



## **THE ROLE OF PERSONAL CHARACTER AND TRAITS IN CAREER CHOICE**

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### **Abstract**

This article explores the psychological relationship between adolescents' character accentuations and their professional preferences. Based on a study involving 142 students aged 14–16, the research utilizes L. Shmishek's Character Accentuation Test to identify the dominant personality features among participants and relates these findings to their indicated career interests. The results demonstrate a significant correlation between specific character types and selected career fields, supporting the hypothesis that personality traits play a key role in vocational orientation. The article also proposes practical recommendations for career counselors, school psychologists, and parents.

**Keywords:** career choice, character accentuation, Shmishek test, personality, adolescence, professional orientation.

### **Introduction**

In the context of the growing complexity of labor markets and the diversification of professions, adolescents today face the critical challenge of making well-grounded and conscious career choices. During adolescence—a phase of identity formation—the role of personal psychological traits, especially character, becomes increasingly central. Each individual differs in temperament, emotional reactivity, adaptability, and leadership tendencies, all of which may influence their inclination toward particular professions.

Career choice is not simply a response to external suggestions or market demands; it is a complex psychodynamic process involving the inner psychological structure of the individual. In this regard, character and its accentuation levels should be



considered important factors in career guidance. This study seeks to empirically explore this relationship.

### **Theoretical Background**

In psychological literature, character is defined as a relatively stable set of individual mental traits. The Character Accentuation Test developed by L. Shmishek, based on K. Leonhard's typology, identifies dominant personality tendencies by measuring accentuated traits such as hyperthymic, dysthymic, cyclothymic, demonstrative, emotive, and others.

The Shmishek test is particularly useful in adolescence, as this is the stage where emotional and social responsiveness becomes more evident, and career motivation begins to form. Therefore, accentuation levels during this period may significantly influence vocational inclinations.

J. Holland's theory of "Personality–Career Congruence" is also relevant, classifying career paths into six types: realistic, social, investigative, conventional, artistic, and enterprising. According to this model, an individual is most likely to succeed and be satisfied when their personality traits align with their chosen career field.

In Uzbekistan, scholars such as S. Karimova, R. Azimova, and D. Matjonova have also emphasized the role of individual psychological traits in vocational development, particularly in adolescence.

### **Methodology**

The study was conducted in 2025 across several secondary schools in Fergana, Uzbekistan, involving 142 students aged 14 to 16. Among them, 72 were male and 70 were female. Participants were in 9th and 10th grades and were actively considering their future career paths.

The primary research tool was L. Shmishek's Character Accentuation Test, consisting of 88 items aimed at identifying ten specific accentuation types. Additionally, students completed a questionnaire indicating their preferred career paths, grouped into five categories: social, technical, artistic, natural sciences, and service-related occupations.

## Results

The table below presents the average scores for each accentuation type based on the Shmishek test:

Character Type	Average Score	Male Students	Female Students
Hyperthymic	15.2	16.3	14.1
Dysthymic	11.6	10.9	12.3
Cyclothymic	12.4	12.1	12.7
Exalted	13.8	12.4	15.2
Anxious	10.7	11.8	9.6
Emotive	14.6	13.9	15.3
Pedantic	12.3	11.2	13.4
Anxious	13.2	13.1	13.3
Affective-High	11.8	12.5	11.1
Demonstrative	16.0	15.4	16.6

The top five character types were: Demonstrative, Hyperthymic, Emotive, Exalted, and Anxious.

## Interpretation and Career Preference Analysis

To deepen the analysis, career preferences were grouped into five domains:

- **Social Fields** (e.g., teacher, psychologist, doctor): Favored by Emotive and Exalted types.
- **Technical Fields** (e.g., engineer, IT specialist): Chosen by Pedantic and Anxious individuals.
- **Artistic Fields** (e.g., actor, designer, journalist): Attracted Demonstrative and Hyperthymic types.
- **Natural Sciences** (e.g., biologist, ecologist): Preferred by Cyclothymic and Dysthymic types.
- **Service Fields** (e.g., manager, customer service): Aligned with Hyperthymic and Demonstrative types.

These patterns support the hypothesis that personality traits have a formative role in professional orientation.



## **Discussion**

The results confirm the central hypothesis: there is a significant connection between character accentuation and vocational preferences. The compatibility between individual traits and chosen career domains supports Holland's theory and demonstrates the applied value of Shmishek's model.

Students with dominant Demonstrative and Hyperthymic traits gravitated toward expressive, leadership-oriented, and socially dynamic careers. Emotive and Exalted types preferred socially supportive professions, such as medicine or counseling. These insights offer practical implications for educational psychology and career guidance practices.

## **Conclusion and Recommendations**

1. School psychologists should incorporate character testing into career guidance sessions.
2. Shmishek's test results can serve as indicators for predicting suitable career paths.
3. Methodological guides should be developed linking character types to relevant professions.
4. Career orientation should begin as early as grades 8–9, not just in final school years.
5. Parents and educators should consider adolescents' character traits when advising on future careers.

This research contributes to a deeper understanding of the psychological basis of career choice and offers practical applications for counseling, education, and policy planning.

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