INFLUENCE OF EXTRAVERSION AND OPENNESS TO NEW EXPERIENCE ON WORK ENVIRONMENT PREFERENCE AMONG SECONDARY SCHOOL STUDENTS IN ZARIA, KADUNA STATE, NIGERIA

BY

AJELABI, Ebenezer Oluwaseyi

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING,

FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA.

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BY

AJELABI, Ebenezer Oluwaseyi
(B.ED Economics, UNIVERSITY OF IBADAN, IBADAN 2008)
M.ED/EDUC/11549/2010-2011

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FACULTY OF EDUCATION
AHMADU BELO UNIVERSITY,
ZARIA, NIGERIA

NOVEMBER, 2015

DECLARATION

I hereby declare this dissertation entitled "**Influence of Extraversion and Openness to New Experience on Work Environment Preference among Secondary School Students in Zaria, Kaduna State, Nigeria**" was written by me in the Department of Educational Psychology and Counselling, under the supervision of Rev. Fr. (Dr.) Dominic A. Oliagba and Dr. Abdullahi I. Mustapha. The information derived from the literature has been properly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

Sign _____ Date_____

AJELABI, Ebenezer Oluwaseyi

CERTIFICATION

This dissertation entitled "**Influence of Extraversion and Openness to New Experience on Work Environment Preference among Secondary School Students in Zaria, Kaduna State, Nigeria**" meets the regulations governing the award of the degree of Masters of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Rev. Fr. (Dr) Dominic A. Oliagba (Date)
(Chairman, Supervisory Committee)

_____ _____

Dr. Mustapha I. Abdullahi (Date)
(Member, Supervisory Committee)

_____ _____

Prof. Musa Balarabe (Date)
(Head, Department of Educational
Psychology and Counselling)

_____ _____

Prof. Kabir. Bala (Date)
(Dean, School of Postgraduate Studies**)**

DEDICATION

This dissertation is dedicated to my parents, Sir and Deaconess James Abiodun Ajelabi, (M.O.W) who instilled in me the love of learning and inspired me to set and persevere towards high goals.

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ABSTRACT

This study was meant to assess the influence of extraversion and openness to new experience on work environment preference among secondary school students in Zaria, Kaduna State. The study used survey design. Quota or proportional sampling techniques was used to select the sample. Five senior secondary schools with a total population of 2,180 and a sample size of 218 students were drawn and used for the study. Two questionnaires were used for the study: Oliver John Personality Inventory (OJPI) and Work Environment Preference Scale (WEPS). Four research hypotheses were stated and tested using Pearson correlation, Independent sample t test and ANOVA at $p \leq 0.05$ significant level. The result of the analysis revealed that a significant positive influence exists between extraversion and work environment preference among secondary school students. ($r = .595$, $p < .05$). Also, a significant positive influence exists between openness to new experience and work environment preference among secondary school students. ($r = .620$, $p < .05$). A significant influence exists in work environment preference between male and female secondary school students. ($t = 2.428$, $p < 0.05$), and that students aged 14-22 do not significantly differ in their preference to work environment, ($F = .983$, $p = .376$). Based on this, it was recommends that the school principals, teachers and the counsellors should help to make students understand the cost and benefits of working in such environment so as to enable the extravert students make informed decision on work environment preference before venturing in to the world of work.

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LIST OF ABBREVIATIONS

SSCE: Senior Secondary Certificate Examination

ANOVA: Analysis of Variance

OJPI: Oliver John Personality Inventory

WEPS: Work Environment Preference Scale

SSS: Senior Secondary School

MOE: Ministry of Education

NPE: National Policy on Education

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OPERATIONAL DEFINITION OF TERMS

EXTRAVERSION	Is the tendency to enjoy time spent with people and find less reward in time spent alone. They are more prone to boredom when they are by themselves.
OPENNESS OF NEW EXPERIENCE	Is a personality domain which is used to describe human personality including active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual and curiosity.
WORK ENVIRONMENT PREFERENCE	A choice of particular working place over the others.
WORK ENVIRONMENT	A conducive place of work considered by students to achieve maximum job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Most Nigerian senior secondary school students find it difficult to identify their traits, potentials and capabilities to choose work environment such as; bureaucratic, innovative, and supportive work environment that match their traits and as a consequence, the society put the blame on the educational system and the teachers. The influence of extraversion and openness to new experience on work environment preference among senior secondary school students is an area that has not receive adequate research attention and this is responsible for good or wrong choice of work environment they made (Wallach & Wing, 2009). Many students in Nigerian schools fail to understand extraversion as a trait couple with openness to new experience as a needed criteria in making right choice of work environment. This is because different work environment require different kind of traits in order to succeed in it. Individual with extraversion trait was characterized by a choice of work environment to focus on the world outside the self. Extravert students are energized by social gatherings, parties and group activities and were usually enthusiastic, gregarious and animated.

The influence of extraversion on the work environment preference is so vital in the later life of senior secondary school students which must not be toyed with. The reason has been that it is expected that they have to make a choice of work environment when they are at this level of education. Those students with extraversion traits are the one who possess one of the five personality traits which indicates how outgoing and social a person is. When proper psychological test are made on an individual senior student, a student who scores high in extraversion on a personality test will enjoy being with people participating in social gatherings and are full of energy. Individual senior student high in extraversion on a work

environment preference test have a tendency to seek out the company and stimulation of other people. They enjoy engaging with the external world. These individuals thrive on excitement, and are enthusiastic, action-oriented people. The students like to be the center of attention in groups. Sub traits of extraversion traits can be appraised independently of the trait that they belong to in a personality test. The sub traits of the extraversion domain are: friendliness, gregariousness, assertiveness, activity level, excitement seeking and cheerfulness.

However, openness to new experience also play a significant role in influencing work environment preference of students. Openness can be viewed as a global personality trait consisting of a set of specific traits, habits and tendencies that cluster together (Petkovic, Duckworth, Saitan, Janeke, & Kruger, 2005). Openness to new experience is one of the area which are used to describe human personality which involves six factors or dimensions, including active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual and curiosity. Openness to new experience by students and work environment preference are very important in making a wise work decisions and preferences. Individual senior students' of extraversion as a trait with openness to new experience will go a long way in determining how successful or failure one would be in his/her preferred future work.

1.2 Statement of the Problem

Most senior secondary school students in Zaria lack understanding about the influence their personality traits play in work environment preference, especially among those that are extraverts and open to new experience. Lack of such understanding by students about the role their personality plays in choice of work environment may lead to regrets and frustration in later life due to lack work satisfaction. This has been a major problem in almost every sector in Nigeria such as education, social, economic, health, sport and so on. Many senior

secondary school students find themselves in work environment that are not in congruence with their personality traits. Most of them are unaware of their potentialities (extravert traits) which can afford them the opportunity to make right subject combinations and that will enable them make wise and intelligent career choices work environment preference but instead wrong choice of work environment are made when senior students fail to discover their traits, match it with work they intend to venture into and therefore, make best that are embedded in their perception of the ideal work and the subjects he/she will study after school.

It is also a common knowledge that many parents want their children to make choice of work environment that will allow the children to venture into lucrative work without minding their personalities of extraversion and openness to new experience, also, students themselves want a fine and good work. The inability of parents to allow students with extraversion traits and openness to new experience to make their choices of work environment will result in work dissatisfaction which will adversely affect them in later life. Therefore, the vital influence that extraversion and openness to new experience play on the kind of work students find themselves in future cannot be overlooked and this raised the need for investigation into the influence of extraversion and openness to new experience on work environment preference among senior secondary school students in Zaria, Kaduna State.

1.3 Objectives of the Study

The objectives of the study are to:

1. Find out the influence of extraversion on work environment preference among secondary school students.
2. Find out the influence of openness to new experience on work environment preference among secondary school students.
3. Assess the influence of gender on work environment preference among secondary school students.
4. Assess the influence of age on work environment preference among secondary school students.

1.4 Research Questions

The following questions were answered in the course of this study:

1. What is the influence of extraversion on work environment preference among secondary school students?
2. What is the influence of openness to new experience on work environment preference among secondary school students?
3. What is the influence of gender on work environment preference among secondary school students?
4. What is the influence of age on work environment preference among secondary school students?

1.5 Hypotheses

From the above questions, the following null hypotheses were raised and tested at $p \leq 0.05$.

Ho_1 There is no significant influence between extraversion on work environment preference among secondary school students

Ho_2 There is no significant influence between openness to new experience on work environment preference among secondary school students.

Ho_3 There is no significant influence in work environment preference between male and female secondary school students.

Ho_4 There is no significant influence in work environment preference among secondary school students of different age range.

1.6 Basic Assumptions of the Study

The study is based on the following assumption that;

i. It is assumed that extraversion may influence work environment preference of secondary school students.

ii. It is assumed that openness to new experiences may influence work environment preference among secondary school students.

iii. It is assumed that being a male or female may influence work environment preference of students.

iv. It is assumed that age differences may influence work environment preference of secondary school students.

1.7 Significance of the Study

This research builds on the existing knowledge as it creates more awareness to the following: parents, community, students, psychologists and the school counsellors, principals, teachers and curriculum planners, non-governmental organization and employers of labour about the importance of extraversion and how it could be explored.

This work in particular could serve as a guide for parents who may want to assist their wards in making work environment preference. It also helps parents to appreciate the role that openness to new experience play in the lives of their children in relation to work environment preference.

This work is of great benefit to the community, because when a student is able to have a clear understanding that he/she possesses extraversion traits couple with ability to learn new experiences; the individual automatically makes a wise work environment preference that leads to future job satisfaction, which eventually leads to happiness and harmony in the community.

The research is potent enough to help the secondary school students to understand the effect of extraversion, openness to new experience and work environment preference of students.

To the psychologists and the school counsellors, the research could be used to guide students about extraversion traits with openness to new experience coupled with subject combinations that can match their work environment preference and for them to make a wise work environment of their choice.

The principal, teachers and curriculum planners will find the work beneficial to the staffs in the schools in other to assess the extraversion traits of students through the use of

psychological tests in order to enhance openness to new experience that match with the right work environment preference. This work will assists the principal, teachers and curriculum planners to understand the extraversion of the students with the openness to new experience in the school systems.

To Non-Governmental Organizations such as United State Agency for International Development (USAID), Counselling Association of Nigeria (CASSON), United Nations Educational, Scientific and Cultural Organization (UNESCO), American Psychological Association will also benefit from the findings of the study as it will help them to understand the influence of extraversion, openness to new experience and work environment preference of students in their various organizations as well as through the recommendations made will be useful in their educational policy implementation.

To the fellow researchers who may want to carry out the research in the area of extraversion, openness to new experience and work environment preference in the future research, this study is of great source of literature review. The issue of unemployment, under-employment, social vices would also be minimized and even be eradicated completely in Nigeria if students' personality traits of extraversion and openness to new experience are related or matched with their work environment preference.

1.8 Scope and Delimitation of the Study

This study covered the entire population of Senior Secondary School II Students in Zaria, Kaduna State, Nigeria. It was however not be feasible for the researcher to cover the whole population of students from twenty-three (23) Government Secondary schools in Zaria, Kaduna State, Nigeria. Therefore, this study was delimited to five (5) Government Secondary School in Zaria, Kaduna State, Nigeria. For the purpose of this research, five (5) Government Secondary School were selected from the list of secondary schools in Zaria, Kaduna State,

Nigeria. The study was also limited to openness to experiences and extraversion on work environment preference among secondary school students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents the conceptual framework under which the following concepts with their types are elaborately discussed: work environment and personality traits. The theoretical framework for the study is also reviewed in this chapter. Lastly, the summary of the chapter is included.

2.1 Conceptual Framework

2.1.1 Work Environment

Moos and Insel (2008) describe the work environment as "as a dynamic system composed of four domains: physical features, organizational structure and policies, supra-personal and task factors and work climate" and he explains that "the work climate can alter the influence of the other three domains on work stressors, coping responses, and employee morale and performance". Blumberg and Pringle (2002) stated some variables that affect the subordinate's opportunity to perform, such as social influences, cannot be altered by students' actions, other variables provide considerable potential for the enhancement of subordinate performance. Students are to realize their potentials, they must be made aware that they are responsible for providing a facilities environment for their subordinates' work relates with their personality. Moos and Insel created a work environment scale, which is an assessment that measures what respondents' ideal work environment would be by these constructs: "relationship dimensions, personal growth dimensions, system maintenance and change dimensions, which consist of the following ten (10) subsets: involvement, co-worker cohesion, supervisor support, autonomy, task orientation, work pressure, clarity, managerial

control, innovation, and physical comfort". Moos and Insel (2008) classified the Work Environment Scale Manual as shown below:

1. Involvement: The extent to which workers are concerned about and committed to their jobs.
2. Co-worker cohesion: How much workers are friendly and supportive of each other.
3. Supervisor support: The extent to which management is supportive of employees and encourages employees to be supportive of one another.
4. Autonomy: How much workers are encouraged to be self-sufficient and to make their own decisions.
5. Task orientation: The emphasis on good planning, efficiency, and getting the job done.
6. Work pressure: The degree to which high work demands and time pressure dominate the job milieu.
7. Clarity: Whether workers know what to expect in their daily routine and how explicitly rules and policies are communicated.
8. Managerial control: How much management used rules and procedures to keep workers under controls.
9. Innovation: The emphasis on variety, change, and new approaches.
10. Physical comfort: The extent to which the physical surroundings contribute to a pleasant work environment. (Moos and Insel, 2008)

Furthermore, Kirmeyer and Lin (2007) stated that there are three dimensions of communication, consisting of the following:

The first concerns the source of information, or who initiates an interaction. It is important because initiating interaction may enhance personal control and positive feelings.

The second dimension of communication at work relevant to supportiveness is direction of information flow, which can be lateral or vertical with peers or with superiors.

A third relevant dimension in determining perceived support is an interaction's content, especially its task relevance.

Christmas (2008) stated that work environment, as "Relationships can also have a negative impact". If peer behaviour is threatening, isolating, or hostile, then this negativity can also drive turnover". A hostile work environment helps reiterate the importance that communication and social relationships play in the grand scheme of how students seek for their work environment preference. Other pioneers of defining work environment preferences include Hackman and Oldham (2005), who developed the Job Diagnostic Survey (JDS), which measures the relationships between the "core job dimensions, critical psychological states, and personal and work outcomes". Hackman and Oldham (2005) define the job dimensions as consisting of "skill variety, task identity, task significance, autonomy, feedback from the job itself, feedback from agents, dealing with others". The critical psychological consist of "experienced meaningfulness of the work, experienced responsibility for work outcomes, and knowledge of the results". He further stated that the affective reactions to the job consist of "general satisfaction, internal work motivation, and specific satisfactions". Innovation has generated a lot of buzz in corporate culture and is defined as one of Mosel and Insel (2008) work environment preferences.

On the subject of innovation in the workplace, Juillerat (2010) stated that "formalization at the organizational level, combined with appropriate work characteristics at the individual level, can provide the structural capacity and creative environment to enable creative innovation in the current work context". On the subject of innovation and work pressure, Juillerat cites Hambrick (2008) stated that the current work climate increasingly involves

time pressure, which represents greater challenges for decision making, as research shows individuals facing time pressure exhibit greater reliance on automatic and habitual decision processes. In essence, the time pressure inhibits innovation. Seklecka, Marek and Lacala (2013) stated that "role's stress can be associated directly and indirectly with work preference performance". Csikszentmihalyi (2006) stated creativity is a central source of meaning in our lives. Most of the things that are interesting, important, and human are the results of creativity. What makes us different from apes our language, values, artistic expression, scientific understanding, and technology is a result of individual ingenuity that was recognized, rewarded, and transmitted through learning. As is apparent from the various generation, people, regardless of age, have different preferences and may or may not fit within a particular organizational setting. Westerman and Yamamura (2007) stated that people placed in work environments that 'fit' are more likely to intrinsically enjoy their work. The reverse is true for those placed in work environments that do not 'fit.' For these individuals, normal daily work occurrences may be unpleasant and interpreted more negatively, thus resulting in negative outcomes such as boredom, poor work performance, and lack of satisfaction. Lubinski and Benbow (2000) stated that to predict which environments an individual is likely to enter, work in, and thrive in, he or she must not only know what they can do, their abilities or capabilities, an individual must also know what they want, their interests, needs, or motives. The work environment is the place where the work is done. It can be considered to be a combination of the physical, virtual and social environment (Rothe, Niemi, Lindholm & Luoma 2010). By this is meant that the work environment is everything that a person is surrounded with while preferring to working, meaning the tangible aspects such as the building itself, furniture and the people. Also the intangible aspects such as the virtual work environment and how they get along with their colleagues can have a more significant impact on students' than their physical aspects. In fact, students are the most

fundamental part of an organization and therefore their satisfaction with the work environment is important (Rothe, Lindholm, Hyvonen & Nenonen 2012). If students do not feel good about the work environment in which they prefer to work, it can have an effect on their work preference and their personality traits of extraversion and openness to new experience. Therefore, preferring a workplace that offers the students, the possibility to enjoy work would be crucial for the wellbeing of the students as well as for the success of their traits. The difficulty in creating a work-place that everyone would feel most comfortable in comes from the fact that what people need, expect and prefer from their work environment can vary a great deal from person to person (Zeithaml, Parasuraman and Berry 1990). From needs and preferences, needs are something that should not be compromised. Needs are something that a person cannot function without. When it comes to needs in the work-place, needs are something without which a person cannot do their work ((Rothe, Lindhlom, Hyvönen & Nenonen, 2012). Then, preferences are simply desires and wishes of people which people might not actually need to be able to work but something that if they are met or exceeded can increase the satisfaction and productivity of the person (Rothe, Lindhlom, Hyvönen & Nenonen, 2012). Therefore, the work environment preferences are important to take into consideration before making work environment fits or match with the personality traits of extraversion and openness to new experience.

2.2.2 Types of Work Environment

Physical Environment

The physical environment is the tangible environment, meaning the building itself, the physical objects and elements inside and outside of the building. Elements of physical work environment include matters such as lighting, noise, heating, air conditioning, ventilation, furniture, and security. All these physical elements have great effect on the overall work environment and if there are problems with these elements they might cause health problems,

dissatisfaction and decrease productivity. Rothe, Niemi, Lindholm & Luoma (2010) stated that peoples' value a work environment in which they built environment supports the task completion by giving them a possibility to concentrate on their work. This means a work environment supports their well-being, privacy and adjustability according to the task (Rothe, Niemi, Lindholm & Luoma, 2010).

Virtual Environment

Virtual environment changes the way people work, communicate and organize their doings. Virtual environment plays an important part of life, it is also important to take the virtual environment into consideration when aiming to meet the work environment needs of the peoples' (Rothe, Lindhlom, Hyvonen & Nenonen, 2012). The needs and knowledge about the virtual environment are different from person to person. Some people are more conscious than others about all the different possibilities the virtual environment offers and have therefore higher demands when it comes to the virtual environment used at the work environment match with personality traits of extraversion and openness to new experience. Development in technology concerns both the virtual as well as the social work environment. The way we can share and gain information has changed and become easier. The flow of information is constant and easy, which has made people spend more time in the virtual environment in their private life as well as work life and therefore it has become a huge part of also keeping up the social connections. Unfortunately the whole potential of virtual environment is not always used at work environments. The equipment and software are old, mostly due to quick development of technology with which the companies are not able to keep up. Changing appliances and software can become expensive to companies, as it is likely that within the next years more efficient alternatives are available, with no updates available for the older software. (Baer, 2012). As the possibilities to work also outside of the work environment have become easier remote work has become something that many prefer.

By remote work is meant work that has been done somewhere else than at the main work environment, usually at home, which has been agreed with the employer and the work is part of the normal work hours. (Pekkola, 2002).

Social Environment

Social work environment is meant the overall atmosphere at the work environment. A good social work environment encourages and motivates people to work and gives the peoples a feeling of belonging and respect (Tyosuojeluhallinto, 2013). The increasing possibilities of being connected virtually have naturally had an effect on the social environment at the work environment. People do not need to be in the same place to discuss with each other and communication between people has transferred from face-to-face and mobile phoning to email, internet and instant messaging. Although most communications today are often done virtually through internet, it is important to also take notice of the face-to-face meetings of people. Using social media is quite normal for average people in their private life but when it comes to the working life, questions have been raised of whether it is acceptable to use social media during working hours, even though nowadays social media is also used as a working tool. It might also be that different ways of virtual communication are not possible at work.

Because communication is one of the most vital parts of the social environment, how it is handled between different people can have a great impact on the overall work environment. Communication from the work environment perspective can be thought to include also service quality dimensions of accessibility, reliability and courtesy. Accessibility refers to ability to easily approach and contact people for example in case of a problem. Reliability then again refers to the ability of a person to depend on others and what they have said and promised. Last but not least, courtesy refers to the tone of the communication, both written and face-to-face (Zeithaml, Parasuraman and Berry 1990). Lack of communication can affect the work process and productivity negatively and make the work environment feel less

inviting. In the working life of today open communication between one person and another has become something that people value in their work.

2.2 Personality Traits

The concepts of personality traits has been discussed by different authors. Heckman and Rubinstein (2001) state that personality traits are the dark matter of choice of work environment. Previously, it had been argued that preferences and personality were not a meaningful way to explain behavior due to the large degrees of freedom that could be applied in assigning traits to behavior, meaning that all personality based explanations were of an ad hoc manner (Caplan, 2003). In addition, the lack of implementation of these factors was due to the inherent difficulties in measuring personality traits (Heckman and Rubinstein, 2001).

McCrae and Costa (2003) define personality traits as "dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings and actions. This definition highlights that personality traits are far from perfect predictors of an individual's behavior but reflect general propensities in which an individual, with a high level of a particular trait, is more likely to engage in a particular activity. The study of psychology has long addressed the measurement problem of observe phenomena, such as personality traits. To this end psychologists have embraced factor analysis in order to construct various tests and instruments to capture aspects of the human psyche, including personality traits and aspect of cognitive intelligence (Borghans, Duckworth, Heckman & TerWeel, 2008).

2.3.1 Personality Traits – Extraversion

Extraversion is the dimension of sociability, and is, sometimes also considered a dimension of energy. The dominant characteristic of an extravert person is positive emotions. These individuals are confident, dynamic, active, talkative, excitement-seeking, ambitious, friendly, warm and enthusiastic. They have highly developed social skills and diverse

interests. Extraverts tend to be talkative, social, gregarious, and assertive. The extraversion is also characterized by a need for activity, excitement, and stimulation (Wallach and Wing, 2009). The extraverts tend to be more physically and verbally active whereas the introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude. Extraverts are adventurous, assertive, frank, sociable and talkative. Extraversion indicates the degree to which the person is social and communicative, that is satisfied with relations towards the others. Extraversion is the trait associated with being talkative, friendly, energetic and outgoing. This trait has been previously examined in psychology by Krueger and Schkade (2008) and found to influence occupational outcomes and wages. Extraverts tend to engage in social interaction, they are enthusiastic, risk-taking, talkative and assertive. Extraverts tend to be talkative, social, gregarious, and assertive. The extraversion is also characterized by a need for activity, excitement, and stimulation (Wallach and Wing, 2009). The person in the middle of the dimension likes a mix between social situations and solitude. Extraverts are adventurous, assertive, frank, sociable and talkative. Whereas extraversion is related to the experience of negative life events, extraverts are predisposed to experience positive emotions (Costa and McCrae, 1992), and positive emotionality likely generalizes to job satisfaction, as demonstrated by Connolly and Viswesvaran's (2000) Meta-Analysis of PA-job satisfaction relationships. Evidence also indicates that extraverts have more friends and spend more time in social situations with people in making work environment preference he/she wishes to venture into in life, because of their social facility, are likely to find interpersonal interactions such as those that occur at work more rewarding (Watson & Clark, 2007).

Individual differences in behavior can be assessed in various categories of work environment preference prefer, therefore, individual differences in cognition are reflected in the different ways that people categorize the world. Extraversion predicts differences in

categorization across various tasks. Thus, extraversion relates to a relatively positive view of the world, as extraverts judge neutral events more positively related to work environment (Uziel, 2006). Extraversion predicts categorization of words by their positive affective quality rather than their semantic quality (Weiler, 2002). For example, extraverts are more likely to judge the words “hug” and “smile” as more similar than the words “smile” and “face”. Extraversion also predicts judging positive valence words, for instance, “truth” and “honesty” as more similar than negative valence words, for instance, “grief” and “death”, although extraverts are not faster to categorize positive words by valence faster than negative words (Rogers and Revelle, 2008).

Extraversion is "the act, state, or habit of being predominantly concerned with obtaining gratification from what is outside the self. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off of being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves. This quality of being outgoing can be taken advantage of in situations such as at a workplace or social gathering. Teachers, politicians, salespersons and different types of management fields are all examples of work types that favour an individual who is considered to be an extravert. They have the ability to act naturally with people in a way that will make them much more successful than an introvert because these are the types of the requirements of the job. In this study, the researcher assesses the extraversion of the students on work environment preference. In general, the importance of studying the relationships between normal personality and psychopathology rests on the possibility that personality factors could indicate early and

persistent risk for the development of psychopathology (Krueger, Caspi, Moffitt, Silva, & Creswell, 2006). Recently renewed interest in the relationships between normal personality and abnormal personality has led to investigations of how extraversion relates to various forms of psychopathology (Widiger, 2005). As a general dimension of personality, extraversion most obviously has implications for personality disorders; a personality disorder is defined by the DSM-IV-R as "an enduring pattern of inner experience and behavior" that is "stable and of long duration, and its onset can be traced back at least to adolescence or early adulthood" (Markon, Krueger & Watson, 2005). In general, low extraversion is negatively correlated with the presence of personality disorders, but this finding is not universal, as there are some studies implicating high extraversion in certain personality disorders (Widiger, 2005); Costa and Widiger (2002) for a diverse set of reviews. That both high and low extraversion relate to personality disorders is reminiscent of Nettle's suggestion that both poles of normal personality dimensions involve costs and benefits (Nettle, 2006).

2.3.2 Personality Traits – Openness to New Experience

Openness to new experience is described as receptivity to new experiences and culture, and is associated with a rich inner life, imaginativeness and creativity. Open people are willing to experiment. They are curious, tolerant and accept new values and ideas in a non-dogmatic manner. They are not slaves of the authorities, but neither are they inconsistent nor unprincipled. They have an expressed interest in art and science. At the other extreme of this dimension are closed people that are not inclined to change and innovation, and instead prefer the conventional and familiar. They are traditional, with conservative views, though they may not necessarily be authoritarian and intolerant. Openness to new experience Individuals who attain score highly on openness to new experience tend to be curious, imaginative, broad minded, and unconventional. Openness to new experience implies

receptivity to experience, including one's own inner feelings and emotions. Open individuals are attentive to and curious about both their inner and outer worlds (Costa & McCrae, 1992). People with a high openness have broader interests, are liberal and like novelty. This factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity. The openness to new experience can be connected to activities like writing, science and art (Wallach & Wing, 2009). Openness to new experiences is a dimension of personality that on the one side has the characteristics such as: creativity, originality, curiosity, and openness to new idea, imagination, unconventionality and a tendency to risk. On the other hand, a person that does not possess this feature is reserved, conventional, conservative, unimaginative, has aversion towards the risk and so on (Petkovic, Duckworth, Saitan, Janeke, & Kruger, 2005). Openness to experience can be defined as a trait associated with being accepting of new ideas and alternative points of view, appreciation of new concepts, imaginative and creative and generally inquisitive and curious. Openness to new experience includes active imagination, aesthetic sensitivity, attentiveness to inner feelings, a preference for variety, intellectual, curiosity and independence of judgment. People scoring low on Openness tend to be conventional in behavior and conservative in outlook. They prefer the familiar to the novel, and their emotional responses are somewhat muted. People scoring high on Openness tend to be unconventional, willing to question authority and prepared to entertain new ethical, social and political ideas. Open individuals are curious about both inner and outer worlds, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individuals.

Researchers have shown that openness to experience is related to work environment preference of most secondary school students (Hamilton, 2008), In contrast, Johnson (1997) and Hayes, Roehm & Castellano (1994) found that successful work environment preference

compared with unsuccessful work obtained significantly lower scores on Openness. Wilson, Tett, Ricther, Durrheim, Surrendorf, & Asafo-Agyei, (2001) reported that openness to experience is not a valid predictor of work environment preference. A possible explanation for the contradictory results regarding the relationship between Openness to Experience and work environment preference is that different jobs have different requirements. Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has (Digman and Inouye, 2006). It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. Some disagreement remains about how to interpret the openness factor, which is sometimes called "intellect" rather than openness to experience (Mervielde, 2002). Openness to experience is the trait generating the most controversy in the personality psychology community. It is the weakest factor among the Big Five traits, and it has also been referred to as intellect or culture in some studies (Peabody and Goldberg, 2009). People that are open to experience are usually creative, sophisticated, intellectual, curious and interested in choosing work. A lack of openness is thus associated with narrow-mindedness, unimaginativeness and ignorance towards work. Previous traits, findings concerning dimensions that are related to openness to experience/intellect, such as socio-economic background. Openness to new experience Individuals who attain score highly on openness to experience tend to be curious, imaginative, broadminded and unconventional. Openness to experience implies receptivity to experience, including one’s own inner feelings and emotions. Open individuals are attentive to and curious about both their inner and outer worlds (Costa and McCrae, 1992). People with a high openness have broader interests, are liberal and like novelty. This factor relates to intellect, openness to new ideas, cultural

interests, educational aptitude and creativity. The openness to experience can be connected to activities like writing, science and art (Wallach and Wing, 2009).

According to Feist (1998) stated that Openness to new Experience is related to different kind of work among students. He further stated that openness to new experience seem to be closely related to job satisfaction. Furthermore, DeNeve and Cooper (1998) noted that Openness to Experience is a 'double-edged sword' that predisposes individuals to feel both the good and the bad more deeply, rendering its directional influence on affective reactions like subjective well-being or job satisfaction unclear. Openness to new experience tends to be normally distributed with a small number of individuals scoring extremely high or low on the trait, and most people scoring moderately. People who score low on openness are considered to be closed to experience. They tend to be conventional and traditional in their outlook and behavior. They prefer familiar routines to new experiences, and generally have a narrower range of interests. People high in openness tend to have more liberal political views, whereas those who are low in openness tend to be more conservative, and are more likely to endorse authoritarian, ethnocentric and prejudiced views.

Openness to new experience has moderate positive relationships with creativity, intelligence and knowledge. Openness to new experience is related to the psychological trait of absorption and like absorption has a modest relationship to individual differences in hypnotic susceptibility. Openness to new experience has more modest relationships with aspects of subjective well-being than other Five Factor Model personality traits. On the whole openness appears to be largely unrelated to symptoms of mental disorders. Religious fundamentalism and to a lesser extent general traditional religiosity tend to be associated with low openness, whereas open mature religiosity and spirituality tend to be associated with high openness. Openness to new experience is one of the domains which are used to describe human personality in the five factor model. Openness involves six facets or dimensions

including active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety and intellectual curiosity. A great deal of psychometric research has demonstrated that these facets or qualities are significantly correlated with work. Thus, openness to new experience can be viewed as a global personality trait consisting of a set of specific traits, habits, and tendencies that cluster together. This study therefore, the researcher want to assess the influence of extraversion, openness to new experience of the students on work environment preference among the senior secondary school students in Zaria, Kaduna State, Nigeria .

2.4 Theoretical Framework

Many theories of personality were developed over the years. Personality theories provide conceptual and integrative systems. The aim of these are to logically and consistently explain, describe, assess and predict human behaviour (Bergh, 2003). The major theory dealing with personality, is the psychodynamic theory. The psychodynamic theory comprises of the psychoanalytical theory of Sigmund Freud. However, the discussion will focus solely on how the theory view personality. The approach is also viewed from point of work environment preference in connection with personality traits.

2.4.1 Psychodynamic Theories

The psychodynamic paradigm developed theories of personality and view each person as a complex system of diverse sources of psychic energy. Each of these energies is believed to push a person in a somewhat different direction. Biological drives and other biological forces play a key role in psychodynamic theories (Sternberg, 2005). This paradigm therefore emphasizes dynamic, biological oriented processes, particularly those that take place in the unconscious mind (Sternberg, 2005). According to Bergh (2003) these theories claim that the structures of personality are largely unconscious; therefore people are mostly unaware of why

they behave in certain ways and in turn strive to become aware of the reasons for their behaviours. The primary theorist of this paradigm was Sigmund Freud. Theorists that followed Freud are referred to as Neo-Freudians (Meryer, Swanson, Talib, Aun, & Hanson, 2007). Neo-Freudian theorists are in abundance, therefore only the most influential theorists will be discussed.

(a) The Psychoanalytical Theory of Sigmund Freud (1856-1939)

Freud proposed that a person's psychological functioning is governed by instinctive forces. He believed that these forces exercise their effect outside our consciousness (Arnold, Savickas, Brick, Briddick, & Watkins, 2005). According to Sternberg (2005) Freud's psychoanalytic theory of personality described three components of mind. These three components of personality are known as the id, the ego and the superego. These three components work together to create complex human behaviours.

The first is the id: the id is the only component of personality that is present from birth. This aspect of personality is entire behaviours. The id is the source of all psychic energy, making it the primary component of personality. The id is driven by the pleasure principle, which strives for immediate gratification of all desire, wants and needs. If these needs are not satisfied immediately, the result is a state of anxiety or tension. Freud tries to resolve the tension created by the pleasure principle through the primary process which involves forming a mental image of the desired object as a way of satisfying the need. This component centres on impulsive gratification of instinctual urges and desired. Many people entered into the work of choice because of the wants, needs and desire of what they want to acquire without knowing their personality. This type of individual sees themselves as unsatisfied persons which can leads to anxiety, worry or tension of the type of work they choose or select.

The second component is the ego. The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious, preconscious and unconscious mind. The ego operates based on the reality principles which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weights the costs and benefits of an action before deciding to act upon or abandon impulses. Therefore, the id's impulses can be satisfied through a process of delayed gratification, the ego will eventually allow the behaviour, but only in the appropriate time and place. The ego also discharges tension created by unmet through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process. This component controls rational adaptations to the real world. Some people are conscious of what work he or she likes and this kind of individual sees that they are happy and satisfied with the work selected and understand their personality before enter into a work. Most people rush into work for immediate gratifications that are short-lived. They are unable to differ immediate pleasure from the long-time good. Wrong choices affect future life-style and happiness.

The last component is the superego. The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society, our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five. Superego has two parts, they are the ego ideal and the conscience. This component generates irrational strategies for avoiding the punishment associated with internalised moral structures (Sternberg, 2005). Freud argued that these three components work together in order to attain three goals:

1. To keep the individual alive: It means people who are satisfied with work, understand their personality are those who believed they can survive with.
2. To let the individual experience optimal joy: Individuals who experience optimal joy in their work observe the best and satisfaction in their life. That means such an individual knows his or her personality which he believed to satisfy with the work.
3. To let an individual experience as little guilt as possible: An individual who enter or rush into a work sees himself blameless without understanding his/her personality (Meryer, Swanson, Talib, Aun, & Hanson, 2007).

   According to Freud, the mind can be divided into three main parts:

- The conscious mind: Conscious mind include everything that we are aware of. This is the aspect of our mental processing that we think and talk about rationally. A part of this includes our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness. Conscious mind is the stage of helping students before choosing their work in life. Most of the people prefer certain work because they believe they can think and talk about their future but it leads to negative choice. They believe that they are aware of the types of personality and their work environment preference. Such a person enters into a wrong work which affect their choice of work environment preference. Therefore, conscious is very important in choosing of a work and such a person must understand his or her traits.
- The unconscious mind: Unconscious mind is a reservoir of feeling, thoughts, urges and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety or conflict. He further stated that unconscious continues to influence our behaviour and experience, even though we are unaware of these underlying influences. This is a stage that shows the feeling, thoughts of an individuals of what types of work he like or not or pleasant or

unpleasant. Unconscious mind is one of the major factor which student made as a mistake, some people choose work which does not match their personality traits. People must know their personality trait before they enter into a work and they must understand the types of work in which they must choose.

- The preconscious mind: He describes the preconscious mind as a part of the mind that corresponds to ordinary memory. These memories are not conscious, but we can retrieve them to conscious awareness at any time. Preconscious is the helpful way to think of the types of personality and type of work environment preference that acts as a sort of gatekeeper between the conscious and unconscious parts of the mind. It allows an individual experience certain pieces of information before entering into work environment. Most people enters into a work because they are not conscious of the types of personality and he or she should not know the types of work in which they should select or choose. The researcher want to find out the influence of extraversion, openness to new experience on work environment preference among senior secondary school students in Zaria, Kaduna State, Nigeria.

2.5 Theories of Career Development

Theories that attempted to explain work environment preference or behavior reflected the times they were constructed in (Stead and Watson, 2009). The four major theories are the John Holland's, trait-factor, Donald Super's and the social-cognitive work theories. These four approaches was discussed; however, the discussion will focus solely on how these different theories view work environment preference. Everyone has some kind of self-determination of preferences related to his work. This self-determination has influenced the relationship between people and the work they do. It is unlike before when major preferences and decisions about work were often made for children by significant adults such as parents, teachers and others. Up till today parents, teachers and other relations still play some

significant roles in the work environment preferences of student. Hoppock (2006), proposed ten things that are necessary for work development, some of these proposes are summarized as follows:

That individuals choose occupations that meet both their physical and psychological needs are security, income and friendship.

a) That the needs of individuals may be perceived clearly or vaguely, depending on the person's self-understanding and insight.
b) That adequate knowledge of individual capabilities, interest and aptitude coupled with sound knowledge of the work demands will provide better choice for individual.
c) That when individuals are able to form philosophies of what they want out of life and when match these to contemplated occupations there is the possibility that they can succeed on these occupations.
d) That job satisfaction depends upon the extent to which the job that an individual holds meets the needs he feels it should meet.
e) That a job is satisfied if it meets the needs of individuals today or in future or helps them get the jobs they want.
f) That individuals may change their jobs if that change will better meet their needs.
g) That if the needs of the individuals change even if the organization still offers what they used to get satisfied with, they may change. For example, individuals may find jobs that demand extensive journey satisfying if they are single. When they get married and establish homes, extensive journeys may not be satisfying to them again. They may set different positions that will permit them to be home most of the time.

2.5.1 John Holland's Typological Theory

John L. Holland (in Cronbach, 2000) believed that persons obtain satisfaction by performing the particular kind of work activity that closely fits their personality. He called this the personality-job fit theory. This theory is based on the notion that an individual's personality characteristics and his/her occupational environment should correspond. Holland present six personality types and proposes that satisfaction and the propensity to leave a job depend on the degree to which individuals successfully match their personalities to a congruent occupational environment (Robbins, 2006).

His personality types include the following:

1. The realistic types has a preference for activities that required the explicit, ordered or systematic manipulation of objects, tools, machines and animals. Examples occupations, which meet the needs of a realistic person include engineering, electrician, plumbering, surveying and so on.
2. The investigative type has a preference for activities that entail the observational, symbolic, systematic and creative investigation of physical, biological and cultural phenomena in order to understand and control such phenomena and as aversion to persuasive social and repetitive activities. Examples of occupations which meet the needs of investigative type are chemist, physicist, anthropologist and so on.
3. The artistic type prefers ambiguous, free, unsystematised activities that entail the manipulation of physical, verbal or human materials to create art forms or products and has an aversion to explicit systematic and ordered activities. Example of occupations which meet the needs of artistic types are artists, writers, musicians, poets and so on.
4. The social type prefers activities that entails that the manipulation of others to inform train develop, cure or enlighten and has an aversion to explicit, ordered systematic

activities involving materials, tools or machines. Examples of occupations when meet the needs of socials types are teaching, counselling and so on.

5. The enterprising type prefers activities that require the manipulation of others to attain organizational goals or economic gain and an aversion to observational, symbolic and systematic activities. Examples of occupations which meet the needs of enterprising types are political scientist, sports, promoters, television, producers.
6. The conventional type prefers activities that entails the explicit, ordered, systematic, manipulation of data such as keeping records, filing materials, reproducing materials, organizing written and numerical data according to a prescribed plan, operating business machines and data processing machines to obtain organizational or economic goals and has an aversion to ambiguous, free, exploratory, unsystematised activities. Examples of occupations which meet the needs of conventional types are accountant, bankers and clerk.

Holland arranged these themes into a hexagonal model also referred to as the RIASEC model. These themes characterize not only a type of person but also the type of work environment that such a person finds most pleasant. Each of these environments tends to be populated and dominated by persons of the corresponding type. Parsons are not classified rigidly into one of the six major types, but they are characterized by degree of resemblance to one or more types (Anastasi and Urbina, 2007).

2.5.2 Trait-Factor Theory

Frank Parson is generally accepted as the pioneer of the trait-factor theory.

Parsons in (Stead and Watson 2009) argued that three steps are needed to match individuals and occupations successfully. These are:

1. A clear understanding of oneself, one's attitude, abilities, interests, ambitions, resources and their causes. This first step of the model defines the trait aspect. It was defined as the characteristics of an individual who is making a choice in work.
2. Knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different line of work. This second step of the model defines the factor aspect. It emphasises the differential nature of work itself. The rationale was the thinking that requirements and rewards of a work differ for each individual because of the difference in the nature of work.
3. Deliberation on the relationships between these two groups of facts. By matching the differentials of the works to the differentials of the individual, a better matching of the individual to the work can be obtained.

Over time, the matching model of Parsons developed into a congruence model. Early congruence models were person-environment fit formulations and today these formulations have largely replaced pure trait-factor theory.

Trait-factor counselling is used to assist an individual in making an effective work of their choice and it is mainly a cognitive process during which the counsellor assumes the readiness of the individual to make a work environment of their choice. This however, is a shortcoming as not all individuals are ready to make a work environment of their choice.

2.5.3 Donald Super's Theory

Super did not view his contribution to work environment of their choice as a theory. He preferred to view it as a range of different constructs that he used to enrich, extend and elaborate work theory and practice (Langley, 2009). His original ten propositions have been modified several times and integrated into the following fourteen propositions (Langley, 2009, Pp. 21). People differ in their abilities and personalities, needs, values, interests, traits and self-concepts.

1. People are qualified by virtue of these characteristics, each for a number of occupations.
2. Each occupation requires a characteristic pattern of abilities and personal traits, with tolerances wide enough to allow some variety of occupations for each individual, as well as some variety of individuals in each occupation.
3. Work environment preferences and competencies, the situations in which people live and work and hence their self-concepts, change with time and experience, although self-concepts as product of social learning are increasingly stable from late adolescence until late maturity, providing some continuity in choice and adjustment.
4. The process of change may be summarised in a series of life stages characterized as a sequences of Growth, Exploration, Establishment, Maintenance and Disengagement.
5. The nature of work pattern – that is the occupational level attained and the sequence, frequency and duration of trial and stable jobs – is determined by the individual's parental socio-economic level, mental ability, education, skills, personality characteristics (needs, values, interests and self-concepts), work maturity and by the opportunities to which he or she is exposed.

6. Success in coping with the demands of the environment and of the organism in that context at any given life- work stage depends on the readiness of the individual to cope with these demands to his or her work maturity.
7. Work maturity is a psychosocial construct that denotes an individual's degree of vocational development along the continuum of life stages and substances from growth through to disengagement.
8. Development through the life stages can be guided, partly by facilitating the maturity of abilities, interests and coping resources and partly by aiding with reality testing and in the development of self-concepts.
9. The process of work development is essentially that of developing and implementing occupational self-concepts.
10. The process of synthesis and compromise between individuals and social factors, between self-concepts and reality, is one of role-playing and learning from feedback, whether the role is played in fantasy, in the counselling interview or in such real-life activities as classes, clubs, part-time work and entry jobs.
11. Work satisfaction and life satisfaction depend on the extent to which an individual finds adequate outlets for abilities, needs, values, interests, personality traits and self-concepts.
12. The degree of satisfaction people attain from work is proportional to the degree to which they have been able to implement their self-concepts.
13. Work and occupation provide a focus for personality organization for most men and women, although for some individuals the focus is peripheral, incidental or even non-existent.

However, Super's construct of work development was devised in a context where an individual may have different options when making a work decision.

2.5.4 Social Cognitive Career Theory

The social-cognitive work theory has several concepts (De Bruin, 2009, Pp. 14). These are;

1. Triadic reciprocality: according to social-cognitive theory there is a triadic reciprocality between personal attributes (such as feelings, attitudes, gender and aptitude), the external environment and overt behaviour.
2. Self-efficacy expectations: self-efficacy refers to people's beliefs about their capabilities to perform particular tasks that is "Can I do it". Those who believe that they can perform a task successfully are more likely to attempt a particular task and tend to perform better at it than those who do not believe they can perform their task successfully.
3. Outcome expectations: this refers to what people believe the results of particular behaviours will be that is "will I be happy with the results if I do it"
4. Goals: Goals help people organise and guide their actions and behaviour. Through the emphasis goals, this theory promotes a view of people as individuals who give direction to their own lives.
5. Interests: people will develop interest in activities for which they have positive self-efficacy and outcome expectations.
6. Work environment preference: The Work environment preference process flows from the goals and activities that develop out of interests. People are likely to set work-related goals and pursue work -related activities in the fields in which they are interested.

The social-cognitive work theory recognizes the importance of the context or the environment on the development of self-efficacy expectations, outcomes and work environment preferences. The influence of personal attributes such as gender, ethnicity and socio-economic status is also recognized in this study.

2.6 PERSONALITY THEORIES

At a superficial level, personality refers to the unique and distinctive characteristics which set one person apart from another. As far back as 1937, Allport had about fifty definitions of personality. One of the most accepted attempts at defining personality is that given by Eysenck (1975:109) which says: "Personality is the relatively stable organization of a person's motivational dispositions arising from the interaction between biological drives and the social and physical environment. The term usually refers chiefly to the effective-conative traits, sentiments, attitudes, complexes and unconscious mechanisms, interests and ideals characteristic of distinctive behavioural thought".

This stresses not only the content of personality, but also that personality is stable which means that people do not change from day to day. It is also organized in the sense that its attributes are inter-related and formed as a result of interaction between innate biological mechanisms and the environment and that it is distinctive because each person is unique.

Another definition of personality is that of Allport (1963) who defines personality as the "dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thought". This definition implies that personality is an important aspect of work environment preference and ultimately will influence scholastic success. It is clear that "dynamic organization" indicates the elements of personality are patterned or organized in a very unique way that directs the individual activities. It is psychological because the mind and body function together to produce the individual's personal behaviour and thought which are characteristic and apply only to that person alone. Every individual is unique and has a unique way of behaving towards the environment. This uniqueness determines the degree of achievement of every person.

Personality is not only concerned with the total individual but also with the individual differences while recognizing that people are similar in some ways. Personality theories

attempt to understand behaviour by examining the complex relationships among the different aspects of an individual's functioning including such aspects as learning, perception and motivation. Eysenck (1964) says that personality refers to the interacted and dynamic organization of the physical, mental and special qualities of an individual as it manifests itself in his interactions in the environment. This means that an individual's personality is a trait or characteristic that is peculiar to him/her and which grows out of his learning experiences in life. It follows therefore that no two people will have exactly the same personality. Since, a person acquires his personality characteristics from his learning experiences through the process of socialization and since leaning is a continuous process, it means that a person's personality is always undergoing some dynamic changes in order to accommodate new learning acquired. Therefore, an individual personality grows out of his socialization experiences.

Personality can be seen as the integration of all individual characteristics into one organization that determines his attempt at adaptation to his continually changing environment. This formulation includes, ones traits motives, attitudes, beliefs and values. It also includes a person's temperament, moral outlook and conduct (Erikson, 1963).

Carl Jung (1965) divided individuals into extraverts and introverts. An extraverted person is one whose interest and attention are directed towards external stimuli. An extravert is sociable, talkative and his brain is always under stimulation. An introvert is one whose attentions and interests are inward. Such a person dreams and is very careful in taking decisions.

Eysenck (1967) cited in Mohammed (1990) suggested that personality can be understood through the following combinations;

(1) Stable extravert (N-, E+)

(2) Stable introvert (N-, E-)

(3) Neurotic extrovert (N+, E+)

(4) Neurotic introvert (N+, E-)

There are so many theories of personality but this study is going to look into those that have relevance to education. Therefore, it will observe the theories which stem from an autographic approach and also on the nomothetic approach. An autographic approach holds that since each person is unique, personality can best be studied by in-depth investigations of individuals or of small groups, while the nomothetic approach holds that there are sufficient similarities between people to allow researchers to test a large sample of them and to isolate common elements. Autographic theories originate in clinical psychology where psychologists work with people suffering from personal problems such as excessive anxiety which makes it hard for them to cope with ordinary stress of everyday life while nomothetic theories rely mainly on statistical analysis of data gathered from large cross section of the population by means of questionnaire and other paper and pencil tests.

From an educational point of view, autographic theories have been most helpful in providing us with models for motivational forces at work in children and of the specific kinds of personality problems that can develop in response to environmental pressures. Nomothetic theories provides us with instruments that allow us to measure large samples of children quickly and efficiently. These have given us an opportunity to look for broad relationship between personality and educational achievement. Freud is the best exponent of the autographic approach and the factor analytic studies of Eysenck, Cattel and Guildford represent the nomothetic approach.

2.6.1 Cattel's Personality Theory

Cattel (1957) used the factor analysis as an agent of discovering rather than principle of classification which Eysenck employed. He was able to find a unique solution to personality using data and the factors which he was able to elicit from different clusters of personality traits as genuine entities. Unlike many other users of factor analysis he was not interested in establishing the existence of independent uncorrelated components of behaviour because it will distort the data and subsequent analysis. He preferred to use the components of size, weight and height. Hence, he postulated his sixteen (16) personality factor (16PF) which showed varying degrees of correlation to one another.

2.6.2 Eysenck's Personality Theory

Eysenck's worked with Allport's definition of personality in terms of traits and types. Traits are made up from habitual responses by the individual and that by types he means a group of traits which are correlated with one another. The basic assumption of traits is that people possess broad predispositions for them to respond in particular ways. These pre-dispositions are what they called traits. At a higher level of organization traits are linked together to form what Eysenck calls types - Extravert, Introvert and Neurotic.

The word extraversion is described as the "turning outward of the mind" of people as seen by the world. The typical extravert is social, craves excitement, takes chances, acts on the spur of the moment and is care free, easy going, optimistic, tends to be aggressive, loses his temper quickly and is not always reliable. The typical introvert is a quiet retiring sort of person, fond of reading books, is reserved, plans ahead, thinks before taking decisions, seldom behaves aggressively, places great value on ethical standards.

Eysenck worked on many different sources of personality data-the questionnaire. His main use of factor analysis was to test specific hypothesis about the existence of personality. He identified three major personalities as Extraversion, Introversion and Neuroticism.

Extraversion and Introversion have been widely accepted as valid and useful personality dimensions while psychotism has received less attention. The acceptance is based on the fact that they are not ultimate types but they are extremes of some kind of continuous variables that are normal in their distribution.

The two personality dimensions, Extraversion and Neuroticism hold a central position in Eysenck's theory of personality. He derived the term Extraversion and introversion from Jung's classical description of personality types, linking people scores on the Extraversion scale to their pre-disposition. Given a high Neuroticism score means an emotionally unstable and a high Extraversion is associated with hysteria. He explained that the two personality dimensions characterized different functions of the autonomic nervous system which is the part of the nervous system that controls such physiological reactions as heartbeat, temperature regulation, glandular functioning and so on. Therefore, extroverts' condition quickly lose their conditioning easily and tire quickly. This formulation have important educational implications because it reveals that extroverts will cope less easily than introverts with the formal learning situation in the school and that a certain amount of emotional instability will help educational performance whereas too much will inhibit it.

To measure the personality dimensions, Eysenck (1965) and his colleagues have designed a number of self-completion questionnaire, the Junior Eysenck Personality Inventory (JEPI) which has been widely used in research relating to educational attainment.

Eysenck's personality theory is very useful not only because it deals with his well-defined factors of personality, but also because it is a most compact and neat framework of psychological concepts with which is to examine complex educational processes. It provides a most useful matrix of minimum concepts which can be utilized to explain a great many behavioral phenomena. Eysenck's theory cannot possibly be over-estimated in consideration of what has happened, is happening or may be happening to a learning individual.

All learning is an attempt to bring about equilibrium or constancy of the psycho-physical state. The principle of homeostasis described by Canon (1932) obtains in al behaviour and is relevant to the establishment and operation of influences within the organism which we try to name as personality traits. Even, the symptoms of maladaptive behaviour are the outcome of an accumulation of responses which at one time must have ben of some advantage to the individual.

Eysenck's theory of Extraversion and Neuroticism shows how these traits originate from the reactive response to the surfeit or to the deficit of excitability or inhibition. The extraverted tendencies is acquired by reaction to a rather strong inhibitory potential which originated from a high degree of anxiety has been shown by Eysenck and Broadhurst to be related to an activity of the autonomic nervous systems which might also act as a driving factor towards over-activity or over-inhibition (Eysenck, 1963a, Broadhurst, 1957). This drive can be at times or in certain circumstances be a hindrance to efficiency in learning.

A student with a more pronounced tendency to extraversion will resort to seeking for new stimuli and excitement and suffer in conditions of monotony and boredom. These will be exactly opposite requirements of an introverted person who will try to avoid undue excitation from a new range of stimuli and be less affected by boredom and routine. Eysenck's theory further states that introverts are more amenable to socialization than extroverts (Eysenck, 1960). It would therefore mean that a more introverted children will come more easily to terms with the impositions of the world. He will in the words of George Santayana (Santayana, 1952) quickly learn the first important lesson of life, a lesson to conform in order to profit by it. Introverted children will learn that by doing what they are told they will reap benefits of approval of both adults and the peers. Their chances of becoming more amenable to school learning will be greater than those of the extraverted children because he is able to sit still and thus please a busy teacher in a large class of demanding youngsters. The

extraverted children demands more attention, more change in learning situation, more frequent praise and appreciation.

With a reasonable well balanced school organization, both tendencies can be accommodated by a skilled teacher. When a severe burden is placed on the teacher to deal with too many children, the more introverted children will benefit more particularly in those subjects where meticulousness, patience, perseverance and ability to put up with routine and boredom may be required. Introverted learning will become an advantageous factor in any paper and pencil work which still contributes a major pre-occupation in most of the learning activities at school. The more introverted children may likely acquire facility in working through test and examinations. Even at the examination itself their tendency to diminish excitement may help them in moments of crisis, whilst the tendency of the extravert to over act may increase their awareness of crisis and be easily thrown into a state of panic. Extraverted individuals might be socially tougher than the introvert but their suffering when confined to any framework of time, space, work or ideology might be greater. Their tendency to break away from restraining and compelling circumstances must increase their frustration.

Eysenck stated that a neurotic drive harnessed to an activity can become a successful defense mechanism against anxiety which is a powerful factor in efficient learning, but when the effectiveness of such a defense mechanism ceases to operate, the neurotic drive may exert a more devastating influence leading to inefficient learning and to failure.

2.6 Empirical Studies

The following empirical studies on influence of extraversion and openness to new experience on work environment preference among secondary school students were reviewed.

In a study conducted by Colquitt, Le-Pine and Wesson (2009), Titled: The influence of personality dimensions on organizational performance. The purpose of this study was to examine how personality dimensions impact on corporate organizational performance. A descriptive research design taking a survey approach was used. The target population of this study consisted of employees of the Kenya Medical Research Institute (KEMRI) from all the four locations, namely; Nairobi, Kisumu, Busia and Kilifi. A non-probability restricted purposive judgmental sampling was used to divide the population into two homogenous sub-groups; Research Officers and Administrative staff. Both the stratified and simple random sampling techniques were used to select a sample of 85 employees of KEMRI comprising 55 researchers and 30 administrators. A semi-structured questionnaire sent through emails. The data analysis tool used was the Statistical Package for Social Sciences (SPSS) and the findings were presented in the form of frequencies and percentages, in charts and tables.

The findings on the personality dimensions and performance showed that the conscientiousness personality trait is the most predictive of job performance at followed by openness to experience, agreeableness, extraversion and emotional stability. In conclusion, the majority of KEMRI's workforce is mainly composed of a conscientiousness personality trait, which has been found most predictive of job performance at the organization. Hence personality is useful for predicting other work-related criteria, like job satisfaction and job performance. The study recommends that KEMRI should consider personality tests as part of the recruitment and selection process. Major finding is that extraversion was found to relate to decidedness and goal stability in work based on environment, personality trait of

Extraversion and career decidedness among undergraduate students. Important questions remain unanswered about the temporal stability of relationships between broad personality traits and Career Decidedness, and about the role of narrow personality traits as predictors of Career Decidedness, both of which were addressed in the longitudinal field study.

Westerman and Simmons (2007) study revealed that personality is primarily expressed in individual preferences for work environments, and that the direct effects of personality on workplace outcomes are fully or partially mediated by such preferences. Thus, we may find that specific work environment preferences may be more substantial predictors of worker performance in organizations than the big five personality factors. So also the findings indicating that extraverts are ambitious perfectionist and willing to put in long hours to reach their goals. Extraverts demonstrate heightened motivation and achievement in various aspects of career behaviour. These include; higher frequency and quality of job search activities in any given environment (Wagner, Van Reyk & Spence, 2001) and greater job search self-efficacy. Extraversion was seen occasionally associated with certain negative work behaviours, e.g. absenteeism; white collar crime, lack of intrinsic motivation lower performance ratings in non – interpersonal settings (Wagner, Van Reyk and Spence, 2001) but however display characteristics showing readiness and wiliness to fit any kind of work environment.

Wagner, Ven-Reky and Spence (2001) Investigate relationship between openness to new experience and work environment preference among secondary school students. The result suggests that students with attributes which are characteristics of openness to new experience scored higher on supportive work environment and are therefore more likely to prefer such work environment to innovative and bureaucratic work environment. In a recent similar study carried out by Meister and Willyerd (2009), it was discovered that in most instances, people with open personality disposition prefer the most a workspace that supports wellbeing and the

ability to enjoy work. This can be achieved by having a workspace that supports completion of tasks that require concentration and privacy and still being able to adjust and influence the work environment was important to the respondents.

The study of Zelezny, Chua and Aldrich (2000) finds strong evidence that environmentalism does not begin in adulthood, which contradicts the idea that gender differences are due to a desire for child protection arising from the onset of motherhood. Female show at every age more concern for the environment than male. Empirical study by Torgler and Valev (2006) also state that gender matters in the conduct of decision to work activities. It also further reported the influence of age 20+ on preference to work environment and career. It was found that different values at different age of maturity may effect or interfere with preference to a particular work environment and choice of career. Thus, they investigate the attitudes of the same cohorts over time (age effect) as well as the same age groups in different time periods (cohort effect). A consistent age effect was observed, yet on the other hand, a cohort effect was less obvious. A study by Hirschi and Goltfredson (2000) conducted in a controlled environment shows that the age has an effect on work environment preference. It indicates that changes in status such as marriage, parenthood or employment, experiences and even maturity are sufficiently responsible for the varied preferences associated with age (Hirschi & Gottfredson 2000). The age theory asserts that age has an impact on individuals' behavior stressing that differences in behaviour tendencies and preferences changes over the life course.

This study is therefore looking at the influence of extraversion and openness to new experience on work environment preference among senior secondary students in Zaria, Kaduna State, Nigeria.

2.7 Summary

The related literature reviewed in this study observed the conceptual framework of the following: work environment preference, work environment preference, personality traits of extraversion and Openness to new experience. The major theory applied is psychodynamic theory of the psychoanalytical theory of Sigmund Freud which consists of id, ego and superego related to work environment preference and the mind of people consists of conscious, unconscious and preconscious mind of an individual were discussed. Theories of career development discussed focus solely on how these theories are related to work environment preference to an individual. These theories are John Holland's theory, Trait-factor theory, Donald Super's theory and Social Cognitive Career theory. Also, the theories of personality are cattel's theory and Eysenck theory, Allport define Personality is the relatively stable organization of a person's motivational dispositions arising from the interaction between biological drives and the social and physical environment. The term usually refers chiefly to the effective-conative traits, sentiments, attitudes, complexes and unconscious mechanisms, interests and ideals characteristic of distinctive behavioural thought. Others related are empirical studies were reviewed to back up the findings of this research.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the design of the study, population, sample and sampling techniques. Other segments include instrumentation, validity and reliability of the instruments, procedure for data collection and procedures for data analysis.

3.2 Research Design

The design adopted for this study was survey. The survey design was adopted because it affords the researcher the opportunity to gather information about a large number of people by seeking response from them. According to Statt (1998) survey design is a technique of gathering data from large number of people by the use of questionnaires and sampling method. Also, Shaughnessy, Zechmeister & Zechmeister (2012) further state that survey is used to assess people's thoughts, opinions and feelings.

3.3 Population

The population for the study comprise of all the entire Senior Secondary School II students in Zaria, Kaduna State, Nigeria. Five (5) Senior Secondary Schools were selected out of the twenty-three (23) Government Secondary Schools in Zaria. The total number of SS II students in the five (5) schools is Two thousand, One hundred and Eighty (2180) (Ministry of Education, Kaduna, 2013). Table 3.1 shows the population distribution on the study:

Table 3.1 Population Distribution

S/N	Name of Schools	Population (SSII)
1.	Alhuda Huda College	538
2.	Barewa College	433
3.	Government Secondary School, Muchiya	278
4.	Government Secondary School, Kwangila	416
5.	Government Secondary School, Zaria	515
	TOTAL	2180

Source: (Kaduna State Ministry of Education, Kaduna 2013)

3.4 Sample and Sampling Techniques

Since it is not easy to cover a large population in a single research, the researcher adopted quota or proportional sampling techniques to arrive at the sample for this study. Out of the entire twenty-three (23) senior secondary school in Zaria, five (5) schools were sampled randomly, representing 20% of the total number of schools in Zaria. Also, the total of Two hundred and eighteen (218) students were used for the study, this represent 10% of the entire students population. The details of sample size that represents the proportionate of this research is shown in Table 3.2.

Table 3.2 Sample Size Distribution

S/N	Name of Schools	Total Population	Total Sample size
1.	Alhuda Huda College	538	54
2.	Barewa College	433	43
3.	Government Secondary School, Muchiya	278	28
4.	Government Secondary School, Kwangila	416	41
5.	Government Secondary School, Zaria	515	52
	TOTAL	2180	218

Source: (Kaduna State Ministry of Education, Kaduna 2013)

Based on recommendation of Roseoe (as cited in Solomon 1996 & Musa 2005) that 10% could be used for a large population of students while 20% could be used for a large population of schools. In view of these, the researcher used 10% of the students' population of Two thousand, One hundred and Eighty (2180) which is Two hundred and Eighteen (218).

3.5 Instrumentation

The researcher used two instruments to collect data for this research. The Oliver John Personality Inventory (2002) was adopted for this study and Work Environment Preference Scale by Kolo (1999) was adopted for this study.

3.5.1 Oliver John Personality Inventory (2002)

Eight (8) items of Extraversion and Eight (8) items of openness to new experience questionnaire was adopted from Oliver John Personality Inventory (2002) which were used for this study namely;

Item 1-8 measures Extraversion

Item 9-16 measures Openness to experience

The questionnaire is made up of Bio-data which consists of two variables namely; Gender and Age. The instrument was structured using the four (4) likert scale of SA= Strongly Agree; A= Agree; D= Disagree; SD= Strongly Disagree to measure the point at which the respondents agree or disagree. Each response was scored as thus; SA= Strongly Agree 4; A= Agree 3; D= Disagree 2; SD= Strongly Disagree 1.

3.5.2 Work Environment Preference Scale

The instrument used for this study was scale designed by Kolo (1999) named Work Environment Preference Scale (WEPS). The scale consists of two sections, that is section A and B. section A is to seek for personal information of the students while B are items related to work environment preference.

2.6.3 Validity of the Instrument

The instruments were shown to the experts in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria for their inputs in order to determine the content and construct of the validity of the instruments. Then, the researcher made necessary corrections based on the suggestions and observation of the lecturers in the department.

2.6.4 Reliability of the Instrument

Work Environment Preference Scale (WEPS) was an adopted standardized psychological instrument by Kolo (1999) and to determine the validity of the instrument, the author carried out a thorough content validity of the instrument. The reliability of Work Environment Preference Scale (WEPS) instrument was calculated to be 0.85 using test-re-test reliability with an interval of three (3) weeks. While, the reliability instrument of Extraversion and openness to new experience are E = 0.89 and O = 0.87.

3.6 Procedure for Data Collection

To distribute the instruments to the respondents, the researcher collected a letter of introduction from the department of Educational Psychology and Counselling which was taken to the principals of the schools on the first day for the administration of the questionnaire to the students. On the second day, 218 copies of questionnaires were produced by the researcher for distribution to the SSII students of five (5) selected schools. The instruments were distributed with the help of research assistants that is teachers, who were trained on administering the questionnaire to the students. The data collection exercise lasted for two days. After administering, the researcher collected all the questionnaires back from them for analysis.

3.7 Procedure for Data Analysis

The data obtained from this study were subjected to statistical analysis. Descriptive statistics of frequency distribution and percentages was used to analyze the bio data while mean and standard deviation were used in answering the research questions. The hypotheses 1 and 2 were analyzed using Pearson correlation coefficient. While independents sample t-test was used for null hypotheses 3, ANOVA was used to analyze the null hypotheses 4. All hypotheses were tested at the 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study was designed to assess the Influence of Extraversion and Openness to New Experience on work environment preference among Secondary School Students in Zaria, Kaduna State, Nigeria. Thus, chapter four presents the analysis and discussion of findings for data collected from the field. The results were presented and discussed below under different subheadings.

4.2 Demographic characteristics of respondents

4.2.1 Distribution of respondent by sex

Sex	Frequency	Percent
Male	124	56.9
Female	94	43.1
Total	218	100.0

The above is a frequency and percentage table showing the characteristic of respondents by sex. It reveals that 124 respondents representing 56.9% of the total 218 respondents were male while 94 representing 43.1% were female. This implies that about 6 out of every 10 respondents who provided data for this study were male students.

Table 4.2.2 Distribution of respondent by age range

Age range	Frequency	Percent
14-17	130	59.6
18-21	59	27.1
22+	29	13.3
Total	218	100.0

Table 4.2.2 is a frequency and percentage table which shows the characteristic of respondents by sex. The table reveals that 130 respondents representing 59.6% of the total 218 respondents were within the age range of 14-17, while 59 representing 27.1% were within the age 18-21 and those in the age range 22+ constitutes 13.3%. This table also implies that about 6 out of every 10 respondents who provided data for this study falls within the age 14-17.

4.3 Response to Research Questions

Research Question One: What is the influence of extraversion on work environment preference among secondary school students?

Table 4.3.1 Mean and Standard Deviation response on the influence of extraversion on work environment preference among secondary school students

Work Environment	N	Mean	Std. Deviation
Extraversion	218	18.2844	5.41051
Bureaucratic	218	26.2202	6.36430
Innovative	218	27.6055	5.76981
Supportive	218	32.7202	5.64623
WEPS	218	86.5459	15.00446

Table 4.3.1 shows the mean score of students on extraversion and work environment preference. It shows that the mean for extraversion is 18.284 with a standard deviation of 5.410, while bureaucratic work environment has a mean response of 26.220 and a standard deviation of 6.364. It also shows a mean response of 27.605 for innovative work environment and 32.720 for supportive work environment. In summary, the table suggests that extraverted students scored higher on supportive work environment and are therefore more likely to prefer such work environment than any other.

Research Question Two: What is the influence of openness to new experience on work environment preference among secondary school students?

Table 4.3.2 Mean and Standard Deviation response on the influence of openness to new experience on work environment preference among secondary school students

Work Environment	N	Mean	Std. Deviation
Openness	218	18.9679	4.54612
Bureaucratic	218	26.2202	6.36430
Innovative	218	27.6055	5.76981
Supportive	218	32.7202	5.64623
WEPS	218	86.5459	15.00446

Table 4.3.2 shows the mean score of students on openness to new experience and work environment preference. The table shows that the mean for openness to new experience is 18.9679 with a standard deviation of 4.546, while bureaucratic work environment has a mean response of 26.220 and a standard deviation of 6.364. It also shows a mean response of 27.605 and standard deviation of 5.769 for innovative work environment and mean of 32.720 and standard deviation of 5.646 for supportive work environment. In summary, the result suggests that students with characteristics of openness to new experience scored higher on supportive work environment and are therefore more likely to prefer such work environment than other environment.

Research Question Three: What is the influence of gender on work environment preference among secondary school students?

Table 4.3.3 Mean and Standard Deviation response on the influence of gender on work environment preference among secondary school students

Work Environment	Gender	N	Mean	Std. Deviation
Bureaucratic	Male	124	27.12	6.30
	Female	94	25.03	6.28
Innovative	Male	124	28.52	5.77
	Female	94	26.40	5.58
Supportive	Male	124	33.11	5.47
	Female	94	32.20	5.86
WEPS	Male	124	88.75	14.92
	Female	94	83.64	14.69

Table 4.3.3 shows the mean response of male and female respondents on their preference to work environment. The result shows that male respondents had a mean score 27.12 which is higher than the female mean of 25.03 indicating that male prefer bureaucratic work environment as compare the female. Also, on preference to innovative work environment, male students with a mean of 28.51 show more preference to innovative work environment than the female students with a mean of 26.40. Male students also showed preference to supportive environment with a mean response of 33.11 as compare to the female with a mean of 32.20. Generally, the result suggests that male students prefer both bureaucratic, innovative, and supportive work environment than the female students.

Research Question Four: What is the influence of age on work environment preference among secondary school students?

Table 4.3.4 Mean and Standard Deviation response on the influence of age on work environment preference among secondary school students

Work Environment	Age range	N	Mean	Std. Deviation
Bureaucratic	14-17	130	26.22	6.39
	18-21	59	26.12	5.85
	22+	29	26.45	7.41
	Total	218	26.22	6.36
Innovative	14-17	130	27.39	5.75
	18-21	59	27.29	6.05
	22+	29	29.21	5.16
	Total	218	27.61	5.77
Supportive	14-17	130	32.65	5.85
	18-21	59	32.03	5.77
	22+	29	34.41	4.08
	Total	218	32.72	5.65
WEPS	14-17	130	86.26	15.25
	18-21	59	85.44	14.57
	22+	29	90.07	14.78
	Total	218	86.55	15.00

Table 4.3.4 shows the mean response of secondary school students on their preference to work environment. The result do not reveal large difference in students' mean preference to bureaucratic work environment as the mean response of all students of different age range is 26. On innovative work environment, the result reveal that students who are of the age 22 and above have a higher mean preference to innovative work environment with a mean response of 29.21 as against those in the age range of 14 – 17 who got a mean of 27.39 and those in the age range of 18 – 21 with a mean of 27.29. The table also indicates that compare to students in the age range 14 – 21, those in the range 21 above have a higher mean preference to supportive work environment.

However, comparing mean preference to the three work environments, the result shows that students have a higher mean (34.41) preference on supportive work environment than innovative (27.61) and bureaucratic work environment (26.22).

4.4 Hypotheses Testing

In this study, four null hypotheses were stated and the section shows the result of the hypotheses testing.

Hypothesis One: There is no significant influence between extraversion and work environment preference among secondary school students

Table 4.4.1 Pearson correlation between extraversion and work environment preference among secondary school students

Personality		**Bureaucratic**	**Innovative**	**Supportive**	**WEPS**
Extraversion	Pearson Correlation	.595**	.492**	.182**	.510**
	Sig. (2-tailed)	.000	.000	.007	.000
	N	218	218	218	218

Note: WEPS = Work Environment Preference Scale

Table 4.4.1 shows a Pearson correlation between extraversion and work environment preference among secondary school students. The result shows that Extraversion correlate significantly with bureaucratic work environment, $r = .595$, $p < .05$. A positive correlation, $r = .492$, $p < .05$ was also found between Extraversion and Innovative work environment. There was also positive correlation between Extraversion and Supportive work environment, $r = .182$, $p < .05$. The results suggested that students who are extrovert are more likely to prefer bureaucratic, innovative and supportive work environment. Therefore, since significant relationship was found between Extraversion and WEPS, $r = .510$, $p = < .05$, the null hypothesis which states that there is no significant influence between extraversion and work environment preference among secondary school students was rejected.

Hypothesis Two: There is no significant influence between openness to new experiences and work environment preference among secondary school students.

Table 4.4.2 Pearson correlation between openness to new experiences and work environment preference among secondary school students

Personality		**Bureaucratic**	**Innovative**	**Supportive**	**WEPS**
Openness	Pearson Correlation	.620**	.560**	.298**	.591**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	218	218	218	218

Note: WEPS = Work Environment Preference Scale

Table 4.4.2 shows a Pearson correlation between openness to new experiences and work environment preference among secondary school students. The result shows that openness to new experiences correlate significantly with bureaucratic work environment, $r = .620$, $p < .05$. A significant positive correlation, $r = .560$, $p < .05$ was also found between openness to new experiences and Innovative work environment. There was also positive correlation between openness to new experiences and Supportive work environment, $r = .298$, $p < .05$. The results in essence suggested that students who have attributes that are characteristic of openness to new experiences are more likely to prefer bureaucratic, innovative and supportive work environment. Therefore, since significant influence was found between openness to new experiences and WEPS, $r = .591$, $p = < .05$, the null hypothesis which states that there is no significant influence between openness to new experiences and work environment preference among secondary school students was rejected.

Hypothesis Three: There is no significant influence in work environment preference between male and female secondary school students.

Table 4.4.3 Independent sample t test on the influence in work environment preference between male and female secondary school students

Work Environment	Gender	N	Mean	Std. Dev.	t	P
Bureaucratic	Male	124	27.12	6.30	2.428	.016
	Female	94	25.03	6.28		
Innovative	Male	124	28.52	5.77	2.728	.007
	Female	94	26.40	5.58		
Supportive	Male	124	33.11	5.47	1.181	.239
	Female	94	32.20	5.86		
WEPS	Male	124	88.75	14.92	2.522	.012
	Female	94	83.64	14.69		

The above Independent sample t test table reveals a significant influence in preference to work environment, $t = 2.522$, $p < 0.05$. It also suggests that male students compare to the female prefer bureaucratic work environment, $t = 2.428$, $p < 0.05$ and innovative work environment, $t = 2.728$, $p < 0.05$ but no significant influence was also found between male and female in their preference to supportive work environment, $t = 1.181$, $p = .239$. Therefore, since significant influence was found in work environment preference between male and female students, the null hypothesis which states that there is no significant gender influence in work environment preference is rejected.

Hypothesis Four: There is no significant influence in work environment preference among secondary school students of different age range.

Table 4.4.4 one way analysis of variance on influence in work environment preference among secondary school students of different age range

Work Environment	Source of variation	Sum of Squares	DF	Mean Square	F	Sig.
Bureaucratic	Between Groups	2.120	2	1.060	.026	.974
	Within Groups	8787.311	215	40.871		
	Total	8789.431	217			
Innovative	Between Groups	86.221	2	43.110	1.299	.275
	Within Groups	7137.853	215	33.199		
	Total	7224.073	217			
Supportive	Between Groups	111.541	2	55.771	1.762	.174
	Within Groups	6806.390	215	31.658		
	Total	6917.931	217			
WEPS	Between Groups	442.529	2	221.265	.983	.376
	Within Groups	48411.512	215	225.170		
	Total	48854.041	217			

The above table is a one way analysis of variance which suggests that significant influence do not exist in work environment preference based on age of students, F = .983, p = .376. The result also suggests that students of different age range do not significantly differ in their preference to bureaucratic work environment, F =.026, p = .974, innovative work environment preference, F = 1.299, p = .275 and supportive work environment. Therefore, since significant influence was found in work environment preference among students of influence age categories, the null hypothesis which states that there is no significant age influence in work environment preference is rejected.

4.5 Summary of Major Findings

The following are the summary of findings of this study;

i. Significant positive influence exists between extraversion and work environment preference among secondary school students. ($r = .595$, $p < .05$).

ii. Also, significant positive influence exists between openness to new experience and work environment preference among secondary school students. ($r = .620$, $p < .05$).

iii. A significant influence exists in work environment preference between male and female secondary school students. ($t = 2.428$, $p < 0.05$).

iv. Significant influence exists in work environment preference among secondary school students of different age categories. ($F = .983$, $p = .376$).

4.6 Discussion of the Research Findings

The essence of this study was to assess the Influence of Extraversion and Openness to New Experience on work environment preference among Secondary School Students in Zaria, Kaduna State, Nigeria. Analysis of result showed that significant positive relationship exist between extraversion and work environment preference among secondary school students. It suggests that the more extraverted a students is the likely that such a student will prefer most especially bureaucratic, innovative and supportive work environment. This was in line with the idea that Extraversion relates to decidedness and goal stability in work based on environment (Colquitt, Le-Pine & Wesson, 2009). Westerman & Simmons (2007) noted findings indicating that extraverts are ambitious perfectionist and willing to put in long hours to reach their goals. Not surprisingly, Extraverts demonstrate heightened motivation and achievement in various aspects of career behaviour. These include; higher frequency and quality of job search activities in any given environment (Wagner, Van Reyk & Spence, 2001) and greater job search self-efficacy. Extraversion was seen occasionally associated with certain negative work behaviours, e.g. absenteeism; white collar crime, lack of intrinsic motivation lower performance ratings in non – interpersonal settings (Wagner, Van Reyk and

Spence, 2001) but however display characteristics showing readiness and wiliness to fit any kind of work environment.

The study also found a significant positive relationship between openness to new experience and work environment preference among secondary school students. The result suggests that students with attributes which are characteristics of openness to new experience scored higher on supportive work environment and are therefore more likely to prefer such work environment to innovative and bureaucratic work environment. In tandem with this, the personality and work preference surveys by (Meister & Willyerd, 2009) discovered that in most instances, people with open personality disposition prefer the most a workspace that supports wellbeing and the ability to enjoy work. This can be achieved by having a workspace that supports completion of tasks that require concentration and privacy, and makes it possible to adjust the situations to suit own purposes and still being able to adjust and influence the work environment was important to the respondents.

The study also suggests a significant difference in work environment preference between male and female secondary school students. The result shows that male respondents indicating preference to bureaucratic work environment as compare the female. Also, on preference to innovative work environment, it shows that male students indicate more preference to innovative work environment than the female students and so also supportive environment. Largely, the outcome suggests that male students prefer both bureaucratic, innovative, and supportive work environment than the female students. Also, Zelezny, Chua and Aldrich, (2000) find strong evidence that gender preference to a particular work environment does not begin in adulthood but childhood and attachment and childhood environment plays a major role in gender preference to environment in adulthood. Zelezny, Chua and Aldrich, (2000) concluded that gender differences on work environment preference are due to a desire for protection arising and support. The researcher also stated that male live

independent and are more likely to favor any kind of work environment whereas female at every age show more concern for the environment that are supportive.

The result however did reveal significant age difference in work environment preference among secondary school students thereby implying that students aged 14 – 22 and above who participated in this study showed the same level of preference to the bureaucratic, innovative and supportive work environment. Other researchers like Torgler and Valev (2006) also reported their findings on the influence of age 20+ on preference to work environment and career. Torgler and Valev (2006) found that different values at different age of maturity may effect or interfere with preference to a particular work environment and choice of career. Thus, they investigate the attitudes of the same cohorts over time (age effect) as well as the same age groups in different time periods (cohort effect). A consistent age effect was observed, yet on the other hand, a cohort effect was less obvious. Instead of using age as a continuous variable, Torgler and Valev (2006) have formed several categories. The age theory (Hirschi & Gottfredson, 2000) also asserts that the increase in maturity can be better explained by a change in the persons' status or the exposure to life experiences. Therefore it was based on the idea that the aging of the organism itself has an impact on individuals' behavior and preferences. Although, age differences was found it was however not significant and that was why the finding in this study differ a bit from those partly because the respondents were mostly made up of teenagers from age 14 – 20 and few who constituted 21 and above.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study based on the analysis conducted to assess the Influence of Extraversion and Openness to New Experience on work environment preference among Secondary School Students in Zaria, Kaduna State, Nigeria.

5.2 Summary

This study was designed to assess the Influence of Extraversion and Openness to New Experience on work environment preference among Secondary School Students in Zaria, Kaduna State, Nigeria. To offer this a path, specifically, four research objectives were listed, research questions were also raised and basic assumptions made. There were also four null hypotheses stated for the study which include the following; (i) there is no significant relationship between extraversion on work environment preference among secondary school students (ii) there is no significant relationship between openness to new experience on work environment preference among secondary school students (iii) there is no significant difference in work environment preference between male and female secondary school students (iv) there is no significant difference in work environment preference among secondary school students of different age range.

To achieve the objectives, the study made used of survey design which involved 218 sampled students and this was done based on the recommendation of Roseoe (as cited in Solomon 1996 & Musa 2005) that 10% could be used for a large population of students while 20% could be used for a large population of schools for determining sample size. Using the content method, data was collected in five schools which include Alhuda Huda College,

Barewa College, GSS Muchiya, GSS Kwangila, and GSS Zaria. This was done using structured questionnaire on a four points Likert response type.

The data collected were analyzed at the .05 significance level and the results revealed a significant positive correlation between extraversion and work environment preference among secondary school students. There was also a significant positive relationship between openness to new experience and work environment preference among secondary school students. It reveals that the students who are extrovert and open to new experience might be more inclined to bureaucratic work environment most especially, and then innovative and supportive work environment. Significant difference was found in work environment preference between male and female secondary school students but no significant difference was found in work environment preference among secondary school students who are of different age range.

5.3 Conclusions

Based on the findings of this study, the research concludes that to a significant and large extent, personality trait such as extraversion influence work environment preference among secondary school students. Result of the study suggests that students who are extrovert are more likely to prefer bureaucratic, most especially, and then innovative and supportive work environment.

The research also concludes that students who have attributes that are characteristic of openness to new experiences are strongly likely to prefer bureaucratic work environment particularly, and then innovative and supportive work environment.

Also, male students were found to show significant preference to bureaucratic and innovative work environment than their female counterpart. But regarding supportive work environment, male and female do not significantly differ as both of them show equal preference to

supportive work environment. The study also concludes based on the findings that regardless of age, all respondents prefer bureaucratic, innovative, and supportive work environment.

5.4 Recommendations

1. A significant positive relationship was found between extraversion and work environment preference among secondary school students. Therefore, the study recommends that the school principals, teachers and the counsellors should help to make students understand the cost and benefits of working in such environment so as to enable the extravert students make informed decision on work environment preference before venturing in to the world of work.

2. Similarly, a significant positive relationship between openness to new experience and work environment preference among secondary school students was found. The study therefore recommends that students who possess personality characteristics of open to new experience should be assisted by school counsellors on the presence of such personality in them and which work environment will be best suited or in congruent to that personality so as to enhance work performance and job satisfaction.

3. A significant difference was found in work environment preference between male and female secondary school students. The research recommends both male and female students should be encouraged to make preference in work environment that befit their personalities since the result showed that male are favourable to bureaucratic and innovative work environment while more female prefer supportive environment.

4. No significant difference was found in work environment preference among secondary school students of different age categories. The research recommends that career talk should be given to students particularly teenagers at the secondary school levels. This information should continue regardless of age so as to expose the young ones to different work

environment available in the society and therefore make inform decision on work environment.

5.5 Suggestion for Further Studies

Based on the outcome of this study, the following suggestions for further studies are made;

i. Influence of agreeableness and conscientiousness on work environment preference among teenagers in secondary school.

ii. Neuroticism as predictor of work environment preference among students of senior secondary school.

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Appendix 1

LETTER OF INTRODUCTION

Dear Respondent,

The researcher is an M.Ed. Guidance and Counselling student conducting a research on Influence of Extraversion and Openness to New Experience on Work Environment Preference among Secondary School Students in Zaria, Kaduna State, Nigeria.

Kindly fill this questionnaire as truly as possible. Your response will be used for the purpose of this research only. Any information supplied will be treated with absolute confidentiality. Please, be as truthful and accurate as possible in your response to each of the items.

Thanks,

Indicate your responses by ticking (√) at the appropriate box.

1. Gender: Male [ ] Female [ ]

2. Age: a. 14-17 [ ] b. 18-21 [ ] c. 22 and above [ ]

OLIVER JOHN PERSONALITY INVENTORY

INSTRUCTIONS:

The following statements concern your perception about yourself in a variety of situations. Your work is to indicate the strength of your agreement with each statement, use the scale provided to denote Strongly Agree, Agree, Disagree, Strongly Disagree. In the boxes after each statement, tick (√) a number from 1 to 4 from the scale provided.

There are no "right" or "wrong" answers, so select the number that most closely reflects you on each statement. This is not a test of intelligence or ability, but simply a measure of the way you behave. Take your time and consider each statement carefully. BE SURE NOT TO OMIT ANY ITEM PLEASE.

S/N	**Items**	**SA**	**A**	**D**	**SD**
		4	**3**	**2**	**1**
1	I see myself as someone who is talkative				
2	I am a reserved person				
3	I see myself as someone who is full of energy				
4	I see myself as someone who generates a lot of interest anywhere I am				
5	I tend to be quiet				
6	I am always very confident				
7	I am sometimes shy and self-conscious				
8	I am outgoing and sociable				

9	I see myself as someone who is original in my idea. I often come up with new ideas or thoughts.				
10	I am curious about many things				
11	I am a deep thinker				
12	I have an active imagination. I imagine things a lot				
13	I sometimes invent new ideas				
14	I value art works and creative designs				
15	I prefer routine work				
16	I like to reflect and play with new ideas				

Appendix II

DATA ANALYSIS RESULT

```
CORRELATIONS
 /VARIABLES=EXTRAVERSION BEREUCRATIC INNOVATIVE SUPPORTIVE WEPS
 /PRINT=TWOTAIL NOSIG
 /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
EXTRAVERSION	18.2844	5.41051	218
BEREUCRATIC	26.2202	6.36430	218
INNOVATIVE	27.6055	5.76981	218
SUPPORTIVE	32.7202	5.64623	218
WEPS	86.5459	15.00446	218

Correlations

		EXTRAVERSION	BEREUCRATIC	INNOVATIVE	SUPPORTIVE	WEPS
EXTRAVERSION	Pearson Correlation	1	.595**	.492**	.182**	.510**
	Sig. (2-tailed)		.000	.000	.007	.000
	N	218	218	218	218	218
BEREUCRATIC	Pearson Correlation	.595**	1	.642**	.339**	.799**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	218	218	218	218	218
INNOVATIVE	Pearson Correlation	.492**	.642**	1	.736**	.934**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	218	218	218	218	218
SUPPORTIVE	Pearson Correlation	.182**	.339**	.736**	1	.803**
	Sig. (2-tailed)	.007	.000	.000		.000
	N	218	218	218	218	218
WEPS	Pearson Correlation	.510**	.799**	.934**	.803**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	218	218	218	218	218

**. Correlation is significant at the 0.01 level (2-tailed).

```
CORRELATIONS
  /VARIABLES=OPENNESS BEREUCRATIC INNOVATIVE SUPPORTIVE WEPS
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
OPENNESS	18.9679	4.54612	218
BEREUCRATIC	26.2202	6.36430	218
INNOVATIVE	27.6055	5.76981	218
SUPPORTIVE	32.7202	5.64623	218
WEPS	86.5459	15.00446	218

Correlations

		OPENNESS	BEREUCRATIC	INNOVATIVE	SUPPORTIVE	WEPS
OPENNESS	Pearson Correlation	1	.620**	.560**	.298**	.591**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	218	218	218	218	218
BEREUCRATIC	Pearson Correlation	.620**	1	.642**	.339**	.799**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	218	218	218	218	218
INNOVATIVE	Pearson Correlation	.560**	.642**	1	.736**	.934**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	218	218	218	218	218
SUPPORTIVE	Pearson Correlation	.298**	.339**	.736**	1	.803**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	218	218	218	218	218
WEPS	Pearson Correlation	.591**	.799**	.934**	.803**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	218	218	218	218	218

**. Correlation is significant at the 0.01 level (2-tailed).

```
T-TEST GROUPS=Gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=BEREUCRATIC INNOVATIVE SUPPORTIVE WEPS
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
BEREUCRATIC	Male	124	27.1210	6.30085	.56583
	Female	94	25.0319	6.28439	.64819
INNOVATIVE	Male	124	28.5161	5.76573	.51778
	Female	94	26.4043	5.58092	.57563
SUPPORTIVE	Male	124	33.1129	5.47308	.49150
	Female	94	32.2021	5.85594	.60399
WEPS	Male	124	88.7500	14.91855	1.33972
	Female	94	83.6383	14.69463	1.51564

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
BEREUCRATIC	Equal variances assumed	.026	.871	2.427	216	.016	2.08905	.86072	.39256	3.78555
	Equal variances not assumed			2.428	200.647	.016	2.08905	.86041	.39244	3.78567
INNOVATIVE	Equal variances assumed	.002	.967	2.715	216	.007	2.11187	.77773	.57896	3.64478
	Equal variances not assumed			2.728	203.599	.007	2.11187	.77424	.58533	3.63842
SUPPORTIVE	Equal variances assumed	.329	.567	1.181	216	.239	.91078	.77147	-.60979	2.43135

	Equal variances not assumed			1.170	192.969	.244	.91078	.77870	-.62509	2.44664
WEPS	Equal variances assumed	.003	.959	2.522	216	.012	5.11170	2.02711	1.11626	9.10714
	Equal variances not assumed			2.527	201.907	.012	5.11170	2.02287	1.12304	9.10037

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ONEWAY BEREUCRATIC INNOVATIVE SUPPORTIVE WEPS BY Age
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
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Oneway

Descriptives

						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
BEREUCRATIC	14-17	137	26.3650	6.58862	.56290	25.2518	27.4781	12.00	40.00
	18-21	81	25.9753	5.99786	.66643	24.6491	27.3015	14.00	40.00
	Total	218	26.2202	6.36430	.43104	25.3706	27.0698	12.00	40.00
INNOVATIVE	14-17	137	27.5401	5.88119	.50246	26.5465	28.5338	12.00	40.00
	18-21	81	27.7160	5.61078	.62342	26.4754	28.9567	16.00	40.00
	Total	218	27.6055	5.76981	.39078	26.8353	28.3757	12.00	40.00
SUPPORTIVE	14-17	137	32.7737	5.79553	.49515	31.7945	33.7529	16.00	40.00
	18-21	81	32.6296	5.41859	.60207	31.4315	33.8278	20.00	40.00
	Total	218	32.7202	5.64623	.38241	31.9665	33.4739	16.00	40.00
WEPS	14-17	137	86.6788	15.61623	1.33418	84.0404	89.3173	44.00	120.00
	18-21	81	86.3210	14.00074	1.55564	83.2252	89.4168	52.00	117.00
	Total	218	86.5459	15.00446	1.01623	84.5429	88.5488	44.00	120.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
BUREACRATIC	Between Groups	7.729	1	7.729	.190	.663
	Within Groups	8781.702	216	40.656		
	Total	8789.431	217			
INNOVATIVE	Between Groups	1.575	1	1.575	.047	.828
	Within Groups	7222.498	216	33.437		
	Total	7224.073	217			
SUPPORTIVE	Between Groups	1.057	1	1.057	.033	.856
	Within Groups	6916.874	216	32.023		
	Total	6917.931	217			
WEPS	Between Groups	6.518	1	6.518	.029	.865
	Within Groups	48847.523	216	226.146		
	Total	48854.041	217			

Appendix III

LETTER OF INTRODUCTION

PARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA
E-mail: epc@abu.edu.ng
Chancellor: Professor Abdullahi Mustapha, B.Sc (Hons.) Pharm (ABU), Ph.D (London), FPSN
Head of Department: Professor Musa Balarabe, BSc.Ed., M.Ed (ABU), Ph.D(Edinburgh), M.B.Ps.S., MNAES

Our Ref: _____ Date 19/07/2013

DIRECTOR,
MINISTRY OF EDUCATION
KADUNA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/project. Our Students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:
INFLUENCE OF EXTRAVERSION AND OPENNESS TO NEW EXPERIENCE ON WORK ENVIRONMENT PREFERENCE AMONG SECONDARY SCHOOL STUDENTS IN ZARIA, KADUNA STATE

Thank You for your Continuing cooperation.

Yours Sincerely,
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING A.B.U. ZARIA
DR. [signature] 17/07/13
Research Adviser

Kaduna State Ministry of Education

Zonal Office Headquarters,

Zaria

Date: 25/07/2013

The Principal/~~Proprietor~~
ALHUDA HUDA
COLLEGE, ZARIA

LETTER OF INTRODUCTION

The bearer is a AJELABI EBENEZER OLUWASEYI in the Dept of/~~form~~ EDUCATIONAL PSYCHOLOGY & COUNSELLING and

Wish to conduct a research in the following areas:

1. INFLUENCE OF EXTRAVERSION/OPENNESS
2. TO NEW EXPERIENCE ON WORK ENVIRONMENT
3. PREFERENCE AMONG SECONDARY
4. SCHOOL STUDENTS IN ZARIA,
5. KADUNA STATE, NIGERIA

I am directed to request you to allow him /her the use of your facility accordingly please.

ZONAL EDUC. OFFICE
ZARIA
Sani Ayuba 22/07/13

For: Director.

Kaduna State Ministry of Education

Zonal Office Headquarters,

Zaria

Date: 25/07/2013

The Principal/~~Proprietor~~
BAREWA COLLEGE,
ZARIA

LETTER OF INTRODUCTION

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5. KADUNA STATE, NIGERIA

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ZONAL EDUC. OFFICE
ZARIA
Sani ~~Abdulsalam~~ Soba 22/07/13

For: Director.

Kaduna State Ministry of Education

Zonal Office Headquarters,

Zaria

Date: 25/07/2013

The Principal/~~Proprietor~~
GOVT SECONDARY SCHOOL,
MUCHIYA, ZARIA

LETTER OF INTRODUCTION

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5. KADUNA STATE, NIGERIA

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ZONAL EDUC. OFFICE
ZARIA

Sani ~~Abdulla~~ Soba 22/07/13

For: Director.

Kaduna State Ministry of Education

Zonal Office Headquarters,

Zaria

Date: 25/07/2013

The Principal/Proprietor
GOVT SEC. SCHOOL
KWANGILLA, ZARIA

LETTER OF INTRODUCTION

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5. KADUNA STATE, NIGERIA

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ZONAL EDUC. OFFICE
ZARIA
PRSIGA

Sani Ahmadu Soba 22/07/13

For: Director.

Kaduna State Ministry of Education

Zonal Office Headquarters,

Zaria

Date: 25/07/2013

The Principal/~~Proprietor~~
GOVT SEC SCHOOL,
ZARIA.

LETTER OF INTRODUCTION

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5. KADUNA STATE NIGERIA

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ZONAL EDUC. OFFICE
ZARIA
KADUNA

Sani Amsu Soba 22/07/13

For: Director.