

Personality, Career Decision-Making and Career Expectations: A Primary Report from Malawi

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The relationship between personality, career decision-making and career expectations among Malawi undergraduate students has never been studied, and the shortage of students becomes a serious problem in facing the education system of this southeastern African nation. A cross-sectional was methodologically designed with randomly selected 270 Malawian undergraduate students from the 3 large-scale universities. The Big Five Inventory (BFI-10), General Decision-Making Styles Questionnaire (DGMS) and Career Expectation Questionnaire were given to all participants who already signed for their future career paths guidance. Mean score differences were analyzed by gender and major comparison. Then, the career expectation model was tested. The results showed that students with science major showed higher score significantly in competition, freedom, management, learning and entrepreneurship in career expectation than those from humanities. The hypothesized model concluded that only the personality traits of conscientiousness and openness significantly influenced career expectation through decision-making as a mediator, with significant level indices: $\chi^2(125) = 232.70$, $\chi^2/df = 1.86$, $CFI = .87$, $GFI = .92$, $RMSEA = .05$. The findings offer implications regarding how conscientiousness and openness enhance career expectation through decision-making. It is recommended the administrators should focus on personality as an important psychological factor which effect students' career expectation, as well as, build environmental support by including vocational guidance to students for future decision making of their career paths.

Keywords: career expectation, decision-making, Malawi, personality, undergraduate students

According to UNESCO, only 1% of 2,000 Malawian citizens were enrolled in university level. RIPPLE Africa 2013, a UK charity organization – working on education, environmental and healthcare volunteering projects in Malawi, Africa, reports that there are approximately 11.3% of students pursuing degrees in the social sciences and humanities, 16.1% in sciences & medicines and 72% in education. Considerably, the local workforce situation of Malawi might be dependent on skilled expatriate labour far in the future to fulfill the need of the nation growing labour workforce, unless the local workforce expands (RIPPLEAfrica, 2013; UNESCO, 2014). One such evidence has been clearly found in the Malawian Medical profession which has insufficient resources. Malawi is dependent on almost 50% of non-Malawian doctors for covering 50,000 Malawians per one physician across all specialties (Yeganeh-Arani, Chandratilake, & Muula, 2012). Currently, Malawian students adjure their initial career goals while they are studying at the university level. It will lead to instability for starting an occupation. Many university departments report a lack of the number of students registering or changing during their courses. Assumingly, such a given

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these situations, there is a strong possibility that students are in career paths that are not in line with their personality traits and career interest.

Attempting to understand variables related to personality in this study might be investigated personality trait as its relationship which is driven by individual level although choosing a major of each student is complicated far consequences. However, it could be an early step to find out any further solution to the above mentioned problems. To concern on future career paths, the qualified workers in all professions as resources in the higher education institutes are possibly influenced by caliber of the student and major matching. While personality plays an immutable role of students' characteristic, their relationships with other related profession aspects are worth interesting which could be more amenable to change. This study examines personality with its traits in addition to influencing on various decision styles and career expectations (Rauduvaite & Lasauskiene, 2015). It could be one of the early reports for higher education institutes in Malawi to know how students approach their career choice differently based on their influences of personality.

Literature Review

Personality is a complex area of human behavior where researchers are in the process of developing a commonly shared integrated perspective. Empirical findings indicate a variety of personality role in high education depending on how researchers measure personality; however, personality has firmly been recognized as one of significantly influential factors on professional decisions and expectation. Worldwide researchers wildly apply different frameworks such as the *Five Factor Model* to explain the personality traits, but few available public reports among Malawian students are found. Thus, this work is to contribute research topics on personality-aware decision making in career expectation within education institutes.

The conceptual framework of the current study generally related to the primary input of *Social Cognitive Career Theory* which seeking to explain: the development of academic and career interest, how individuals make their career decision and education and career performance. These three components emphasis centering the cores of self-efficiency, outcome expectation and goals. Hence, genders and majors as its theory input were studied. Additionally, this study applies career development theory which aims to explain the reasons why ones could make their fit with their career path and success behaviors which developmental psychology and personality are in 4 main areas in the theory.

Measuring Personality: Big Five

The Five Factor Model (FFM or Big Five) is one of the personality framework which divides personality into five traits - abstract basic tendencies. Most people lie somewhere in these two polar ends ranging between two extreme continuums of extraversion and introversion (Goldberg & Saucier, 1998). These 5 categories are described as the following: (1) *extroversion* - sociability, talkativeness, assertiveness, and high emotional expressiveness, (2) *agreeableness* - the attributes such as trust, altruism, kindness, prosocial behaviors and high cooperative, (3) *conscientiousness* - thoughtfulness, well impulse control and goal-oriented actions, (4) *neuroticism* - sadness, mood instability and (5) *openness* - spatial, imaginative and creative (Hussain, Abbas, Shahzad, & Bukhari, 2012; Reed, Bruch, & Haase, 2004). The dimensions of FFM personality are closely related to the RIASEC vocational aptitude categories which aim to classify in term of career cluster emerged from six types of

personality, but FFM can provide more predictive value in career path domain (Armstrong & Anthoney, 2009).

Decision-Making and Career Expectations

Career decision-making style is applied for describing the way individuals process information throughout their consideration including collecting, perceiving and processing (Gati, Landman, Davidovitch, Asulin-Peretz, & Gadassi, 2010). When people make decisions, it usually denotes attitudes and behaviors tasks or the individual habitual pattern in implementation (Galotti et al., 2006; Thunholm, 2004). Career decision-making styles are constructed by vocational behavior and career development involvement. It is accepted as one of the significant distinguishing variables for career choices. The widely acceptable decision-making styles include intuitive, dependence, rational, avoidant, and spontaneous styles (Farrar, 2009). Additionally, students' specialty and their positive attitude influence their career expectations. It can help in perceiving what psychological qualities needed for a future profession. When choosing a profession, career planning and decision making do not only require for abilities, interests and values of a person but also on how a person considers his or her own acquired experience in the past as well as future goals. The ability to plan a career path is an essential key in attaining a successful career and even a successful life. To set their own goals and to adequately react to changing life circumstances, all aspects is related to employment when entering into the labour market determines career success and individual well-being (Rauduvaite & Lasauskiene, 2015).

The Relationships among Personality, Decision-Making and Career Expectations

Personality appears to effect various aspects of decision-making strongly. There is evidence that impulsiveness and anxiety predict message effectiveness in a goal-framing task. Personality is associated with risky choices in social, ethical, gambling and recreational risk-taking (Soane, Dewberry, & Narendran, 2010). The influence of personality also appears to extend to decision-making performance as measured by the Iowa Gambling Task. Personality is also associated with general performance, and it influences decision-making directly. It is plausible that personality explains variation in everyday decision-making competence over and above decision-making style (Davis, Patte, Tweed, & Curtis, 2007; Forthmann et al., 2018).

Furthermore, as its close relationship with cognitive styles, personality is pertinent to partial out the variance associated with the style variables to investigate whether the Big Five personality traits predict decision-making competence in everyday life over and above cognitive styles and decision-making styles. One study expected conscientiousness to predict decision-making competence because conscientious decision-makers are likely to consider decisions more carefully and thoroughly. Extraversion is associated with impulsivity, and people making impulsive decisions are less likely to make them competently, a supposition supported by research linking impulsivity with risky and suboptimal decisions (Franken, van Strien, Nijs, & Muris, 2008; Martin & Potts, 2009). Research indicates that decision-making competence in everyday life is associated with certain decision-styles.

From the students' perspective, Perrone, Sedlacek, & Alexander (2001) reported that students' interests provided the main motives for their career choice, and the students were influenced by personal interest when making career choice. Similarly, it has indicated that the respondents realize the impact personality trait which can influence on his or her career choice (Quinter & Edwards, 2011). They believed that personality traits could preliminarily

lead to a good career choice. Hence, from the available literature, it can be found that only a few studies have considered personality traits as the antecedents of students' career preferences. They have chosen Holland's 'RIASEC' model to assess personality which has limited in literature in comparing to the widely use personality traits (Armstrong & Anthoney, 2009).

To define the objectives of the present study, a 5-trait personality, decision-making styles and career expectation were first defined and reported by the gender and major differences. Furthermore, it aimed to replicate this path model to confirm the mediating effect of career decision-making between 5 personality traits and career expectations. Thus, this study deemed to have merit in managerial and educational psychology as the early research among Malawian students. To address these issues mentioned above, we posed 4 following research questions.

- RQ1: Do 5 personality traits, decision-making styles and career expectation aspects differ between male and female students?
- RQ2: Do 5 personality traits, decision-making styles and career expectation aspects differ between students from humanity and science majors?
- RQ3: How do 5 personality traits relate with decision-making styles and career expectation?
- RQ4: Does decision-making mediate the relationship between 5 personality traits and career expectation?

Method

Participants

Generally, under the present higher education, Malawian students could select their expertise in their career paths after their first year of studying. Thus, Malawian undergraduate students, who had already chosen their career paths studying from the 2nd year to the 4th year, were randomly selected by simple random sampling method from the 3 large-scale universities in different districts during the beginning semester of 2018 using 4 months' survey conducting. Every student who registered in that semester had an equal chance to be selected. a total of 450 questionnaires were distributed, 270 were completed. The respondent characteristics were as the following: 172 students were recruited from Chancellor College, the University of Malawi in Zomba, 74 students from Malawi University of Science and Technology (MUST) in Thyolo and 23 students from Blantyre International University (BIU) in Blantyre. Among the entire samples, they were 58% males, 64% under 25 years old, 49% in the 4th year or over and 59% from mathematics and sciences.

Measurements

Big Five Personality was measured by the *Big Five Inventory (BFI-10)*. This multicultural 5-Likert measure was questioned covering 5 personality traits in 10 items covering conscientiousness, extroversion, agreeableness, neuroticism and openness. The Cronbach's alpha reliability was ranging from .74 in agreeableness to .89 in extraversion. The overall alpha reliability was .84. The developers recommended a sufficient questionnaire for research with a truly time limitation constraint. The example of the questions is "I see myself as someone who is going, sociable" or "I see myself as someone who has an active

imagination.” (Rammstedt & John, 2007). In the proposed model, these personality traits were measured as individual observed variables.

Decision-Making styles were measured by *the General Decision-Making Styles Questionnaire (DGMS)*. The 25-item was designed to explore how individuals approach 5 decision styles as the following: 1. rational - logical evaluation, 2. avoidant-postponing decisions, 3. dependent - directed by others; 4. intuitive - reliance on feeling and 5. spontaneous - a sense of immediacy. The Cronbach’s alpha reliability was over acceptable-to-high ranging from .68 in Dependent to .94 in Avoidant (Scott & Bruce, 1995). In the proposed model, this variable was recognized as a latent variable.

Career Expectation was measured by *the Career Expectation Questionnaire*. The 24-item scale explored 8 themes: 1) competition, 2. freedom, 3. management, 4. life balance, 5. organization membership, 6. expertise, 7. learning, and 8. entrepreneurship. The revised version of Carole Pemberton from the Strike a New Career Deal applied the 4-point rating scale to decrease indecisive responses ranging from 4 (very important) to 1 (no important). The example item was “Being able to get the job done well through managing the effort of others” in Management aspect or “The excitement of creating something new whose success depends on me” in Entrepreneurship aspect. The Cronbach’s alpha reliability was ranging between .76 in Life Balance to .84 in Entrepreneurship (Pemberton, 1998). In the proposed model, it was measured as a latent variable.

Data Analysis and Goodness of Fit Criteria

In the preliminary study, a single common latent factor and a measure model were examined. The dataset was statistically inspected and analyzed by description statistic, correlation and *t*-test. For better the Structure Equation Modeling (SEM) performing, according to the words of Fornell and Larcker, when Average Variance Extracted (ρ_v) is less than .50, the composite reliability (ρ_c) should higher than .60. Those constructs are still adequate. The square root ρ_v of the target construct should be higher than the correlation values with another construct to obtain discriminant validity (Podsakoff, MacKenzie, & Podsakoff, 2012). SEM was applied to reveal the variable relationship using AMOS V. 23.

Notably, the structural and measurement models were performed under Maximum Likelihood estimation. Theoretically, approximately, 200 samples are the minimum samples size for analyzing structure equation model with free parameters to be estimated (Ullman & Bentler, 2012). The goodness-of-fit criteria evaluation were judged on these conditions: CFI, GFI or NNFI greater than .90 and RMSEA around .06 or lower expected value (Bentler, 2007). The hypothesized model should present nonsignificant chi-square value, or it was expected that chi-square and degree of freedom (χ^2/df) did not vary or < 3 , better with ≤ 2 (Byars-Winston, Estrada, Howard, Davis, & Zalapa, 2010).

Findings

Preliminary Results

In the common method variance examination, a single common latent factor was run showing the unrotated solution determined model explained only 22.79 percent of the variance. It revealed that this form of bias influenced no score. The inspection of the skewness and kurtosis showed acceptable symmetric distribution with non-significant values in all variables applying Kolmogorov-Smirnov. In the SEM analysis, a measurement model

contains AVE values lower .50 in 4 constructs; however, those composite reliability values were higher than .60, which indicated the satisfactory validity in all measures. The square root ρ_v of the target construct higher than the correlation values from another construct which obtained the discriminant validity. All measure items exhibited loading values that exceed .50 ranging from the lower bound at .52 to the upper bound at .88. There was no multicollinearity bias indicating VIF less than 2.

Main Results

As shown in Table 1, the main results indicated the major differences in 5 career expectation measures. In gender differences, females ($M = 6.28$, $SD = 1.60$) scored higher in extroversion than males ($M = 5.85$, $SD = 1.80$) with significant condition; $t(235) = -2.02$, $p < .05$. Females ($M = 10.19$, $SD = 1.58$) also scored higher in expertise in career expectation than males ($M = 9.73$, $SD = 1.89$) with a significant condition; $t(235) = -2.11$, $p < .05$. However, males ($M = 9.98$, $SD = 1.80$) scored higher than females ($M = 9.56$, $SD = 1.50$) in management career expectation with a significant condition; $t(235) = 1.95$, $p < .05$. Other variables showed no difference. The overall correlation coefficients indicated the weak-to-moderate correlation between personality traits and other studied variables in both positive and negative magnitudes as shown in Figure 1 and Figure 2. Additionally, conscientiousness showed higher correlation than other traits significantly in rational, avoidant and spontaneous decision-making and in competition, management, organization, learning and entrepreneurship aspects of career expectation.

Table 1

Personality, Decision-Making styles and Career Expectations in major disciplines

	Math & Sciences		Humanities		<i>t</i>	Sig.	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
<i>Five Personality</i>							
Extroversion	2.91	.90	3.07	.85	-1.39	.16	
Agreeableness	3.53	.69	3.60	.85	-.72	.46	
Conscientiousness	3.69	.91	3.68	.79	.04	.96	
Neuroticism	2.55	.96	2.48	.95	.53	.59	
Openness	3.85	.76	3.87	.82	-.26	.79	
<i>Decision Making Styles</i>							
Intuitive	3.66	.69	3.56	.61	1.13	.25	
Dependent	3.44	.65	3.32	.72	1.28	.19	
Rational	3.92	.58	3.91	.56	.26	.79	
Avoidant	2.51	.74	2.45	.79	.56	.57	
Spontaneous	2.81	.53	2.68	.66	1.68	.09	
<i>Career Expectation</i>							
Competition	3.06	.68	2.76	.70	3.29	.001	**
Freedom	3.30	.56	3.14	.54	2.23	.02	*
Management	3.37	.54	3.21	.56	2.15	.03	*
Life Balance	3.23	.57	3.22	.50	.12	.90	
Organization-Mem ^a	3.09	.64	3.02	.71	.85	.39	
Learning	3.35	.59	3.25	.61	1.98	.04	*
Expertise	3.61	.45	3.48	.48	1.22	.22	
Entrepreneurship	3.53	.49	3.40	.49	2.07	.03	*

Note. ^a Organization membership. * $p < .05$, ** $p < .01$

Personality and Decision-Making towards Career Expectation

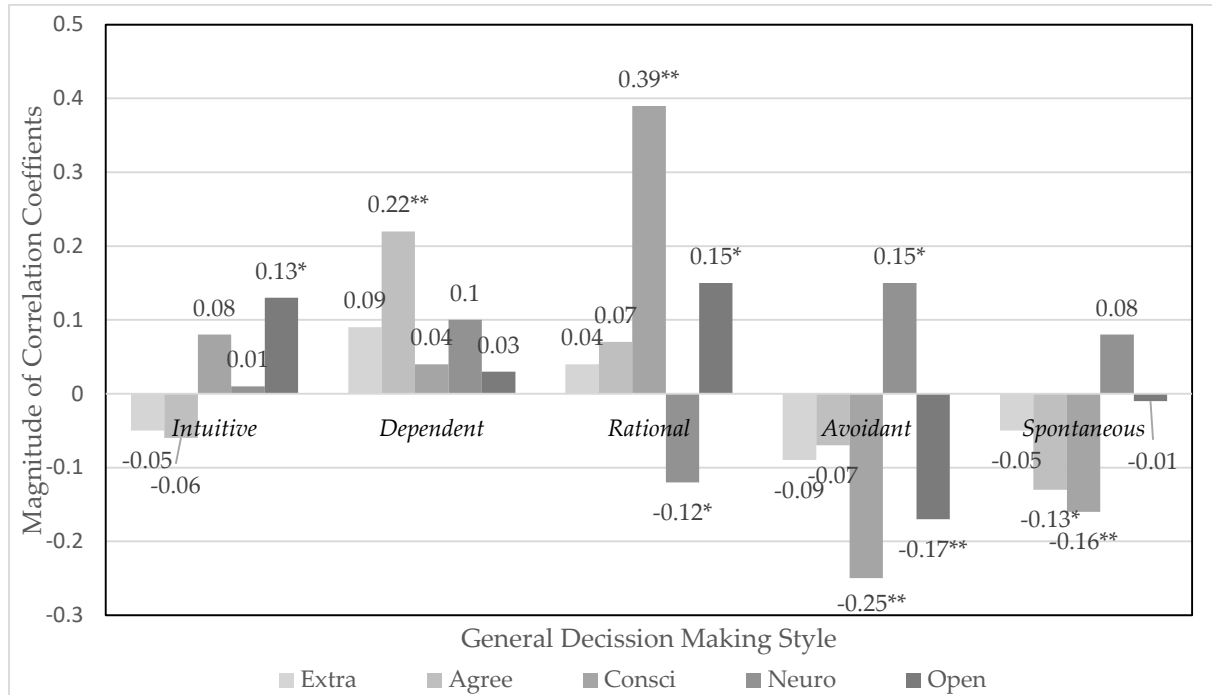


Figure 1. Correlations between 5 traits of personality and 5 Decision-Making styles.

Note. Extra: Extroversion, Agree: Agreeableness, Consci: Conscientiousness, Neuro: Neuroticism, Open: Openness. * $p < .05$, ** $p < .01$

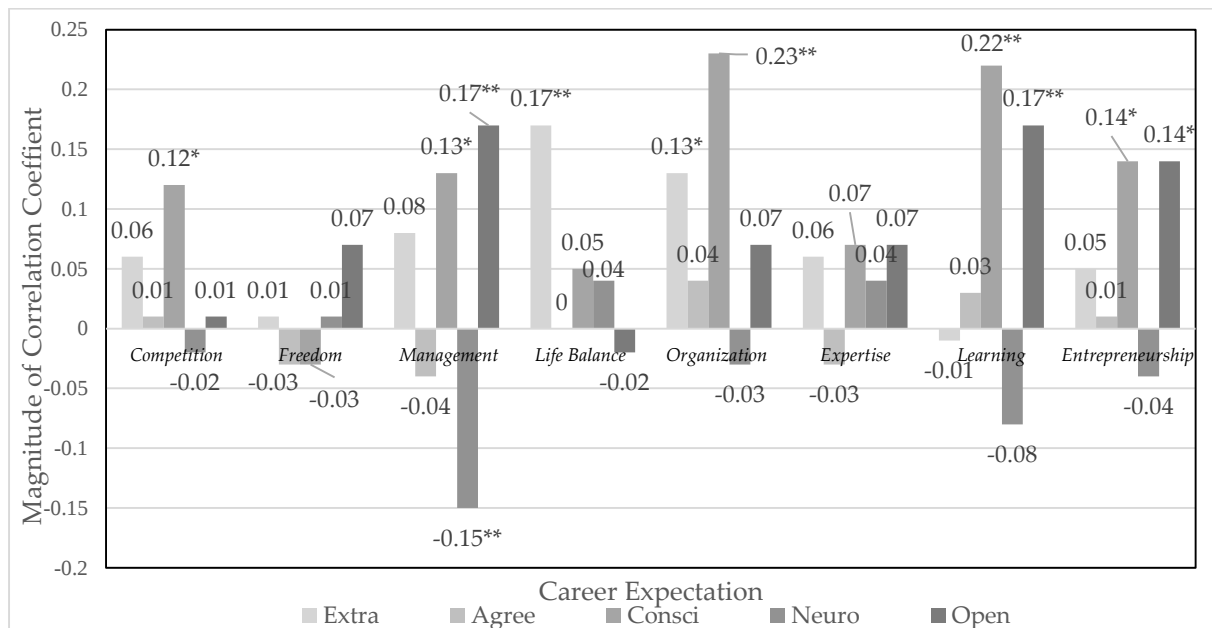


Figure 2. Correlations between 5 traits of personality and 8 Career Expectation aspects

Note. Extra: Extroversion, Agree: Agreeableness, Consci: Conscientiousness, Neuro: Neuroticism, Open: Openness. * $p < .05$, ** $p < .01$

Test of the Hypothesized Model

In the hypothesized model testing for the entire sample, the model showed that the overall structure model fit was critiqued with significant level: $\chi^2(134) = 427.21$, $\chi^2/df = 3.18$, $CFI = .66$, $GFI = .84$, $RMSEA = .09$. Considerably, after setting its errors free, the

model seemed to be more fit with the data, but it still declared a significant level with $\chi^2(125) = 232.70$, $\chi^2/df = 1.86$, $CFI = .87$, $GFI = .92$, $RMSEA = .05$ (Figure 3). Extroversion, Agreeableness and Neuroticism showed non-significant predictive values. Decision-Making scores as the mediator was significantly and positively predicted by conscientiousness and openness scores explaining the variance, $R^2 = .28$. Bootstrapping values not across zero firmly indicated the expected status. Career expectation score was also significantly explained by one-third of the variance, $R^2 = .34$. The indirect effect decomposition was presented in Table 2.

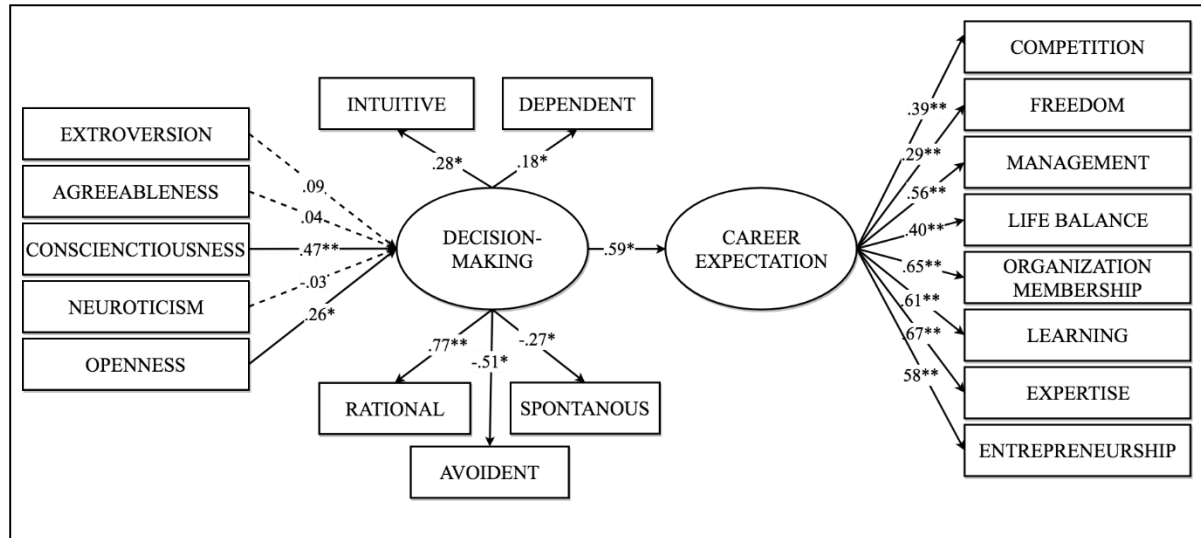


Figure 3. Career Expectation model based 5 personality traits and decision-making styles
Note. The dashed lines mean insignificant. * $p < .05$, ** $p < .01$

Table 2

Effect decomposition based on the path model

Outcome Variables	R^2	Coefficient Effects							
		Consci ^a		Openness		DM ^b		CE ^c	
		DE	IE	DE	IE	DE	IE	DE	IE
Decision Making	.28	.46	-	.25	-	-	-	-	-
Intuitive	.07	-	.12	-	.06	.27	-	-	-
Dependent	.03	-	.08	-	.04	.18	-	-	-
Rational	.58	-	.35	-	.18	.76	-	-	-
Avoidant	.25	-	-.23	-	-.11	-.50	-	-	-
Spontaneous	.07	-	-.12	-	-.06	-.26	-	-	-
Career Expectation	.34	-	.27	-	.13	.58	-	-	-
Competition	.13	-	.10	-	.05	-	.21	.36	-
Freedom	.08	-	.08	-	.04	-	.17	.29	-
Management	.31	-	.15	-	.07	-	.32	.55	-
Life Balance	.16	-	.11	-	.05	-	.23	.40	-
Organization-Men ^a	.41	-	.17	-	.08	-	.37	.64	-
Learning	.44	-	.18	-	.09	-	.39	.66	-
Expertise	.37	-	.16	-	.08	-	.39	.61	-
Entrepreneurship	.33	-	.15	-	.08	-	.34	.57	-

Note. Showing only significant effect estimations based on the raw sample. DE: direct effect, IE: indirect effect, a: Conscientiousness, b: Decision-Making, c: Career Expectation.

Discussion

The present study mainly demonstrated significant findings on how their personality influenced decision-making style toward career expectation stereotypes among Malawian students. As the first research question, extroversion in female seems to be higher than male in past researches which related to emotionality and impulsivity. One possible updated finding explains that female brain such as white matter integrity and morphometric properties in the amygdala was physically investigated as correlates of extraversion (Delaparte, Bartlett, Grazioplene, Perlman et al., 2019). Interestingly, career expertise in female is higher than male. Females seem to seek the better advice on career planning in general. A report claimed that Females want multiple mentors in developing their career issues and working life facilities effectively (Koopman & Thiedke, 2005). In the second research question, it was found as that no difference was found in any component of personality traits and decision-making styles; however, some aspects of career expectation indicated different between majors. Competition aspect, one of significant variables, among students with Math & Science major is remarked in many studies which, for example, pointed to students' positive influences on their interest, self-belief and identification showing high probability to pursuing successful careers (Steeh, Höffler, Keller, & Parchmann, 2019).

It could be concluded from the correlation analysis answering the third research question that conscientiousness associated positively and significantly with rational, competition, management, organization membership, learning and entrepreneurship, but it negatively and significantly associated with avoidance and spontaneity. In literature, conscientiousness showed a close relationship with self-efficacy on getting a job, job outcomes, job expectations and job success (Feldt & Woelfel, 2009). Openness associated positively and significantly with rational, management, learning and entrepreneurship, but it negatively and significantly associated with avoidance. In the words of Forthmann et al. (2018), divergent thinking might link with openness to extrovert experiences. Its spectrum may beneficially support to future career path. The previous findings also revealed that negative side of decision-making was a mediator on some career difficulties (Storme, Celik, & Myszkowski, 2017).

Personality firmly appears to influence various aspects of decision-making. The empirical studies in students' decision-making literature have reported that students' interests provide the understanding of the connection between the main motives and the career choice among Kenya students. More than 2 of 3 of the students' careers choices are influenced by personal interest (Quinter & Edwards, 2011; Perrone, Sedlacek, & Alexander, 2001). Similarly, Nigerian students showed that the impact personality traits could lead to a good career choice (Udoudoh, 2012). Hence, these findings might bridge the gap of personality, social cognitive psychology and organizational studies as the antecedents of students' career preferences in Malawian education literature.

Some interesting points emerged that females showed higher extroversion trait in the present study, which were explained as the possibly ease endorsement of influences from mothers, friends, teachers, than males in their career expectation (Paa & McWhirter, 2000). Then, freedom might be a related domain linking between extroversion and career expectation relationship. The findings indicated positive and significant associations with intuitive, spontaneous, competition, management, life balance, expertise and entrepreneurship; however, the significant relationship was not considerably found when analyzed by SEM. According to management behavior, it could positively associate with

conscientiousness in both school and organizational contexts (Douglas, Frink, & Ferris, 2004; MacCann & Roberts, 2010). Matching with personality, for example, managers need to be skillful with managing abilities which can be possible to explained by conscientiousness underlying trait for organizing and managing the planning (Judge, Higgins, Thoresen, & Barrick, 1999).

Although the presence of a significant relationship between Management and Neuroticism was not found in the present study, the literature also lead our understanding that people with high Neuroticism scores could be recognized as nuisance persons (Howard & Howard, 1995). They may markedly cause some wrong decisions which might not harm the organization, but it can deteriorate the profession in the long run (Barrick & Mount, 1991; Mattah, Kwarteng & Mensah, 2018). Additionally, openness, in the past studies, has been clearly found to affect career decision making. Students who are high in openness tend to use positive rational and negative avoidant decision-making styles. In fact, it was found that students who scored higher in conscientiousness and openness did not use avoidant style in making decision. Students who score high in avoidant decision making style do not like handling stress well comparing with others. Thus, the relationship between career decision-making styles and career expectations can be understood that students who use rational decision-making style usually aspire for careers which offer them well-management skills, and they could go for careers which offer them competition, management, learning and entrepreneurship career aspects in general.

Considerably, the past studies among Malawian people indicated some inadequate vocational career strategies that understanding the inner need of graduating students might match opportunities and retain them. Several studies among healthcare students including nurses and doctor-students were inadequately supervised (McAuliffe, Manafa, Maseko, Bowie & White, 2009; Sawatsky, Parekh, Muula & Bui, 2014). Base on the present findings, it could reflect that their underlying psychological mechanism could potentially reflect on the lack of the number of students registered or changed majors during the courses in many universities. It could presume that Malawian students might prefer to study in the majors which related to expertise, organizational membership, learning, entrepreneurship and management such as education, business administration and management studies represented by approximately 70% of the current students who pursuing the degree in education. Malawian students could be seemed that they prefer to work in organizations as their memberships more than freelances and other highly competitive jobs. If these perspective statements are true, the majors including the workforce related to social sciences and humanities or non-professional career path might face problems more severe than the above-mentioned majors.

Limitations and Conclusion

There were some limitations posed in the present study. Due to the unstable politic issues that affect universities opening hours and the current number of registered students in that semester, the number of participants was less than our expectations. This study was limited to the universities in the Southern region, and the most participants were from University of Malawi in Zomba district according to Malawi educational geology. Some recommendations for future researches could explore measuring cognitive abilities, educational background, and parental careers with their expectations. In conclusion, the present findings demonstrated that Malawi students with sciences major showed higher significance in competitiveness scores than ones from humanities. conscientiousness and

openness traits indicated significant relationship with various styles of decision-making and career expectation. Additionally, it concluded that only conscientiousness and openness personality traits influenced with significant levels to decision-making toward career expectation in the purposed career expectation model. This present hypothesized model of career expectation based 5 personality traits and decision making styles among Malawian students provided acceptable model fit indices.

Implications and Future Research

It could be implied that understanding the students' inner personality traits towards careers is necessary to perform well when they go into the way that they want to be. This study gives a consideration on the further potentialities toward career paths which they can put efforts with less difficulties or more inner motivation. Dynamic frameworks of vocational counseling before recruitment students into each major, looking at the influence of personality, could be provided to the Malawian students before their making decision to choose their career paths from the second year. These findings provide evidence for future possibilities with its consequential impact on number of students in above discussed majors. Recognizing the interaction between personality and other social related career expectation variables, for example, parental control, social stigmatization, enjoyment at being in their major will reveal whether direct and indirect influences on career choice which could be possibly explored in future researches among Malawian undergraduate students. This merits highlighted on the problematic situation towards the future policies on high education and labour market trend in developing countries such as in Malawi.

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