

Influence of Personality on the Vocational Choice of Secondary School Students in Enugu Education Zone of Enugu State.

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ABSTRACT

This study examined the relationship between personality and vocational choice of secondary school students in Enugu Education Zone of Enugu State. It specifically sought to ascertain the extent to which sanguine personality, phlegmatic personality, melancholic personality and choleric personality type influence vocational choice of students in Enugu Education Zone. This was done with particular reference to gender and location of the secondary school students thus, four research questions and eight null hypotheses guided the study. A sample size of 449 secondary school students was used as respondents through stratified random sampling out of the entire population of 2245 SS II secondary school students in the 21 co-educational schools in Enugu Education Zone. A Self- Structured questionnaire developed by the researchers called Personality and Vocational Choice Scale (PVCS) was used to collect data for the study. The instrument was validated by three research experts. Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. Correlation research design was adopted for the study. Data collected from this study were analyzed using mean, and standard deviation, to answer the four research questions posed while the null hypotheses were analyzed using t-test statistic. The result obtained from the analysis showed that sanguine personality, melancholic personality, and choleric personality of secondary school students influence vocational choice of the students in Enugu Education Zone of Enugu State. The study also revealed that gender of the students has no significant difference on the extent sanguine, phlegmatic, melancholic, and choleric personality influence vocational choice, while the location of the students has a significant difference on the extent sanguine, phlegmatic, melancholic and choleric personality influence vocational choice. Based on these findings, the researchers recommend among others the establishment and strengthening of counselling services in the secondary schools and the use of psychological test instruments to identify the personality type and vocational interest of the students so as to ameliorate the series of vocational crises been faced by the secondary school students in making vocational choice.

Keywords: Relationship, Personality, Vocation, Vocational Choice, Secondary School, Students

INTRODUCTION

Choosing an appropriate vocation is a major problem facing Nigeria secondary school students today; this is because things are put into consideration when choosing a career. Vocational choice is a developmental process that extends throughout life; it involves series of decisions. Career decision is not just a matter of selecting an occupation that suits a person's characteristics, but realistically the process

is a lot more complicated. The stage of taking career decision is one of the most important stages in an individual's life. An individual's success, satisfaction and happiness in life depends on how accurately one chooses his/her vocation, bearing in mind his/her interest, aptitude and ability. Choosing an appropriate vocation is very important for every student as this help to determine their future. Optionally, students



have been finding it difficult to match their personality with their vocational choice, because most times they hardly know their strength and weakness. Most of the time, this problem seems to originate from home and school. Consequently, Afu, (2020), stated that vocational decision making can only be successful on the basis of sound understanding of one's self and the occupation situation. Iwuama (2014), posited that vocation covers the sequence of position, jobs or occupations in the life of an individual. According to Baer and Roeber (2017), vocation is the total pattern of jobs held during a worker's life time. Mburza (2019), defined vocation as a regular occupation or profession in which one is making a living. Vocation has also been defined as "the sequence of employment related positions, roles, activities and experiences encountered by a person" (Newton, 2013). On the other hand, Mcoetzee (2019), maintained that vocation is the totality of work one does in his life time.

Vocational choice is a continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives. Kochar (2013) considered vocational choice as the occupation with the highest positive value among alternative form of work. Mburza (2019), also viewed vocational choice as the direct result of political development within a given polity. Mburza further stated that vocational counselling was created to provide affordable, practical, and personalized counselling to individuals and organizations in the process of dealing with the unique challenges of job searching and employment transition. An individual vocational choice determines the caliber of people that one will mix up with operationally. Vocational choice is the personal choice of an individual to pursue a particular line of profession, career or work

consistently over a life time. In this study, vocational choice refers to the choices of occupation or career that secondary school students make while still in school. Words like occupation and career might be used interchangeably with vocation in this study.

Occupation can be defined as any type of job, work or business endeavour which is undertaken consistently for the purpose of income generation for livelihood (Eze, 2020). While career is an occupation undertaken for a significant period of a person's life and with opportunities for progress. The issue of vocational choice has continued to be a problem to Nigerian secondary school students. They make wrong vocational choices due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers and their reasons could be due to the prestige attached to certain jobs and inadequate vocational guidance and career counselling. Consequently, many seem to have chosen vocations that do not match their personalities and which do not satisfy their needs, such vocational choice neither gives them nor their employers joy because they are unable to contribute meaningfully to the society and ultimately making them become liability to the nation. Rosenberg (2014), asserted that before one can make a vocational choice, the individual has to understand himself properly. American Social Counsel Association (ASCA, 2015), advocated that students should acquire the skills for finding out what vocation is in relation to knowledge of self, employ strategies to achieve career goals and understanding the relationship between personality, educational training and work. ASCA further explained that an individual success, happiness, achievement and satisfaction in the world of work depend on how he is able to make a vocational choice that is in relation with his/her personality. Personality of an individual reflects his/her

interest and determines the career preference.

Personality is the supreme realization of the innate idiosyncrasy of a living being (Schweitzer, 2020). Schweitzer further stated that personality is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful, adaption to the universal condition of existence coupled with the greatest possible freedom for self-determination. Egbo (2013), defined personality as the qualities that form a person's character and it is an organized system of behaviour, attitudes and values that characterize a given individual which accounts for his particular manner of functioning in the environment. Egbo further pointed out that personality is a pattern of thoughts, feelings and behaviours constantly exhibited by an individual over a long period of time that influence the way that individual perceives the world and himself. Personality in this context refers to the unique attributes of an individual that distinguishes him/her from others. Holland in Egbo (2013) noted that personalities are commonly divided into four major categories which include the sanguine personality, phlegmatic personality, melancholic personality and choleric personality.

Sanguine personality is a form of personality type that is impulsive and pleasure seeking. According to Ekstrand (2016), sanguine are frequently referred to as "the talker". They are expressive in personality, desire influence and being enthusiastic with people in expressing thoughts with excitement and being the center of attention. Egbo (2013), noted that sanguine are socially useful, people that are naturally cheerful and friendly. Phlegmatic personality is regarded as the learning type, they are sensitive people who have developed a shell around themselves which

protects them but they must rely on others (Egbo, 2013). Ekstrand (2016), opined that individuals under the phlegmatic personality are fundamentally relaxed and quiet; they are must often females who tend to be easy going, content with themselves, calm, cool and sympathetic. Melancholic personalities are thoughtful in nature, highly creative in activities such as art, literature, music, health-care and ministry. Ekstrand noted that the melancholic are serious, purposeful, analytical, musical, artistic, talented, creative, self-sacrificing, idealistic, philosophical and are genuine prone. The choleric personality is defined as the ruling type. They can dominate people of other temperaments especially phlegmatic. They like to be in charge of everything and are usually independent of people (Egbo, 2013).

Several factors influence adolescent personality development, these factors cover the ramifications of biological, environmental and social spheres of human existence. In other words, genetic endowments and environmental influences determine the way individuals behave. On the other hand, environment refers to any and every influence with which an individual comes into contact after the hereditary pattern has been received through the germ plasma (Hussain, 2017). It includes a whole lot of things such as training, exposure, experiences from the home, school and society which influence personality.

Personality development involves a continuous interaction between heredity and environment popularly called "nature and nurture". With recourse to this study the two factors considered to generally influence personality development include the home and the school. The home is the first point of call for every human person and it provides the individual with models and significant others from whom the early life experiences are acquired. This implies that

the things we encounter within the home are easily assimilated as the first order to values and thus to a large extent determines what becomes of the individuals personality. It is from the home that the foundation of human personality development is laid before other experiences are encountered in life. Some other factors tend to influence students vocational choice, some of these factors include, location and gender. Relating closely to this, Mburza (2019), believes that vocational choice among youths is also affected by socio-economic status of their parents and their place of abode. Place of abode is a term used to describe the location, nature or pattern of residential area of the individual students. Location is a human settlement, city, town, or village, which tends to influence adolescent career choice. Some developmental stages that impact directly on the adolescent personality have been identified by Carver & Scheiver (2019), these developmental stages are as follows, fantasy stage, tentative stage and realistic stage. Consequently, Eze (2020), outlined the tentative stage of self-identification as a period attendant with adolescent life. This period, which spans between 10-18 years, is described as the period of "self-identification", when the child begins to understand self and raise questions about his/her likes and dislikes abilities, aptitude, interest and value in relation to certain occupational demands which is dependent on gender.

Gender is also seen as another factor that affects career choice of students. Gender is the socially constructed roles of and relationships between men and woman. Gender concerns man and women, including the concept of both femininity and masculinity. Gender does not mean focusing solely on women or females, but rather on the inequalities between males and females. Gender is a factor included in multiple career development theories and approaches including, Social Learning and

multicultural career counselling. How we view ourselves as individuals may influence both the opportunities and barriers we perceive as we make career decisions. Orhunger (2016), pointed that most Nigerians do not have adequate information about the jobs they choose. The consequences according to Orhunger, is that most youth today engage in occupations not on the basis of "rational choice" but on the basis of "world of fate". Vocational choice is becoming more complex. This is why students should be provided with adequate information on the three major areas of school guidance and counselling (Vocational, Educational and Personal Social Guidance). According to Okeke (2013), scholars have come to the realization that career choice does not involve a single decision but a series of decisions made and taken throughout life. Thus, it is a lifelong process. One of the roles of school counsellors is to enable learner to have better understanding of themselves and their potentials through the administration of psychological and aptitude test and career information. Various vocational theories have attempted to explain the way people choose jobs. Prominent among these theories are Supper's theory of Vocational development (1953) and personality theory of Holland (1959) which asserts that the personality of the individual reflects his interests and thus, determine his career preferences. Summarily, it is noted that some secondary school students are yet to realize the necessity of making right career choice as they lack the requisite knowledge of various jobs. This has made it difficult for most student of secondary school age to match their vocational choice with their personality traits.

Counsellors, Government, School authorities, and Parents have spent human and material resources on the provision of vocational guidance to students. Vocational

guidance which ranges from vocational information, career day and career convention and occupational visit to industry and other establishment. These activities have not been wholesome in giving the students all they require for their vocational guidance and vocational choice. Godia (2016), stated that there is much to be desired in the quality of vocational guidance given to students in our school system. One begins to wonder the cause for the gap in the quality of vocational guidance given to students in the secondary schools. Personality type is an important psychological construct which have not been linked especially within Nigeria milieu as they relate to vocational choice of students. A need therefore, arouse for an investigation on the influence of personality on the vocational choice of secondary school students in Enugu Education Zone of Enugu State.

Statement of the Problem

Secondary school students are generally faced with the challenge of making vocational choices that suit their personalities. The personality of an individual reflects to his interest that determines his/her career preference. This personality is formed in the home and enhanced in the school through adequate information of both self and the world of work. Personality is an important variable that determines one's choice in life. One's choice in life may include but not limited to marriage partners, vocational choice and friend to keep. Vocational choice is very important in life because vocation provides the basis on which the individual makes out his livelihood. There are thousands of vocations from which an individual can choose one or two. The choice is problematic to people of different ages it is more problematic for secondary school students who are still at their developmental stage of vocational choice. These students are made up of adolescent whose

personalities are also at the formation stage of development.

More so, it is worthy to note that parents tend to determine the vocational choice of their children. They consider it worthwhile to persuade and coerce their wards into the popularly acclaimed prestigious professions or vocations such as medicine, law and engineering to list but a few without considering the personal competence requirements of the particular vocation. This often times end in mismatching of children with vocations which often result in frustration of the students and their possible dropping out of school and the career. It could also lead to incompetence in their field of work, which may have an adverse effect on their productivity.

There is need to find out the type of students personality in order to pigeon hole the student to some of related vocation. The fact on the ground in Nigeria is that there paucity of research on personality types as they relate to vocational choice. If the personality types of individuals are easily ascertainable or identifiable, the problem of this study would not have arisen. The problem of this study is that the personality types of secondary school students are not easily identifiable and such lack of identification makes it difficult to guide them in their vocational choice with respect to other variables to be considered in their vocational choice, thus a study aimed at investigating the relationship between personality and vocational choice of students is very necessary, timely and appropriate. As a result of these unsatisfactory conditions, the problem of this study, therefore, put in a question form is: what is the Relationship between personality and vocational choice of secondary school students in Enugu Education Zone of Enugu State.

Purpose of the Study

The main purpose of this study was to find out the influence of personality on the vocational choice of secondary school students in Enugu Education Zone of Enugu State.

Specifically the study sought to determine the;

1. influence of sanguine personality type on the vocational choice of secondary schools students in Enugu Education Zone.
2. influence of phlegmatic personality type on the vocational choice of secondary school students in Enugu Education Zone.
3. influence of melancholic personality type on the vocational choice of secondary school student in Enugu Education Zone.
4. influence of choleric personality type on the vocational choice of secondary school students in Enugu Education Zone.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does sanguine personality type influence vocational choice of secondary school students in Enugu Education Zone?
2. To what extent does phlegmatic personality type influence vocational choice of secondary school students in Enugu Education Zone?
3. To what extent does melancholic personality type influence vocational choice of secondary school students in Enugu Education Zone?
4. To what extent does choleric personality type influence vocational choice of secondary school students in Enugu Education Zone?

Hypotheses

The following null hypotheses were formulated and tested at .05 level significance.

HO₁: There is no significant difference in the mean response score of male and female students on the extent to which sanguine personality influence vocational choice of secondary school students in Enugu Education Zone.

HO₂: There is no significant difference in the mean response score of male and female students on the extent to which phlegmatic personality influence vocational choice of secondary school students in Enugu Education Zone.

HO₃: There is no significant difference in the mean response score of male and female students on the extent to which melancholic personality influence vocational choice of secondary school students in Enugu Education Zone.

HO₄: There is no significant difference in the mean response score of male and female students on the extent to which choleric personality influence vocational choice of secondary school students in Enugu Education Zone.

HO₅: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which sanguine personality influence vocational choice of secondary school students in Enugu Education Zone.

HO₆: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which phlegmatic personality influence vocational choice of secondary school students in Enugu Education Zone.

HO₇: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which melancholic personality influence vocational

choice of secondary school students in Enugu Education Zone.

HO₈: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which choleric personality influence vocational choice of secondary school students in Enugu Education Zone.

Method

Descriptive survey research design was utilized for this study. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location. It involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are (Idoko, 2011). The descriptive survey research design is considered suitable since the study will solicit for information from the respondents directly and afford all the respondents equal chance of being chosen for the study. The population for the study is made up of 2245 SSII secondary school students in the 21 co-educational schools in Enugu Education Zone. (Source Post Primary Schools Management Board (PPSMB) 2023). The choice for SSII students is based on their age and class level which requires self-understanding and adequate vocational guidance for vocational choice. The researchers used stratified random sampling technique to draw the sample. The researchers divided the population into two groups of male and female with the male population 1167 and female population 1079. 20% of each of the population were drawn through shuffling and picking names of students from different basket stratified groups. The process was repeated until the sample of 233 male and 216 of female of SSII students were drawn in the 21 co-educational secondary schools in Enugu Education Zone

The researchers developed an instrument named Personality and Vocational Choice Scale (PVCS). The instrument has two sections A and B. Section A contains the respondent's personal data while section B is divided into four clusters with 35 items structured to assist the researcher in providing clues to the research questions that guided the study. Cluster 1 is on Sanguine personality type with 9 items. Cluster 2 is on Phlegmatic personality type with 9 items. Cluster 3 is on Melancholic personality type with 8 items. Cluster 4 is on Choleric personality type with 9 items. The response format for the instrument is a 4 point scale of Very Great Extent (4 points) Great Extent (3 points) Low Extent (2 points) and Very Low Extent (1 point). The instrument was validated by three experts, two from Guidance and Counselling Department and one expert from the area of Measurement and Evaluation Unit, Department of Mathematics and Computer Education, all from Enugu State University of Science and Technology (ESUT) Agbani Enugu State. The experts were requested to study the items and assess the clarity of the items, language and relevance of the items in addressing the research questions and testing of the hypotheses posed for this study. Their corrections and comments were reflected in the final draft of the instrument used for collection of data needed for the study. To that effect, 5 items were modified and 2 items were newly introduced.

To ascertain the internal consistency of the instrument, the researcher conducted a trial test using 20 respondents, (of SSII students) in co-educational schools in Awgu Education Zone. The respondents were assured of complete confidentiality of all information supplied. The respondents responses to the various items to the questionnaire were used in computing the reliability coefficient using Cronbach Alpha reliability estimate. Reliability indices of .69, .66, .80 and .73 were obtained for

cluster 1, 2, 3 and 4 respectively, while the overall reliability index stood at .85, indicating that the instrument is highly reliable and suitable for the study. The instrument was administered to the 449 respondents using direct delivery and retrieval method. The distribution of the questionnaire to the sampled students was done personally by the researchers with the help of two research assistants who were briefed by the researchers on the modalities for administering the instrument to the respondents. The 449 distributed copies of the questionnaire instrument was accurately retrieved. The use of research assistants is to facilitate the distribution and retrieval of the completed copies of questionnaire.

Mean and standard deviation were employed to answer the research questions that guided the study, while t-test analysis at .05 level of significance was used to test the null hypotheses formulated for the study. On the decision rule, real limit of the

numbers was applied. Thus the upper and lower Limits of the mean used to interpret the respondents mean scores are as follows:

Very Great Extent (VGE)	—3.50 — 4.00
Great Extent (GE)	—2.50 — 3.49
Low Extent (LE)	—1.50 — 2.49
Very Low Extent (VLE)	—1.00 — 1.49

For the hypotheses, the bench mark was that if the value of the calculated t-test is equal to or greater than the critical value of t at .05 level of significance, the null hypotheses were rejected. On the other hand, if the calculated t-value is less than the critical value of t at .05, the hypotheses are not rejected.

Results

Research Question 1: To what extent does sanguine personality type influence vocational choice of secondary school students in Enugu Education Zone?

Table 1: Mean Responses and Standard Deviation of the Respondents on the Extent to which Sanguine Personality Type Influence Vocational Choice of Secondary School Students in Enugu Education Zone.

N=449										
S/N	Sanguine Personality and Vocational Choice	VGE	GE	LE	VLE	\bar{X}	SD	DEC		
1	I do not like jobs that is time consuming	130	113	120	86	2.64	1.09	GE		
2	I like making people feel excited	146	148	151	4	2.97	0.84	GE		
3	I like speaking in public	116	133	120	80	2.63	1.05	GE		
4	I like working as a publisher	110	119	122	98	2.54	1.09	GE		
5	I do not like jobs that involves working with others	129	148	139	33	2.83	0.93	GE		
6	I like working as a marketer	133	132	104	80	2.71	1.08	GE		
7	I like jobs that puts me in leadership position	108	117	123	101	2.52	1.09	GE		
8	I like job that makes me popular	128	128	105	88	2.66	1.09	GE		
9	I see myself more as an entertainer	95	128	113	113	2.46	1.09	LE		
GRAND MEAN						2.70		GE		

From Table 1 above, the result of the data analysed for research question 1 indicated that items (1,2,3,4,6,7,8,) had mean responses that were higher than the cut-off point as indicated in the real limit of numbers. The standard deviation for all the items raised is small indicating that the respondents responses for the items raised is homogenous and are closely clustered around the mean. The value of the grand mean was also high. 2.67. Going by the

decision rule for interpreting the respondents mean score, the answer to research question 1 is that sanguine personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone.

Research Question 2: To what extent does phlegmatic personality type influence vocational choice of secondary school students in Enugu Education Zone?

Table 2: Mean Responses and Standard Deviation of the Respondents on the Extent to which Phlegmatic Personality Type Influence Vocational Choice of Secondary School Students in Enugu Education Zone.

		N=449						
S/N	Phlegmatic Personality and vocational Choice	VGE	GE	LE	VLE	\bar{X}	SD	DEC
10	I like working as a nurse	189	202	32	26	3.23	0.82	GE
11	I do not like police detective job	181	208	29	31	3.20	0.84	GE
12	I like jobs that involves working with people	202	214	31	2	3.37	0.63	GE
13	I do not like front desk jobs	206	207	34	2	3.37	0.64	GE
14	I like being a human resources manager	124	128	98	99	2.62	1.11	GE
15	I like working as a psychiatrist	110	109	112	118	2.47	1.13	LE
16	I do not like jobs that put me into pressure	121	133	104	91	2.63	1.09	GE
17	I take interest in teaching jobs	188	213	47	1	3.31	0.66	GE
18	I like involving in social service jobs	157	155	134	3	3.04	0.82	GE
GRAND MEAN						3.03		GE

The results of data analysis in Table 2 indicated that items (10,11,12,13,14,16,17, 18) had high mean responses. The mean response on item 15 was particularly less than others. The standard deviation for all the items raised is small indicating that the respondents responses for the items raised is homogenous and are closely clustered around the mean. The grand mean (3.03) was also high. Going by the decision rule

for interpreting the respondents mean score the answer to research question 2 is that phlegmatic personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone.

Research Question 3: To what extent does melancholic personality type influence vocational choice of secondary school students in Enugu Education Zone?

Table 3: Mean Responses and Standard Deviation on the Melancholic Personality Type Influence Vocational Choice of Secondary School Students in Enugu Education Zone.

		N=449							
S/N	Melancholic Personality and Vocational Choice	VGE	GE	LE	VLE	\bar{X}	SD	DEC	
19	I like working as an accountant	189	207	27	26	3.24	0.81	GE	
20	I like jobs that requires calculation	114	123	118	94	2.57	1.08	GE	
21	I do not like jobs that requires high dedication	155	149	138	7	3.01	0.85	GE	
22	I have passion for private reading	116	116	117	100	2.55	1.10	GE	
23	I like taking jobs that requires brain storming	150	154	144	1	3.01	0.82	GE	
24	I do not like jobs that requires appearing in public	116	112	127	94	2.56	1.09	GE	
25	I like working in a movie industry	142	141	137	29	2.88	0.93	GE	
26	I take delight in working as a counselor	119	112	118	100	2.56	1.11	GE	
GRAND MEAN						2.80		GE	

Table 3 above presents the results of data analyses for research question 3. Items (19-26) had mean responses that were higher than the cut-off point as indicated in the real limit of numbers. The standard deviation for all the items raised were small indicating that the respondents responses for the items raised is homogenous and are closely clustered around the mean. The grand mean (2.80) was also high. This implies that

melancholic personality type to a great extent influence vocational choice of secondary school students in Enugu Education Zone.

Research Question 4: To what extent does choleric personality type influence vocational choice of secondary school students in Enugu Education Zone?

Table 4: Mean Responses and Standard Deviation on the Choleric Personality type Influence Vocational Choice of Secondary School Students in Enugu Education Zone.

		N=449							
S/N	Choleric Personality and Vocational Choice	VGE	GE	LE	VLE	\bar{X}	SD	DEC	
27	I like being in leadership position	160	142	140	7	3.01	0.86	GE	
28	I like being dependent	147	152	149	1	2.99	0.82	GE	
29	Being in a position of general manager is important to me	118	111	129	91	2.57	1.09	GE	
30	I like involving in politics	144	129	147	29	2.86	0.94	GE	
31	I do not like being in charge in my	126	110	122	91	2.60	1.09	GE	

	work place								
32	I like jobs that isolates me from others	158	139	145	7	3.00	0.86	GE	
33	I do not like working under a boss	144	133	144	28	2.88	0.94	GE	
34	I like working as a computer programmer	125	112	120	92	2.60	1.10	GE	
35	I like being a consultant	150	140	157	2	2.98	0.84	GE	
GRAND MEAN						2.83		GE	

From Table 4 above, the mean responses to the items (27-35) were higher than the cut-off point as indicated in the real limit of numbers, The standard deviation for all the items raised is small indicating that the respondents responses for the items raised is homogenous and are closely clustered around the mean. The value of the grand mean was also high 2.83. Going by the decision rule for interpreting the respondents mean score, the answer to

research question 4 is that choleric personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 1: There is no significant difference in the mean response score of male and female students on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone.

Table 5: t-test on the Mean Ratings of Male and Female Students on the Extent Sanguine Personality Influence Vocational Choice of Secondary School Students in Enugu Education Zone

GENDER	N	\bar{X}	SD	df	t-cal	Sig.	Dec.
MALE	233	2.70	1.092	447	1.30	.193	Do not reject H01
FEMALE	216	2.57	1.093				

Table 5 shows that the t- calculated value for the difference in mean rating of male and female students on the extent to which sanguine personality influence vocational choice of secondary school students in Enugu Education Zone is 1.30, significant at .193 degree of freedom, which is higher than .05 set for the study. The null hypothesis is therefore not rejected. This means that there is no significant difference in the mean ratings of male and female

students on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 2: There is no significant difference in the mean response score of male and female students on the extent to which phlegmatic personality influences vocational choice of secondary school students in Enugu Education Zone.

Table 6: t-test on the Mean Ratings of Male and Female Students on the Extent to which Phlegmatic Personality Influences Vocational Choice of Secondary School Students in Enugu Education Zone

GENDER	N	\bar{X}	SD	df	t-cal	Sig.	Dec.
MALE	233	3.15	.857	447	-2.150	.368	Do not reject H02
FEMALE	216	3.32	.768				

Table 6 shows that the t calculated value for the difference in mean rating of male and female students on the extent to which phlegmatic personality influence vocational choice of secondary school students in Enugu Education Zone(-2.15), significant at .368 degree of freedom, which more than .05 set for the study. The null hypothesis is therefore rejected. This means that there is no significant difference in the mean ratings of male and female students on the

extent to which phlegmatic personality influence vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 3: There is no significant difference in the mean response score of male and female students on the extent to which melancholic personality influences vocational choice of secondary school students in Enugu Education Zone.

Table 7: t-test on the Mean Ratings of male and Female Students on the Extent to which Melancholic Personality Influences the Vocational Choice of Secondary School Students in Enugu Education Zone.

GENDER	N	\bar{X}	SD	df	t-cal	Sig.	Dec.
MALE	233	3.15	.850	447	-2.608	.703	Do not reject HO3
FEMALE	216	3.35	.750				

Table 7 shows that the t value for the difference in mean rating of male and female students on the extent to which melancholic personality influences the vocational choice of secondary school students in Enugu Education Zone, is (-2.60), significant at (.703) degree of freedom, which is greater than .05 set for the study. The null hypothesis is therefore rejected. This means that there is no significant difference in the mean ratings of

male and female students on the extent to which melancholic personality influence vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 4: There is no significant difference in the mean response score of male and female students on the extent to which choleric personality influence vocational choice of secondary school students in Enugu Education Zone.

Table 8: t-test on the Mean Ratings of Male and Female Students on the Extent to which Choleric Personality Influence Vocational Choice of Secondary School Students in Enugu Education Zone.

GENDER	N	\bar{X}	Std. Deviation	df	t-cal	Sig.	Dec.
MALE	233	2.98	.858	447	-.896	.903	Do not reject HO4
FEMALE	216	3.05	.853				

Table 8 shows that the t calculated value for the difference in mean rating of male and female students on the extent to which choleric personality influences vocational choice of secondary school students in Enugu Education Zone is -.896, significant at .903 degree of freedom, which is higher than .05 set for the study. The null hypothesis is therefore not rejected. This means that there is no significant difference in the mean ratings of male and female

students on the extent to which choleric personality influence vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 5: There is no significant difference in the mean response score of Students in the urban and rural areas on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone.

Table 9: t-test on the Ratings of Urban and Rural Areas on the Extent to which Sanguine Personality Influence Vocational Choice of Secondary School Students in Enugu Education Zone

LOCATION	N	\bar{X}	SD	df	t-cal	Sig.	Dec.
URBAN	355	2.53	1.13	447	-4.793	.000	reject HO5
RURAL	94	3.04	.854				

Table 9 shows that the t calculated value for the difference in mean rating of urban and rural areas on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone is (-4.793), significant at (.000) degree of freedom, which is less than .05 set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of urban and rural areas on the

extent to which sanguine personality influence vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 6: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which phlegmatic personality influence vocational choice of secondary school students in Enugu Education Zone.

Table 10: t-test on the Mean Ratings in the Urban and Rural Areas on the Extent to which Phlegmatic Personality Influence Vocational Choice of Secondary School Students in Enugu Education Zone.

LOCATION	N	\bar{X}	SD	df	t-cal	Sig.	Dec.
URBAN	355	3.40	.627	447	6.660	.000	Reject HO6
RURAL	94	2.61	1.109				

Table 10 shows that the t-calculated value for the difference in mean rating in the urban and rural areas on the extent to which phlegmatic personality influences vocational choice of secondary school students in Enugu Education Zone is (6.660), significant at (.000) degree of freedom, which is less than .05 set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of urban and rural areas

on the extent to which phlegmatic personality influences vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 7: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which melancholic personality influence vocational choice of secondary school students in Enugu Education Zone.

Table 11: t-test on the Mean Ratings in the Urban and Rural Areas on the Extent to which Melancholic Personality Influence Vocational Choice of Secondary School Students in Enugu Education Zone

LOCATION	N	\bar{X}	SD	df	t-cal	Sig.	Dec.
URBAN	355	3.41	.633	447	6.953	.000	Reject HO7
RURAL	94	2.62	1.059				

Table 11 shows that the t-calculated value for the difference in mean rating in the urban and rural areas on the extent to which melancholic personality influence vocational choice of secondary school students in Enugu Education Zone is (6.953), significant at (.000) level of significance, which is less than .05 set for the study. The null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of

urban and rural areas on the extent to which melancholic personality influences vocational choice of secondary school students in Enugu Education Zone.

Hypothesis 8: There is no significant difference in the mean response score of students in the urban and rural areas on the extent to which choleric personality influences vocational choice of secondary school students in Enugu Education Zone.

Table 12: t-test on the Mean Ratings in the Urban and Rural Areas on the Extent Choleric to which Personality Influences Vocational Choice of Secondary School Students in Enugu Education Zone

LOCATION	N	\bar{X}	Std. Deviation	df	t-cal	Sig.	Dec.
URBAN	355	3.01	.837	447	-.095	.048	Do not Reject HO8
RURAL	94	3.02	.927				

Table 12 shows that the t value for the difference in mean rating in the urban and rural areas on the extent to which choleric personality influence vocational choice of secondary school students in Enugu Education Zone is -.095, significant at .048 level of significance, which is higher than .05 set for the study. The null hypothesis is therefore not rejected. This means that there is no significant difference in the mean ratings of urban and rural areas on the extent choleric personality influence vocational choice of secondary school students in Enugu Education Zone.

Summary of Findings

The results of data analyses for the study revealed the following:

1. Sanguine personality type to a great extent influence vocational choice of secondary school students in Enugu Education Zone. There is no significant difference in the mean response score of male and female students on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone but there is a significant difference in the mean response score in urban and rural students on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone.
2. Phlegmatic personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone. There is no significant difference in the mean response score of male and female students on the extent to which phlegmatic personality influences vocational choice of secondary school students in Enugu Education Zone.
3. Choleric personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone. There is no significant difference in the mean response score of male and female students and urban and rural students on the extent to which choleric personality influences vocational choice of secondary school students in Enugu Education Zone.

Discussion

The first research question, attempted to elicit the extent to which sanguine

personality type influence vocational choice of secondary school students in Enugu Educational Zone. Out of nine items posed, only one item got a mean point that indicated little extent while the comparison according to table five showed that there is no significant difference in the mean ratings of male and female students on the extent to which sanguine personality influences vocational choice of secondary school students in Enugu Education Zone. This shows that sanguine personality to a great extent influences vocational choice of secondary school students in Enugu Education Zone. This finding agrees with Chris (2016) who opined that the natural ability of the sanguine individuals will serve them well if they choose jobs related to marketing, travel, fashion, cooking or sports. Tobias (2018) asserted that the sanguine personality individuals play supportive, encouraging and social role and are usually extroverts. Tobias further noted that those with the sanguine personality type may find it difficult to take jobs in the areas that may require isolation or that will detach them from the public. Thus, students with sanguine personality type should be assisted by guidance counsellor to choose vocations that are related to their personality type.

The second research question sought to find out the extent to which phlegmatic personality type influence vocational choice of secondary school students in Enugu Education Zone. The result in the table revealed that phlegmatic personality type to a great extent influence vocational choice of secondary school students in Enugu Education Zone. While the comparison in the table revealed that there is no significant difference in the mean response of male and female secondary schools on the extent to which phlegmatic personality influence vocational choice of secondary school students in Enugu Education Zone. These findings agrees with Tobias (2018) which stated that phlegmatic individuals prefer

jobs such as public relation specialist, human resources managers, traffic controllers, police dictative and psychiatrists. Aurum (2014) noted that the phlegmatic are calm, unemotional, easy going, indecisive, patient, agreeable and introverted. The phlegmatic takes careers that require people to stay calm even when under pressure. Thus, the secondary students should be constantly observed and guided so as to make career choices that are related to their personality types.

Result on research question three showed that melancholic personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone. The comparison of table seven showed that the significant difference in the mean rating of male and female secondary school students on the extent to which melancholic personality influence vocational choice of secondary school students. However, the comparison on table eleven showed that there is a significant difference in the mean rating of urban and rural secondary school students on the extent melancholic personality influence vocational choice of secondary school students. These findings is in consonance with Chris (2016) which stated that melancholic personality individuals make vocational choice in the areas such as research, art, science, accounting, administration and social work Alkehelil (2016) noted that personality influences the essential choices we make in life including choice of partner, education and vocation. Thus, melancholic personality type influences vocational choice of secondary school students in Enugu Education Zone.

The result on research question four showed that choleric personality type to a great extent influences vocational choice of secondary school students in Enugu Education Zone. The comparison on table eight and twelve showed that there is no

significant difference in the mean rating of male and female secondary school students on the extent to which choleric personality type influences vocational choice of secondary school students in Enugu Education Zone. These findings is in line with the assertions of Egbo (2013) which noted that choleric personality individuals make vocational choice in the aspects such as law, security, technology, engineering, statistics and business Achebu (2012) stated that your personality is a permanent psychological nature determining how you think, feel and interacts, it reflects decisions and behaviour. Thus choleric personality of an individual influences the vocational choice of such individual.

Conclusion

From the discussion of the findings, it is concluded that sanguine personality, phlegmatic personality, melancholic personality and choleric personality influences vocational choice of secondary school students in Enugu Education Zone. Thus, emphasis should be laid on the personality type of the secondary school students while assisting them in making appropriate vocational choice.

Gender of the secondary school student were found to have no significant difference among the male and female secondary school students in Enugu Education Zone on the extent to which personality influence vocation choice of the secondary school students. Gender therefore, do not influence personality type and vocation choice of secondary school students in Enugu Education Zone. The location of the secondary school students has a significant influence on personality and vocational choice of the secondary school students in Enugu Education Zone.

Educational Implication of the Findings

The finding of this study holds implication for secondary school students, teachers, and

guidance counsellors in Enugu Education Zone.

The secondary school students model after the vocation of their parents instead of making vocational choices that suits their personality type, this no doubt hold a serious educational implication as secondary school students have been found in series of vocational crises and indecision on the right choice of vocation. Therefore through the findings of this study secondary school students will no longer model after their parents or depend on their parents for vocational choice but rather choose vocations with respect to their personality type.

The secondary school teachers in most cases do not put keen interest in assisting the students in making vocational choice despite the fact of their daily contact with the students and the students termly academic records which to a great extent provides information of the students vocational interests and ability as well as personality type. The educational implication of this study therefore call on the teachers to constantly observe and identify the students personality type as well as vocational choice so as to assist the guidance counsellor in helping the child make appropriate choice of vocation that is suitable to the personality.

The findings of this study holds a serious implication for the school counsellors whom is solely dutied to assist the secondary school students in making appropriate vocational choice yet many youths and secondary school leavers are found to be unemployed, underemployed and into different forms of vocational crises. The school counsellors by this finding are to put much interest in the area of students' personality type so as to help the student suit their vocation with their personality type.

Recommendations

Based on the findings and implications of the results, the following recommendations were made.

Deliberate efforts at establishing/strengthening counselling services in the secondary schools must be initiated so as to ameliorate the series of vocational crises been faced by the secondary school student in making vocational choice.

Students' academic records should be periodically submitted to school guidance counsellor so as to be used for references purposes when helping the students in making appropriate vocational choice.

Parents should rely heavily on the school counsellor for students appropriate vocational choice instead of depending on their assertions about a particular vocation and imposing such vocation on the child.

Emphasis should be laid on use of psychological testing instrument to identify individuals personality type and vocational interest.

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