in identifying appropriate occupational alternatives for further consideration. The fundamental assumption is that the greater the correspondence between personality characteristics and the requirements of an occupation, the greater the probability for successful performance and satisfaction. The next section examines the role of personality type i.e., Jungian Typology (as measured by the Myers Briggs Type Indicator - MBTI) in the preference of careers.
PERSONALITY TYPE AND CAREER PREFERENCE.

Jungian Personality Types are an approach to the understanding of personality structure, human differences, and life span development that emphasises the, neither good nor bad ways in which we naturally prefer to function. In Jung's (1921/1971) words, they reflect "the psychology of consciousness .... the polarity and dynamics of the psyche". They are mainly concerned with the opposite ways in which people process and respond to information. The most common formulation of Jungian types posits sixteen different personality structures or patterns, created because of the interplay between the need for wholeness or balance (both / and) and the need for fundamental preferences (either / or) in one's conscious orientation to life. Two attitudes (Extraversion [E] and Introversion [I]), two orientations (Perceiving [P] and Judging [J]), two ways to perceive (Sensing [S] and Intuition [N]), and two ways to judge or reach closure (Feeling [F] and Thinking [T]) are logically interwoven, (e.g. ISTJ, ISFJ, ISTP, ISFP, ESTP etc.), (Tucker and Duniho, 1994).

Isabel Briggs Myers, through the development of the Myers Briggs Type Indicator, has done much to popularise Jung's (1921/1971) theory of the conscious self, thus stimulating considerable thinking, research and applications of Jung's personality theory (Tucker and Duniho, 1994). Type theory as measured by the Myers Briggs Type Indicator (MBTI) aims to make the theory of psychological types described by C. G. Jung (1921 / 1971) understandable and useful in peoples lives. The essence of the theory is that much seemingly random variation in behaviour is actually quite orderly and consistent, being due to basic differences in the way individuals prefer to use their perception and judgement and the attitudes in which they use them. It's purpose is to identify from self report of easily recognised reactions, the basic preferences of people with regard to perception and judgement so that the effects of each preference, singularly and in combination can be established by research and put to practical use (Myers and McCaulley, 1985).
One aspect of life that is observably influenced by type is the choice of occupations (Myers and Myers, 1980). In theory, occupations should attract particular types, and similar occupations should have similar type distributions. People choose occupations for many reasons including challenge, money, location, family encouragement, influence of charismatic teachers, desire to serve others, opportunity for leisure time and liking for co-workers. The basic assumption when using the MBTI in career counseling is that one of the most important motivations for career choice is a desire for work that is intrinsically interesting and satisfying and that will permit the use of preferred functions and attitudes, with relatively little need for using less preferred processes. No occupation provides a perfect match between type preferences and work tasks, but good occupational choices can prevent major mismatches. According to the type theory, the mismatch causes fatigue because it is more tiring to use less preferred processes. Tasks that call on preferred and developed processes require less effort for better performance, and give more satisfaction (Myers and McCaulley, 1985).

Work can become a good arena for type development. Every job has tasks that require the use of less-preferred processes. Most people can benefit from assignments that force them to develop less-used processes. For example, a thinking type can use a public relations assignment to develop feeling, and an intuitive type can use a production assignment to develop sensing. When mismatched work assignments are necessary, they can be made more palatable if they are construed as challenges for personal growth. (Myers and McCaulley, 1985).

Isabel Myers (1962) developed the following work expectations for each preference:

**Extraverts:** Work interactively with a succession of people, or with activity outside the office or, away from the desk.

**Introverts:** Work that permits some solitude and time for concentration.

**Sensing Types:** Work that requires attention to details and careful observation.

**Intuitive Types:** Work that provides a succession of new problems to be solved.
Thinking Types: Work that requires logical order, especially with ideas, numbers, or physical objects.

Feeling Types: Work that provides service to people and a harmonious and appreciative work environment.

Judging Types: Work that imposes a need for system and order.

Perceptive Types: Work that requires adapting to changing situations, or whose understanding situations is more important than managing them.

All occupations, it has been found, have individuals from all sixteen types, but each occupation attracts some types more than others. For instance, SN (Sensing / Intuition) preference appears to be most important in the choice of occupation, and the EI (Extraversion / Introversion) preference seems to be most important for finding an appropriate work setting within a particular occupation. In counseling, once people understand their MBTI preferences of psychological type, they can begin to build a picture of an "ideal job" that would let them fully use theirs preferences, with relatively better demand on their less developed processes and attitudes. Counselors can suggest occupations and mark settings within an occupation, that contain features of the "ideal job" (Myers and McCaulley, 1985).

CAREER PREFERENCE AND OTHER PSYCHO-SOCIAL CORRELATES.

In addition to the main focus of this research which is a study of the effects of personality on career preference, it also examines the influence, other psycho-social variables have on Career Preferences, such as Hemispheric Asymmetry, Educational Interest, Vocational Aspiration, Sex Role Orientation, Fear of Success and Demographic Variables.
The role functional Hemispheric Asymmetry plays in the preference of career is a virtually unexplored territory in the study of careers. Functional Hemispheric Asymmetry refers to the view that each Hemisphere has special expertise for a variety of behavioural tasks. Since different professions and careers involve different behavioural skills and tasks that can be attributed to the different styles of functioning of the two hemispheres of the brain. It has been hypothesized in the present study, that a relationship exists between the career preferred and the individual's, Pattern of Functional Hemispheric Asymmetry. In one of the rare studies in this field, Prakash and Bhogle (1993) studied hemispheric preference patterns in different occupations, for seven occupational groups. Identifiable cerebral preference patterns emerged. In the present study an attempt has been made to fill up part of the vacuum that exists.

In developing the Educational Interest Record (EIR) the authors Bansal and Srivastava (1975) have stressed that the identification and measurement of interests is very essential for an understanding of educational and vocational behavior. An interest represents a tendency to select certain activities or things (in this case curriculum subjects) in preference to certain others. There are four types of interest varying with method of assessment.

Expressed Interest are expressions or professions of specific interest. Manifest Interests are expressed not in words but in action, through participation in activities. Inventoried Interests are estimates of interest based on responses to a large number of questions concerning likes and dislikes, or concerning the order or preference for groups of activities. Tested Interests are manifest interests manifested under controlled rather than real life situations. Early investigation of interests relied on expressions of interests; contemporary research has found it more worth while to focus on inventoried interests (as in the present study of Educational Interest).
Inventoried interests are related to vocational development, for there is a strong tendency for people to enter and remain in fields of work which provide outlets for their interests and to leave in appropriate fields for more appropriate ones. Interest is related to success in occupations only under special conditions, when the congeniality of the activity is crucial to application; when, as in most occupations, motivation from other sources such as status or income needs can suffice; interest in the activity itself is not related to success (Super, 1957).

Vocational Aspiration (career aspiration) and career motivation have received significant attention during the 1970s. Career aspiration has been typically operationalized as both a predictor and criterion variable in the study of adolescent career development. Career motivation has been used as an explanatory construct in the prediction of career plans and behaviors. There has been considerable interest in using occupational aspirations as an outcome variable but conceptual definitions and construct measures have varied significantly. For example, Gottfredson (1981), has defined occupational aspiration as a single occupation identified as one’s best alternative at any given time. On the other hand many researchers such as Maxwell and Cummings (1988) have quantified occupational aspirations by using occupational prestige scales.

Sex Roles can be defined as role-related behaviour ascribed by society to women because they are women and to men because they are men (Sinnott, 1994). Sex role stereotypes have long played a role in limiting the career development of women, and to a smaller extent, that of men as well. The socialization process women and men go through culturally teaches people that certain roles and values are more suitable for one sex than for the other.

Stereotypically women are expected to be more mutual, passive and submissive in their relations with others, while men are taught to be dominant, assertive or even aggressive, and competitive in their interpersonal relations. Furthermore, women have
traditionally been expected to be home oriented and child care focused, at the expenses of work outside the home, while men have been expected to emphasis their work and financial success. Paid employment that is pursued by women has been expected to incorporate these personal and role requirements and characteristics. The result has been women's careers have been intermittent to permit child bearing and child caring activities. Thus, career's in teaching, nursing and clerical activities have been seen to be not only appropriate but also convenient for women to pursue if they work outside the home at all. Men, on the other hand, have nearly (but not completely) a free choice in their career aspirations. The only limitations were those imposed by personal qualities influencing their career access, and to a small extent, sex role stereotypes that kept man limited to small numbers in certain female stereotyped fields such as nursing, social work, elementary teaching and secretarial jobs, for example.

This has changed significantly since the 1970s because of the advent of resurgent feminist movement. Women have demanded and gained access to the fuller range of career prospects, and most sex roles stereotypes associated with employment have been assailed, although considerable sex role bias and stereotyping continue to exist. Most occupations reflect sex segregation in membership to some extent and in income to a more significant degree. However, the career differences between men and women have been significantly reduced in the past generation, it is clear that much change has occurred, and many of the sex based barriers have been plummeted (Osipow, 1994).

Recent interest in the individual who fears success was sparked by Horner (1968, 1972), who attributed fear of success to external social pressures on women and to sex role definitions. Much earlier however Freud (1916/1957) described those "wrecked by success" and observed the problem does not stem from the external opposition but often occurs after a wish has been fulfilled. He and later psychoanalytic writers e.g. Lorand, 1931/1950; Ovesey (1962); Szekely (1950), have explained this in terms of unresolved
Oedipal issues: Anxiety associated with the early oedipal rivalry is generalised to all competitive situations.

Canavan et al. (1978) have described the individual who fears success as some one who is ambitious but becomes anxious, as success approaches, who externalises the reasons for any achievement and who belittles any accomplishment. Other theories concerning the origins of fear of success have also appeared in literature. Schecter (1978), observed that pre-oedipal conflicts, including fear of abandonment by mother, are salient for women who fear success. Gumpert, Canavan and Garner (1978), noted that parental attitudes towards child's achievement may influence the development of success related anxieties. From another point of view, Baker (1979), argued that conflicts concerning achievements are linked to failure to develop realistic internal standards, a process that begins with the modifications of pre-oedipal fantasies of omnipotence and extends through the development of ego ideal in adolescence.

Motivation to avoid success were among the constructs that attracted initial attention of vocational researchers (e.g. Illfledger, 1980; Kriger, 1972; Oliver, 1974; Richardson, 1974) in the 1970s, and has been an important area ever since.

The role, personality plays in the preference of careers has been at the core of all career guidance and development programmes in India. However there exists no reported literature on the study of Career Preferences with reference to Jungian typology as measured by Myers Briggs Type Indicator. The study of Jungian personality typology has made an entry in organisations, in India, as a training tool for managers.

However it still has to reach career educationists, vocational counselors and school psychologists. The present study is an attempt to break the surface.
In addition to the main focus of this investigation which is to study the effects of Personality on Career Preference, it also examines, the influence that other psycho-social variables such as Functional Hemispheric Asymmetry, Educational Interest, Vocational Aspiration, Sex Role Orientation, Fear of Success and Demographic Variable have on career preferences.