Personality Traits, Self-Efficacy and Career Preference Correlates among Senior High School Students in the Province of Iloilo, Philippines

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Abstract

This correlational-comparative study was conducted to determine the relationship among personality traits, perceived self-efficacy and career preference factors of 3,186 senior high school students in 207 public and private schools in the Province of Iloilo. This study also examined whether the demographic profile of students as to sex, residence, school, education of mother, education of father, income, siblings, and birth order are related to their personality traits, perceived self-efficacy and career preference factors. In addition, an approach of comparing the personality traits, perceived self-efficacy and career preferences between Grade 11 and Grade 12 was adopted. Percentage, Frequency Distribution, Point-biserial, Chi-square and Spearman rho and Mann-Whitney U-test were used for the analysis. The results showed that Grade 11 are "Neutral" on five personality traits extroversion; agreeableness; conscientiousness; neuroticism; and openness to experience. Relatively, Grade 12 students have the same dominant personality traits with Grade 11 except for a significantly high mean score in agreeableness. Overall, the participants have "High" level of self-efficacy. In terms, overall career preference factors, the students are "Slightly Agree" with the "Importance of Lifestyle," got the highest Weighted Mean value, and "Neutral with the "Importance of Hospital Directed Activities," got the least Weighted Mean value. There is no significant relationship between birth order and all dimensions of personality traits. Sex is not predictive of overall self-efficacy. In addition, sex, type of school, and birth order are not significantly associated with overall career preference factors. Further, there is a significant relationship among personality traits, perceived self-efficacy, and career preference factors. Lastly, there is a significant difference in personality traits between Grade 11 and Grade 12. However, no significant difference was observed in the perceived self-efficacy and career preference factors between Grade 11 and Grade 12.

Keywords: personality traits, self-efficacy, career preference, correlational-comparative, Province of Iloilo, Philippines

I. INTRODUCTION

The choice of career has been a serious problem among the secondary school students presently. No matter what one's age is, the choice of career or desire is an important question for everybody. Students in secondary schools, like many other young adults are always worried about what they will do with their lives, the kind of adult they will become. They are concerned about early entry into the occupational world and finding productive and rewarding places in and out of the country rapidly, fast changing societies where wages employment is unlikely to be available on a scale sufficient to absorb more than a small fraction of the young people when they do arrive at the labor market. The choice of career is a delicate issue that requires caution and serious considerations (Olamide & Olawaiye, 2013).

There are several factors that may influence or contribute to students in choosing their career.

When students decide what career or degree to choose, they may not have the adequate or correct information related to the job they are planning to pursue. They may like one aspect of a certain job and not understand what other aspects come with that profession (Vennela, 2017). Research has shown that students who are unable to commit to one area of study often lack the information regarding vocational opportunities to make career choices skillfully or prudently (Cunningham & Smothers, 2014). A lot of students go through college without knowing what career path they want. They often settle on a different path due to many socio-economic and personality factors they can't control such as sex, community size, educational level, occupation and income of the parents, parental expectations, place of residence, quality and category of education received, social environment, availability of job opportunities and their personal aptitudes (Vennela, 2017).

Grades 11 and 12 are Senior High School (SHS) students who are enrolled in specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. These subjects fall under core curriculum or career pathways. Preparation in the right education and right occupation is very crucial and must be supported or guided by educational organization or guidance counselor to develop students to their best potentials.

Today, there is a public debate on the problem of unemployment. Unemployment among new graduates is a phenomenon that is found in many countries of the world. Among the other causes, one important causes of unemployment can be considered as the mismatch between market requirements and the employability of graduates that higher education institutions produce (Soni and Rashmi, 2012).

Another notable gap is that the influence of self-efficacy in the prediction of choice goals has not been integratively explored in the literature. Such influence is proximal and influential to individual's career choice outcomes and reflective of a more distal set of personal, environmental and developmental influences. As such, it is necessary and useful for researchers to explore such effect focusing on individual's personal influences that are proximal to the choice process of career decision-making (Song & Chon, 2012). Moreover, because in most research self-efficacy and career choice have been assessed simultaneously, little is known about the degree to which individual difference variables account for career preferences that occurs at a later date. It is important to understand whether and how individuals' characteristics are predictive of later career preferences of high school students. Individual variants such as sex, residence, type of school, educational attainment of their parent, family income, number of children in the family, and birth order and personality traits may affect career self-efficacy and also impact career choice and adjustment.

The researcher currently believes that the COVID-19 pandemic affects students' choice of career. With prolonged suspension of classes, targeted efforts by schools to address these concerns through enhanced virtual curriculum development and advising strategies will become increasingly important.

The problem of career choice among secondary school students has generated a lot of questions and answers among scholars. The problem has been a delicate issue that has to be approached with caution. There is no clear process that secondary school students have used to make career choice. Secondary school students should have the opportunity to explore all of the choices available in order to make a logical educated plan when choosing a career.

The eleventh and twelfth grades are the most suitable levels for career decision-making but the students here may also be unprepared for making rational career decisions that might contribute to the increasing unemployment and job mismatch rate among the young and educated. Hence, there is a need for an enhanced educational program and career guidance activities that will help students of different personality traits choose the

appropriate career path based on their interest and competency. Therefore, Therefore, the purpose of this study is to develop a policy guide for an enhanced senior high school career guidance advocacy program by measuring the perceived self-efficacy and identifying the factors that determine the career preferences of senior high school students in the Province of Iloilo and if the former is influencing the latter. This study also examined if the demographic profile of students as to sex, residence, type of school, educational attainment of mother, educational attainment of father, monthly family income, number of siblings, and birth order are related to their personality traits, perceived self-efficacy and career preference factors. A comparative analysis between Grades 11 and 12 with respect to personality traits, perceived self-efficacy, and career preference factors was also conducted.

Framework

The framework, which the researcher chose for this inquiry, is Symbolic Interactionism or the Howard S. Becker's Labeling Theory which provides a theoretical framework for understanding individual's behavior and viewpoints, where the researcher provides descriptions of processes of human interaction. The researcher examines human behavior on the basis of the meaning individuals give to their environment; as they interpret significant symbols in their worlds. The symbols are stimuli of responses that are expressed as words in processes of interpretation. In this process of interpretation, the meanings are continuously being modified and reflected upon symbolically as individuals interact with one another. Pivotal to symbolic interactionism is the concept of people as constructors of their own actions and meanings, with the focus on individual action rather than wider social structures. Individuals construct their own social realities and perspectives of their world using responses from the environment and different sociocultural relationships with which they interact. Symbolic interactionism provides opportunities for analyzing ways in which

different socializing experiences affect an individual's life cycle, the argument being that individuals do not react automatically to special stimuli, but through their own constructive processes use symbols to define their actions and meanings and so acquire values and beliefs. In this study, symbolic interactionism is a theoretical and methodological approach which the senior high school students are considered pervert by other members of society. This theory of the labeling, developed by Becker (2008) highlights the social interaction of the students with the family, friends and society, and the individual's interaction with the social context throughout the career development. This approach considers the students" social context, their interactions, their characteristics and the process of labeling. The conceptual model of the study is shown below.
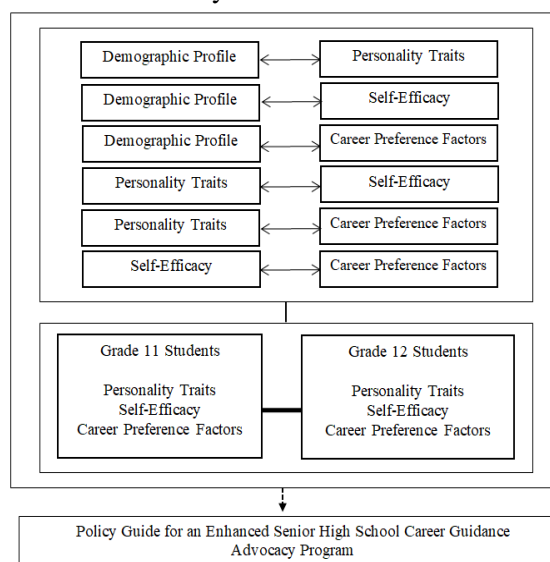
Figure 1. The Conceptual Model

II. METHODOLOGY

In this research, a correlational - comparative study among demographic profile, perceived self-efficacy and career preferences of senior high school students was used. It examined if the demographic profile of students as to sex, residence, type of school, educational attainment of mother, educational attainment of father, monthly family income, number of siblings, and birth order are significantly related to their personality traits, perceived self-efficacy and career preferences. It also examined if personality traits are significantly

related to perceived self-efficacy and career preferences. Moreover, the statistical analyses included the finding out if the perceived self-efficacy is significantly related to career preferences.

In addition, an approach of comparing the personality traits, perceived self-efficacy and career preferences between two groups of students - Grades 11 and 12, were adopted in order to determine if there is any difference between these two groups. This study was conducted in 179 public and 28 private secondary schools offering Senior High School (SHS) education in the province of Iloilo. The respondents of the study include 3,186 students of 179 public and 28 private senior high schools in the Province of Iloilo. They were chosen through multi-stage sampling technique. A list of all public and private high schools in the province of Iloilo which offer Senior High School (SHS) Program was secured from which students were selected. Considering the number of senior high school in the province, the respondents of the study comprised only 5% of the total (N = 63,714) number of officially enrolled senor high school students, 60,734 from public schools, and 2,980 from private high schools, for School Year 2020-2021. And to assure representativeness, they were distributed proportionately across school and grade levels.

The adopted questionnaires were the tools for gathering data: Big Five Personality Test based on the Five-dimension personality model presented by Goldberg; Self-Efficacy Formative

Questionnaire by Erickson and Nooman (2018); and the 19 items Career Preference Factors Scale (CPFS) developed by Ullah, Barman, Ja'afar & Yusoff, (2013). The data were computer-processed using the Statistical Package for the Social Sciences (SPSS) for MS Windows 23.0 software. Mean, Percentage and Frequency Distribution, Standard Deviation, Point-biserial and Chi-square, Spearman rho and Chi-square, and Mann-Whitney U-test were used to analyze the data. A parent's consent form was sent to the respondents who are below 18 years old prior to the data gathering in the same manner done with the questionnaire.

III. RESULTS AND DISCUSSION

The data show that most of Grade 11 students in the Province of Iloilo are female, living in their own houses with their parents, enrolled in public secondary schools, their mother and fathers' educational attainment is high school level with their monthly family income of < 5000 and 0-2 number of siblings, and whose birth order is in-between. Relatively, Grade 12 students have the same dominant profile with Grade 11 student except for monthly family income of 5000-10000. Generally, the respondents are predominantly female, living in their own houses with their parents, enrolled in public secondary schools, their mother and fathers' educational attainment is high school level with their monthly family income of 5000-10000 and 0-2 number of siblings, and whose birth order is in-between.

Table 1. *Demographic Profile*

Profile	Grade 11 f (%)	Grade 12 f (%)	Total f (%)
Sex			
Female	848 (50.87)	798 (52.53)	1646 (51.66)
Male	819 (49.13)	721 (47.47)	1540 (48.34)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)
Residence			
Parental House	1384 (83.02)	1299 (85.52)	2683 (84.21)
Family/Friends	241 (14.46)	193 (12.71)	434 (13.62)
Boarding House	9 (0.54)	4 (0.26)	13 (0.41)
Rented/Apartment	8 (0.48)	7 (0.46)	15 (0.47)
Others	25 (1.50)	16 (1.05)	41 (1.29)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)

School			
Public	1580 (94.78)	1442 (94.93)	3,022 (94.85)
Private	87 (5.22)	77 (5.07)	164 (5.15)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)
Educational Attainment of Mother			
Elementary	170 (10.20)	142 (9.35)	312 (9.79)
High School	737 (44.21)	716 (47.14)	1453 (45.61)
College	369 (22.14)	346 (22.78)	715 (22.44)
Graduate	345 (20.70)	269 (17.71)	614 (19.27)
Postgraduate	46 (2.76)	46 (3.03)	92 (2.89)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)
Educational Attainment of Father			
Elementary	226 (13.56)	216 (14.22)	442 (13.87)
High School	660 (39.59)	680 (44.77)	1340 (42.06)
College	345 (20.70)	352 (23.17)	697 (21.88)
Graduate	388 (23.28)	248 (16.33)	636 (19.96)
Postgraduate	48 (2.88)	23 (1.51)	71 (2.23)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)
Income			
< 5000	601 (36.05)	472 (31.07)	1073 (33.68)
5000-10000	581 (34.85)	566 (37.26)	1147 (36.00)
> 10000	485 29.09)	481 (31.67)	966 (30.32)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)
No. of Siblings			
0-2	1321 (79.24)	1271 (83.67)	2592 (81.36)
3-5		248 (16.33)	594 (18.64)
	346 (20.76)		
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)
Birth Order			
Only Child	74 (4.44)	57 (3.75)	131 (4.11)
1st	498 (29.87)	397 (26.14)	895 (28.09)
In between	703 (42.17)	716 (47.14)	1419 (44.54)
Youngest	392 (23.52)	349 (22.98)	741 (23.26)
Total	1667 (100.00)	1519 (100.00)	3186 (100.00)

Personality Traits of Senior High School Students

The results showed that Grade 11 participants are "Neutral" on five personality traits: "Extroversion" with WX=3.10; "Agreeableness" with WX=3.33; "Conscientiousness" with WX=3.27; "Neuroticism" with WX=3.28; and "Openness to Experience" with WX=3.18. The overall Weighted Mean is 3.23 described as 'Neutral."

On the other hand, Grade 12 participants are "Strongly Agree" on "Agreeableness" with WX=3.40, and they are "Neutral" on "Conscientiousness" with WX=3.30; "Extroversion" with WX=3.28; "Neuroticism" with WX=3.28; and "Openness to Experience" with WX=3.22. The overall Weighted Mean is 3.32 described as 'Neutral."

Self-Efficacy of Senior High School Students

The results showed that Grade 11 participants have "Efficient" level of self-efficacy in Belief in Personal ability as attested by a grand mean of 3.63 which reflects their high level of optimistic belief on personal ability needed to achieve things they would like to attain. Also, the table implies that Grade 11 participants have "Efficient" level of self-efficacy in Belief

the Ability Grows with Effort as attested by a grand mean of 3.86 which reflects their high level of belief that sustained effort raises a strong feeling to someone that he is capable of performing comparable activities to succeed. Overall, the results showed that Grade 11 participants have "Efficient" level of Self-Efficacy with WX=3.75. This implies that they are students have high level of belief that they have the skills and capabilities to succeed, and focus on giving their best effort to the task at hand. On the contrary, Grade 12 participants have "Efficient" level of self-efficacy in Belief the Ability Grows with Effort as attested by a grand mean of 3.79 which reflects their high level of self-efficacy and shows higher effort and persistence to achieve goals. Overall, the results showed that Grade 12 participants have "Efficient" level of Self-Efficacy with WX=3.75.

Career Preference Factors of Senior High School Students

Grade 11 students are "Slightly Agree" with the "Importance of Lifestyle" (WX=3.73) which is the first consideration of students in choosing a career, followed by the "Importance of Economy and Status" (WX=3.72) then by the "Importance of Social Responsibility" (WX=3.63) and "Importance of Effort" (WX=3.46); When the least career preference factor that affects Grade 11 students in choosing a career is considered, "Importance of

Hospital Related Activities" got the least Weighted Mean value with a mean value of 3.39 with a verbal description of "Neutral".

On the other hand, Grade 12 students are "Slightly Agree" with the "Importance of Lifestyle" (WX=3.74) which is the first consideration of students in choosing a career, followed by the "Importance of Economy and Status" (WX=3.67) then by the "Importance of Social Responsibility" (WX=3.58) and "Importance of Effort" (WX=3.47); When the least career preference factor that affects Grade 12 students in choosing a career is considered, "Importance of Hospital Related Activities" got the least Weighted Mean value with a mean value of 3.36 with a verbal description of "Neutral".

The Relationship between Demographic Profile and Personality Traits of Senior High School Students

The results showed that there is a significant relationship between sex; residence; type of school; educational attainment of mother; educational attainment of father; monthly family income; number of siblings, and all dimensions of personality traits. However, no statistically significant association was observed between birth order and overall personality traits. Specifically, there is an inverse relationship between birth order and openness to experience.

Table 8 *Relationship between Demographic profile and Personality Traits*

Variables	Correlation Coefficient	P value
Sex and Extroversion	rpb = 0.17	0.00*
Sex and Agreeableness	rpb = 0.04	0.02*
Sex and Conscientiousness	rpb = 0.04	0.02*
Sex and Neuroticism	rpb = 0.08	0.00*
Sex and Openness	rpb =0.03	0.09
Sex and overall	rpb = 0.05	0.01*
Residence and Extroversion	χ^2 = 32.67	0.00*
Residence and Agreeableness	χ^2 = 53.60	0.00*
Residence Conscientiousness	χ^2 = 7.93	0.24
Residence and Neuroticism	χ^2 = 21.16	0.00*

Residence Sex Openness	$\chi^2 = 35.19$	0.00*
Residence and overall	$\chi^2 = 55.62$	0.00*
Type of School and Extroversion	rpb = 0.07	0.00*
Type of School and Agreeableness	rpb = 0.03	0.11
Type of School and Conscientiousness	rpb = 0.04	0.02*
Type of School and Neuroticism	rpb = 0.06	0.00*
Type of School and Openness	rpb = 0.05	0.00*
Type of School and Overall	rpb = 0.06	0.00*
Educational Attainment of Mother and Extraversion	$\chi^2 = 37.61$	0.00*
Educational Attainment of Mother and Agreeableness	$\chi^2 = 39.10$	0.00*
Educational Attainment of Mother and Conscientiousness	$\chi^2 = 44.52$	0.00*
Educational Attainment of Mother and Neuroticism	$\chi^2 = 33.99$	0.00*
Educational Attainment of Mother and Openness	$\chi^2 = 43.22$	0.00*
Educational Attainment of Mother and Overall	$\chi^2 = 30.18$	0.00*
Educational Attainment of Father and Extraversion	$\chi^2 = 93.34$	0.00*
Educational Attainment of Father and Agreeableness	$\chi^2 = 37.77$	0.00*
Educational Attainment of Father and Conscientiousness	$\chi^2 = 27.27$	0.00*
Educational Attainment of Father and Neuroticism	$\chi^2 = 40.00$	0.00*
Educational Attainment of Father and openness	$\chi^2 = 51.17$	0.00*
Educational Attainment of Father and Overall	$\chi^2 = 33.62$	0.00*
Income and Extraversion	$\chi^2 = 31.26$	0.00*
Income and Agreeableness	$\chi^2 = 13.96$	0.03*
Income and Conscientiousness	$\chi^2 = 18.33$	0.01*
Income and Neuroticism	$\chi^2 = 26.67$	0.00*
Income and Openness	$\chi^2 = 40.82$	0.00*
Income and overall	$\chi^2 = 24.10$	0.00*
No. of Siblings and Extroversion	$\chi^2 = 20.44$	0.00*
No. of Siblings and Agreeableness	$\chi^2 = 35.43$	0.00*
No. of Siblings and Conscientiousness	$\chi^2 = 12.79$	0.04*
No. of Siblings and Neuroticism	$\chi^2 = 15.71$	0.02*
No. of Siblings and Openness	$\chi^2 = 19.65$	0.00*
No. of Siblings and Overall	$\chi^2 = 43.53$	0.00*
Birth Order and Extraversion	rs = 0.03	0.09
Birth Order and Agreeableness	rs = 0.01	0.74
Birth Order and Conscientiousness	rs = 0.02	0.41
Birth Order and Neuroticism	rs =0.01	0.47
Birth Order and openness	rs = -0.08	0.00*
Birth Order and Overall	rs = 0.02	0.26

The Relationship between Demographic Profile and Self-Efficacy of Senior High School Students

The results showed that there is a statistically significant relationship between demographic profile on residence; type of school; educational attainment of mother; educational attainment of father; monthly family income; number of siblings; birth order and overall self-efficacy. However, sex is not predictive of belief in personal ability; belief that ability grows with effort; and overall self-efficacy.

Table 9. *Relationship Between Demographic Profile and Perceived Self-Efficacy*

Belief in Personal Ability and	Correlation Coefficient	P value
Sex	r_{pb} = 0.03	0.06
Residence	χ^2 = 25.21	0.01*
School	r_{pb} = 0.03	0.06
Educational Attainment of Mother	χ^2 = 87.20	0.00*
Educational Attainment of Father	χ^2 = 70.12	0.00*
Income	χ^2 = 35.12	0.00*
Number of Siblings	χ^2 = 63.37	0.00*
Birth Order	r_s = -0.07	0.00*
Belief that Ability Grows with Effort and		
Sex	r_{pb} = 0.02	0.26
Residence	χ^2 = 15.64	0.04*
School	r_{pb} = 0.07	0.00*
Educational Attainment of Mother	χ^2 = 93.85	0.00*
Educational Attainment of Father	χ^2 = 63.06	0.00*
Income	χ^2 = 33.95	0.00*
Number of Siblings	χ^2 = 69.86	0.00*
Birth Order	r_s = -0.06	0.00*
Overall and		
Sex	r_{pb} = 0.03	0.13
Residence	χ^2 = 22.96	0.00*
School	r_{pb} = 0.06	0.00*
Educational Attainment of Mother	χ^2 = 111.01	0.00*
Educational Attainment of Father	χ^2 = 77.66	0.00*
Income	χ^2 = 53.01	0.00*
Number of Siblings	χ^2 = 79.81	0.00*
Birth Order	r_s = -0.07	0.00*

The Relationship between Demographic Profile and Career Preference Factors of Senior High School Students

The results showed that there is a statistically significant relationship between demographic profile residence; educational attainment of parents; income; number of siblings, and overall career preference factors. However, sex; type of school; birth order are not predictive of overall career preference factors.

Table 10. *Relationship between Demographic Profile and Career Preference Factors*

Variables	Correlation Coefficient	P value
Sex and Importance of Lifestyle	r_{pb} = 0.01	0.62
Sex and Importance of Social Responsibility	r_{pb} = 0.11	0.00*
Sex and Importance of Economy and Status	r_{pb} = 0.03	0.13
Sex and Importance of Hospital Directed Activities	r_{pb} = 0.05	0.01*
Sex and Importance of Effort	r_{pb} = 0.08	0.00*
Sex and Overall Career Preference Factors	r_{pb} = 0.02	0.25
Residence and Importance of Lifestyle	χ^2 = 18.59	0.01*
Residence and Importance of Social Responsibilities	χ^2 = 52.54	0.00*

Residence and Importance of Economy and Status	$\chi^2 = 15.84$	0.02*
Residence and Hospital Related Activities	$\chi^2 = 32.50$	0.00*
Residence and Importance of Effort	$\chi^2 = 48.16$	0.00*
Residence and Career Preference Factors	$\chi^2 = 34.56$	0.00*
School and Importance of Lifestyle	$r_{pb} = 0.01$	0.51
School and Importance of Social Responsibilities	$r_{pb} = 0.02$	0.25
School and Importance of Economy and Status	$r_{pb} = 0.05$	0.00*
School and Importance of Hospital Directed Activities	$r_{pb} = 0.02$	0.18
School and Importance of Effort	$r_{pb} = 0.05$	0.01*
School and Career Preference Factors	$r_{pb} = 0.03$	0.09
Educational Attainment of Mother and Importance of Lifestyle	$\chi^2 = 82.01$	0.00*
Educational Attainment of Mother and Importance of Social Responsibility	$\chi^2 = 33.07$	0.00*
Educational Attainment of Mother and Importance of Economy and Status	$\chi^2 = 15.04$	0.09
Educational Attainment of Mother and Importance of Hospital Directed Activities	$\chi^2 = 74.88$	0.00*
Educational Attainment of Mother and Importance of Effort	$\chi^2 = 39.15$	0.00*
Educational Attainment of Mother and Overall Career Preference Factors	$\chi^2 = 19.83$	0.02*
Educational Attainment of Father and Importance of Lifestyle	$\chi^2 = 51.52$	0.00*
Educational Attainment of Father and Importance of Social Responsibility	$\chi^2 = 51.31$	0.00*
Educational Attainment of Father and Importance of Economy and Status	$\chi^2 = 20.74$	0.01*
Educational Attainment of Father and Importance of Hospital Directed Activities	$\chi^2 = 46.36$	0.00*
Educational Attainment of Father and Importance of Effort	$\chi^2 = 64.29$	0.00*
Educational Attainment of Father and Overall Career Preference Factors	$\chi^2 = 28.61$	0.00*
Income and Importance of Lifestyle	$\chi^2 = 29.30$	0.00*
Income and Importance of Social Responsibility	$\chi^2 = 42.75$	0.00*
Income and Importance of Economy and Status	$\chi^2 = 56.00$	0.00*
Income and Importance of Hospital Directed Activities	$\chi^2 = 84.98$	0.00*
Income and Importance of Effort	$\chi^2 = 11.55$	0.17
Income and Overall Career Preference Factors	$\chi^2 = 51.10$	0.00*
No. of Siblings and Importance of Lifestyle	$\chi^2 = 55.29$	0.00*
No. of Siblings and Importance of Social Responsibility	$\chi^2 = 21.23$	0.01*
No. of Siblings and Importance of Economy and Status	$\chi^2 = 27.07$	0.00*
No. of Siblings and Imp of Hospital Directed Activities	$\chi^2 = 33.25$	0.00*
No. of Siblings and Importance of Effort	$\chi^2 = 24.40$	0.00*
No. of Siblings and Overall Career Preference Factors	$\chi^2 = 15.59$	0.02*
Birth Order and Importance of Lifestyle	$r_s = -0.03$	0.12
Birth Order and Importance of Social Responsibility	$r_s = 0.00$	0.97
Birth Order and Importance of Economy and Status	$r_s = -0.04$	0.04*
Birth Order and Importance of Hospital Directed Activities	$r_s = -0.02$	0.25
Birth Order and Importance of Effort	$r_s = 0.00$	0.92
Birth Order and Overall Career Preference Factors	$r_s = -0.01$	0.26

*Sig $p<0.05$

Relationship between Personality Traits and Perceived Self-efficacy of Senior High School Students

Overall, personality traits is significantly related to the overall perceived self-efficacy as manifested by senior high school students. The correlation result, Overall personality traits and belief in personal ability $(r_s) = 0.20$, p=0.00; overall personality traits and belief that ability grows with effort $(r_s) = 0.18$, p=0.00, and overall personality traits and overall self-efficacy $(r_s) = 0.21$, p=0.00, showing the overall significance of the model revealed that the overall influences of the different independent variables to the dependent variable exhibited by senior high school students were significant.

Table 11. *Relationship between Personality Traits and Perceived Self-efficacy*

Variables	rs	p
Extraversion vs belief in personal ability	0.15	0.00*
Extraversion vs belief that ability grows with effort	0.13	0.00*
Extraversion vs overall	0.16	0.00*
Agreeableness vs belief in personal ability	0.21	0.00*
Agreeableness vs belief that ability grows with effort	0.19	0.00*
Agreeableness vs overall	0.21	0.00*
Conscientiousness vs belief in personal ability	0.15	0.00*
Conscientiousness vs belief that ability grows with effort	0.14	0.00*
Conscientiousness vs overall	0.16	0.00*
Neuroticism vs belief in personal ability	0.13	0.00*
Neuroticism vs belief that ability grows with effort	0.13	0.00*
Neuroticism vs overall	0.14	0.00*
Openness vs belief in personal ability	0.17	0.00*
Openness vs belief that ability grows with effort	0.14	0.00*
Openness vs overall	0.17	0.00*
Overall vs belief in personal ability	0.20	0.00*
Overall vs belief that ability grows with effort	0.18	0.00*
Overall vs overall	0.21	0.00*

*Sig p<0.05

Relationship between Personality traits and Career Preference factors of Senior High School Students

The Spearman coefficient correlation analysis results showed that, all dimensions of big five personality trait had significant influence to all career preference factors of senior high school students, as all p-values are less than the level of significance value of 0.05.

Table 12. *Relationship between Personality Traits and Career Preference Factors*

Variables	rs	p
Extraversion vs importance of lifestyle	0.21	0.00*
Extraversion vs importance of social responsibilities	0.23	0.00*
Extraversion vs importance of economy and social status	0.25	0.00*
Extraversion vs importance of hospital related activities	0.26	0.00*
Extraversion vs importance effort	0.27	0.00*
Extraversion vs overall in career preference factors	0.32	0.00*
Agreeableness vs importance of lifestyle	0.27	0.00*
Agreeableness vs importance of social responsibilities	0.26	0.00*

Agreeableness vs importance of economy and social status	0.29	0.00*
Agreeableness vs importance of hospital related activities	0.22	0.00*
Agreeableness vs importance of effort	0.28	0.00*
Agreeableness vs overall in career preference factors	0.33	0.00*
Conscientiousness vs importance of lifestyle	0.23	0.00*
Conscientiousness vs importance of social responsibilities	0.27	0.00*
Conscientiousness vs importance of economy and social status	0.26	0.00*
Conscientiousness vs importance of hospital related activities	0.23	0.00*
Conscientiousness vs importance of effort	0.29	0.00*
Conscientiousness vs overall in career preference factors	0.32	0.00*
Neuroticism vs importance of lifestyle	0.22	0.00*
Neuroticism vs importance of social responsibilities	0.21	0.00*
Neuroticism vs importance of economy and social status	0.24	0.00*
Neuroticism vs importance of hospital related activities	0.21	0.00*
Neuroticism vs importance of effort	0.18	0.00*
Neuroticism vs overall in career preference factors	0.28	0.00*
Openness vs importance of lifestyle	0.21	0.00*
Openness vs importance of social responsibilities	0.22	0.00*
Openness vs importance of economy and social status	0.24	0.00*
Openness vs importance of hospital related activities	0.23	0.00*
Openness vs importance of effort	0.23	0.00*
Openness vs overall in career preference factors	0.28	0.00*
Overall vs importance of lifestyle	0.29	0.00*
Overall vs importance of social responsibilities	0.30	0.00*
Overall vs importance of economy and social status	0.33	0.00*
Overall vs importance of hospital directed activities	0.28	0.00*
Overall vs importance of effort	0.31	0.00*
Overall vs overall in career preference factors	0.34	0.00*

*Sig p<0.05

Relationship between Perceived Self-Efficacy and Career Preference Factors of Senior High School Students

The results of Spearman coefficient correlation analysis in terms of the components of self-efficacy showed that all of the components had significant relationship with career preference factors of senior high school students, as all p-values are less than the level of significance value of 0.05.

Table 13. *Relationship between Perceived Self-Efficacy and Career Preference Factors*

Variables	rs	p
Belief in personal ability vs Importance of lifestyle	0.31	0.00*
Belief in personal ability vs importance of social responsibilities	0.27	0.00*
Belief in personal ability vs Importance of economy and social status	0.31	0.00*
Belief in personal ability vs imp of hospital related activities	0.13	0.00*
Belief in personal ability vs importance of effort	0.14	0.00*
Belief in personal ability vs overall in career preference factors	0.29	0.00*
Belief that ability grows with effort vs importance of lifestyle	0.31	0.00*
Belief that ability grows with effort vs importance of social responsibilities	0.24	0.00*

Belief that ability grows with effort vs importance of economy and social status	0.29	0.00*
Belief that ability grows with effort vs importance of hospital directed activities	0.13	0.00*
Belief that ability grows with effort vs importance of effort	0.15	0.00*
Belief that ability grows with effort vs overall in career preference	0.27	0.00*
Overall vs imp of lifestyle	0.34	0.00*
Overall vs imp of social responsibilities	0.28	0.00*
Overall vs imp of economy and social status	0.32	0.00*
Overall vs hospital related activities	0.66	0.00*
Overall vs imp of effort	0.15	0.00*
Overall vs overall in career preference factors	0.31	0.00*

*Sig p<0.05

Difference in the Personality Traits between Grades 11 and 12

The Mann-Whitney U test results for comparing the personality traits of Grade 11 and 12 (Table 14) reflected that the scores of the Grade 12 students in extroversion: $U = 1385393 = 0.644$; $Z=-0.4.60$ $p = 0.00$; in agreeableness: $U = 1353806$; $Z = -3.38$; $p = 0.00$, in neuroticism: $U = 1405485.5$; $Z = -5.38$; $p = 0.00$; and in overall personality traits: $U = 1374950.5$; $Z = -3.81$, $p=0.00$, were found to be significantly higher $(p<0.05)$ than of Grade 11 students. However, although Grade 12 students' scores were somewhat higher in terms of conscientiousness $U =1308713.5$; $Z=-1.64$; $p=.10$, and openness to experience, no statistically significant difference was observed.

Table 14. *Difference in the Personality Traits between Grades 11 and 12*

Extroversion		U	Z	p
Mean Ranks for				
Grade 11	Grade 12			
1521.9	1672	1385393	-4.60	0.00*
Agreeableness				
Mean Ranks for				
Grade 11	Grade 12			
1540.9	1654.2	1353806	-3.38	0.00*
Conscientiousness				
Mean Ranks for				
Grade 11	Grade 12			
1567.9	1621.6	1308713.5	-1.64	0.10
Neuroticism				
Mean Ranks for				
Grade 11	Grade 12			
1509.9	1685.3	1405485.5	-5.38	0.00*
Openness				
Mean Ranks for				
Grade 11	Grade 12			
1567.8	1621.7	1308865	-1.65	0.09
Overall				
Mean Ranks for				
Grade 11	Grade 12			
1534.2	1658.6	1374950.5	-3.81	0.00*

Sig* p<0.05

Difference in the Self-Efficacy between Grades 11 and 12

The Mann-Whitney U test results for comparing the self-efficacy of Grade 11 and 12 (Table 15) reflected that the scores of Grade 12 students in belief in personal ability: U = 1272263.5 = 0.644; Z=0.41 p = 0.81; in belief that ability grows with effort: U = 1287521.5, Z = -0.83, p=0.41; and in overall self-efficacy: U = 1290169; Z = -0.93, p=0.35, were found to be not significantly higher (p>0.05) than of Grade 11 students.

Table 15. *Difference in the Perceived Self-Efficacy between Grades 11 and 12*

Belief in Personal Ability		U	Z	P
Mean Ranks for				
Grade 11	Grade 12			
1589.8	1597.6	1272263.5	0.41	0.81
Belief that Ability Grows with Effort				
Mean Ranks for				
Grade 11	Grade 12			
1580.6	1607.6	1287521.5	-0.83	0.41
Overall				
Mean Ranks for				
Grade 11	Grade 12			
1579.1	1609.4	1290169	-0.93	0.35

Difference in the Career Preference between Grades 11 and 12

The Mann-Whitney U test results for comparing the career preference factors of Grade 11 and 12 (Table 15) reflected that the scores of Grade 12 students in importance of lifestyle: U = 1294144.5 = -1.08; Z=0.41 p = 0.28; and importance of effort: U =1281783.5; Z = -0.61, p=0.54, were found to be not significantly higher (p>0.05) than of Grade 11 students.

However, though scores of Grade 11 students are somewhat higher in terms of importance of social responsibilities: U = 1234567; Z=1.23 p = 0.22; importance of economy and status: U = 1227567; Z = 1.49, p=0.14; importance of hospital directed activities; U = 1249798; Z = 0.63, p=0.53; and overall career preference factors: U = 1245288.5; Z = 0.80, p=0.42, no statistically significant differences were observed.

Table 16. *Difference in the Career Preference Factors between Grades 11 and 12*

Importance of Lifestyle		U	Z	P
Mean Ranks for				
Grade 11	Grade 12			
1576.7	1612	1294144.5	-1.08	0.28
Importance of Social Responsibilities				
Mean Ranks for				
Grade 11	Grade 12			
1612.6	1572.5	1234567	1.23	0.22
Importance of Economy and Social Status				
Mean Ranks for				
Grade 11	Grade 12			
1616.6	1568.1	1227567	1.49	0.14

Importance of Hospital Directed Activities				
Mean Ranks for				
Grade 11	Grade 12			
1603.3	1582.8	1249798	0.63	0.53
Importance of Effort				
Mean Ranks for				
Grade 11	Grade 12			
1584.1	1603.8	1281783.5	-0.61	0.54
Overall Career Preference Factors				
Mean Ranks for				
Grade 11	Grade 12			
1606	1579.8	1245288.5	0.80	0.42

IV. CONCLUSIONS AND RECOMMENDATIONS

Grade 11 and Grade 12 are more likely to be sociable, soft-hearted, resistant to change and prone to anxiety disorder, detailed-oriented, and reflective. They consider family and income and social status important in career decision making of senior high school students. However, they consider medical-related course fairly important.

Birth order did not appear as a significant contributor to overall personality traits. Sex did not appear as a significant contributor to self-efficacy. Sex; type of school; and birth order do not play a significant role in a student's career choice.

Personality traits have a facilitative role in improving belief of a student in his personal ability, as predicted, an antecedent to one's beliefs known to predict academic success. Grade 12 students are influenced by family, and effort for promotion and achievement when it comes to career decision making, while Grade 11 students consider social status, salary and prestige, and hospital directed activities in their career choices.

The administrators must ensure that students have support and recognition for their differences and uniqueness and be willing to accept and include all, including protection of their individual rights; create programs which provide opportunities for career development, and institutionalize the dominant personality traits of students in the counselling program of secondary schools by using appropriate interventions and reinforcement to help students who possess these traits; encourage and sustain equality among all senior high school students; and a string consideration on the impact of the learning environment in understanding students' self-concept, with the emphasis on the need of informing curriculum developers of the personality traits and individual differences of Grades 11 and 12 students.

With the current situation that schools are in the blended learning due to pandemic, it is suggested that school personnel should device a plan through virtual method varied activities for monitoring and career advocacy integrated in classroom teaching to support continuous assistance of students' career plan. School counselors should develop career programs to facilitate senior high school students according to their ability; academic growth; personality traits on extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience; provide activities that will give Grade 12 students high sense of accomplishment because they were found to have significantly higher conscientiousness scores that Grade 11 students.

Teachers must provide classroom exercise and workshops that would help students make sound decisions in choosing their career their career by understanding their inherent personality strengths; avoid biases and prejudices in dealing with Grade 11 and Grade 12 based on their personality traits.

Parents should help their children build a strong principle of acceptance in terms of individual differences, because it will encourage understanding of personality characteristics. They should understand the impact of income, siblings, education, and learning environment on children's personality. Family orientation may exert a direct influence on their children's personality traits. Creating a friendly environment at home, showing support to career decision making of their children, and the careful dealing with issues regarding career preferences would contribute a lot in their decision making.

There is a need for a convergence among stakeholders especially in the conduct of career advocacy to students of both public and private secondary schools and they must align their plans and programs to attain the goal of effective career advocacy. There is an urgent need for school administrators in all public and private high schools to impose direct influence in promotion of Guidance and Counseling services in schools to empower heads of guidance services and show strong support in providing basic counseling facilities, advocacy, and publicity of the services.

The new proposition on Bekers' Symbolic Interactionism of Labeling Theory must be institutionalized and its concepts must be adopted in any possible enhancement or future development of career guidance programs for senior high school students in the province of Iloilo. Based on the perspectives of the students, this study pointed out that the Bekers' Symbolic Interactionism of Labeling Theory on individual's construction of realities and perspectives is influenced by sociological stereotyping and normative social influence. The combination of the two ideas is being attributed as ways in which different socializing experiences affect an individual's life cycle which include his personality, self-concept, ability, and preferences.

A thorough research that would help high school students discover their strengths and guide them in making informed decisions on career choice must be further conducted. Since only a few variables were considered in this study, it is suggested that in the replication of this study, other variables such as academic tracks and strands should be explored.

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