

# Personality Traits and Occupational Interest: Basis for Career Guidance Program

Ryan Dale B. Elnar

College of Arts and Sciences Education, University of Mindanao Digos Campus,  
8002 Roxas Extension, Digos City, Davao del Sur, Philippines

E-mail: [buttermilk\\_021180@yahoo.com](mailto:buttermilk_021180@yahoo.com)

## Abstract

The current study devised an empirically-based career guidance program using standardized measures among 236 purposively sampled Filipino college freshmen (n=78 male, n=158 female). Bivariate analyses between 16 PF's Global Factor Scales (GFS) and Occupational Aptitude Survey and Interest Schedule (OASIS-2 IS) reveal the association of students' GFS dimensions on their Occupational Interests (OI): anxiety and accommodating; tough-mindedness and mechanical; and independence and leading-influencing. Multivariate analyses found some demographics which influenced students' GFS and OI: self-control is affected by age; tough-mindedness is affected by sex; independence is affected by course; sex and course affects various OI dimensions (nature, protective, mechanical, industrial, business detail, accommodating, humanitarian, artistic, and selling). Expectantly, coefficient determination ( $R^2$  mean = 0.031 or 31%) arrived at a significant level for all GFS except extraversion as valid predictors of some dimensions of the OI. Theoretical and practical applications are discussed.

**Keywords:** personality traits, occupational interest, career guidance program

## 1. Introduction

Accreditations in tertiary level categorized quality schools in terms of performance in the licensure examinations, the number of accredited programs, and the employability of its graduates wherein tracer studies should quantify more professionals employed according to their field of expertise. However, achieving excellence and producing quality graduates has never been a bed of roses for many universities and colleges; they are in constant mêlée to improve students' academic performance and in addressing attrition rates (Lounsbury, Saudargas, and Gibson, 2004). Despite that, many tertiary schools today used several approaches to guide students. Thus, devising a career guidance program is an initial. This program is a student management package designed to link the gaps brought by learning deficiency. Its main concern is on how students are helped in planning and achieving their career and life goals by encouraging them to explore their interests and to their hidden unleash potentials. If properly guided by school counselors, students can be able to find the most coherent and appropriate course to choose from, to increase their employability and job-fit. person-organization fit lead to less attrition and enhanced job performance of the students, as employees (Anitha and Madhavkumar, 2012). Ackerman and Beier (2003) enunciate that vocational counselors can provide useful guidance to student or client by integrating sets of ability, personality and interest measures through counseling interventions. In fact, Kai-Wen (2011) confirmed it by saying that vocational education is an important factor to guide and assist students in job-seeking. Retrospectively, the study of Lapan, Sun and Yongmin (1997) reports that students who attended schools that had more fully implemented comprehensive guidance programs earned higher grades and the study of Donohue and Patton (1998) confirms that those who did not receive prior career or vocational guidance had been found no clear direction of their future career.

In addition to school education, individual personality traits largely affect students while in college as articulated by Lounsbury and Gibson (2004) and Salami (2008). The former said that personality traits such as conscientiousness, emotional stability, extraversion, and openness, aggression, optimism contributed to the intention to withdraw from college. The latter stated that students' educational aspirations is significantly related to specific personality, interest dimensions, academic achievement, socio-economic status and demands from extended family. Talib and Sansgiry (2011) further accentuates that common students' concerns such as academic competence, test competence, time management, test anxiety and perceived stress are among the factors affecting students' academic performance.

This research theoretically believed the power of personality traits and occupational interest that influenced choices individuals make about which tasks to participate, the amount of task to be exerted and how long the person will persist in those tasks. One communal strand that linked personality traits and occupational interests is that they influence behavior through a motivational process, but the precise nature of the association between the two domains remains unclear and divisive. However, the European Sociological Review published the work of Jackson (2006) revealed that personality traits measured at childhood is a significant determinant for the participants' occupational attainment drawn from the British National Development Study (BNDS). She found out that personality traits measured at childhood are a significant determinant of an individual's occupational when measured at age 42. Morgan (2007) likewise verified that there are certain personality traits prone to occupational injury in health care workers (extraverted, neurotic and disagreeable). Pringle, DuBose and Yankey (2010) found that students majoring in accounting and marketing and, to a lesser extent, in computer information systems and economics possessed personality characteristics that fit traditional societal stereotypes of those occupations (e.g., marketing majors were the most extroverted; accounting students scored highest in conformity). Rephrase

## 2. Literature Review

### 2.1 The Five Global Factors

Personality is a word that comes from the Latin term *per* and *sonare* which means to sound through. Personality is what makes each one unique because it is made up of the characteristic pattern of thoughts, feelings and behaviors which remains fairly consistent throughout one's life. Personality is formed according to our genes and aided by our surroundings through social interaction (Gibson, Ivancevich, Donnelly and Konopaske (2006); Robbins, 2005).

**Extraversion** is a personality dimension that describes the sociability of a person. An extravert person characterized by cheerfulness showed positive relationship with self-rated academic success (Nickerson, Diener and Schwarz, 2010; Griffin and Moorhead, 2006). Nonetheless, Guidry and Johnson (2009) research on the relationship of extraversion in choosing college major found no relative correlation between extraversion and college major.

**Anxiety** is a person's emotional tendency which typifies an unpleasant feeling of fear or worry. This is a normal reaction to a stressor and may even help any individual to deal with a demanding situation by prompting them to cope with it. For instance, library anxiety found to have vital role in the cooperative learning group process of postgraduate students enrolled in a research methodology course (Jiao, Collins and Onwuegbuzie, 2008). However, when anxiety becomes excessive it may result to anxiety disorder (DSM IV-TR). In parallel view of El-abbasi and Naguy (2011), symptoms of anxiety inseparably overlap with the symptoms of depression. Relative studies show that anxiety is one of the major predictors of low academic performance at school (Zlomke, 2007; Leppavirta, 2011; Chapell et. al, 2005; Rana and Nasir, 2010; and Hughes, Lourea-waddell and Kendall, 2008). In the investigation of Mellanby (2011) about trait anxiety and final degree performance, women revealed higher anxiety scores than men. The study further points out those women who have scored higher on anxiety obtained the best degrees than those who scored low on anxiety. However, test anxiety intervention, cognitive-behavioral intervention, and mood induction intervention were found helpful tools in improving students' academic problems (Vitasari, Wahab and Muhammad, 2010; Schoenfeld and Mathur, 2009; and Cheung and Au, 2011)

**Tough-mindedness** is described as alert and attending to deal with problems at a dry, cognitive level. The original conception of Cattell for tough-mindedness was termed as "cortical alertness". In addition, tough-mindedness is composed of the following combined personality factors: reserved, utilitarian, grounded and traditional. Persons having extreme tough-mindedness may have established sense of being. They also operate in a fixed or set level, thus they will show as close-minded persons or may not open to other points of view, to unusual people or to new experiences (Manual of 16 PF, 2002). Openness to change is a potential factor for understanding how each person develop particular types of developmental relationships such as opportunistic, entrepreneurial, receptive, and traditional developmental networks (Dougherty, Yu and Florea, 2008). In this study, developmental relationships are related to both employees' objective career outcomes such as promotions and salary progress, and subjective outcomes such as career and job satisfaction (

**Independence** is a person's tendency to be actively and forcefully self-determined in one's thinking and actions. Independent individuals tend to enjoy trying new things and exhibit an intellectual curiosity., independent people tend to form and to express their own opinions. They often are persuasive and forceful, willing to challenge the status quo and suspicious of interference from others. Extreme independence especially when not tempered with self-control or the sociability of extraversion or the sensitivity of receptivity, can assume a certain amount of disagreeableness. Independence may have flavors of inflexibility and domination. Independent people may be uncomfortable or ineffective in situations that involve accommodating people. Studies reveal that independence is positively correlated with aggression and dominance. However, there is a negative correlation of independence with NEO's agreeableness facets such as straightforwardness, compliance and modesty (Manual of 16 PF, 2002).

**Self-control** is a human tendency to restrain one's urges. People who are high in self-control tend to be able to inhibit their impulses and may do so in several ways, depending on the pattern of scores on the related primary factor scales (serious, rule-consciousness, grounded and perfectionistic). Self-controlled persons do not value flexibility or spontaneity, or they may have acquired self-control at the expense of these qualities. A link also exists between self-control and social desirability, with higher control being more socially desirable people (Manual of 16 PF, 2002). Self-control is positively correlated with NEO's conscientiousness facets: competence, order, dutifulness, achievement striving, self-discipline, and deliberation. Self-control is also positively correlated with CPI's responsibility, socialization, self-control and achievement via conformity scales.

### 3. Method

#### 3.1 Participants and Instrumentation

Using a non-probability sampling technique, the present study involved 236 purposively sampled undergraduate freshmen students enrolled in Sciences, Mathematics, and English subjects. There was an unequal number of males (n=78, 33.1%) and females (n=158, 66.9%) with an age ranges of 15 to 17 (168 or 71.2 %), 18 to 20 (48 or 20.4 %), 21 to 23 (14 or 6 %), 27-29 (4 or 1.6 %), and 27 to 29 (2 or .8 %). Statistical records culled from Student Personal Data Inventory (SPDI) revealed that 198 or 83.9% of the students' annual income (by family) is 61,000-100,000, while 23 or 9.7% of them has an annual income of below 60,000. Apparently, 13 or 5.5% has an annual income of 101,000 to 300,000 and only 2 or .8% declared that their annual income is in the range of 301,000 to 500,000.

The researcher collected data using two standardized instruments. First, the Global Factors Scale (GFS) of Sixteen Personality Factors (16 PF), a widely- used and empirically revised personality test with an internal consistency of .87, measured the participants levels of extraversion, anxiety, tough-mindedness, independence, and self-control. 16 PF also scaled students' social-desirability and self-deception which validated the inclusion of participants to the study. Second, Occupational Aptitude Survey and Interest Schedule (OASIS -2) was used to measure college freshmen students' levels of occupational interests which contains 12 scales: (1) artistic, (2) scientific, (3) nature, (4) protective, (5) mechanical, (6) industrial, (7) business detail, (8) selling, (9) accommodating, (10) humanitarian, (11) leading- influencing, and (12) physical performing. The OASIS-2 median coefficients for the 12 scales range from .86 to .95 showed reliable and valid tool for determining students' occupational interest.

#### 2.1 Design and Procedures

This research used a descriptive-correlation method that describes significant association of the freshmen college students in terms of their personality traits and occupational interests.

Prior to data collection, the researcher secured approval from the university authorities regarding the conduct of the research. After which, identification of study participants was aided by the school personnel who submitted themselves for psychological testing during enrolment period wherein call slips were used to those students who have not participated despite several notices given to them. The group testing followed in coherent with standard protocols of testing as prescribed by the test manuals. Inclusion of study participants were further reduced based

on the results of test validity indices which could identify void test takers.

The research data for the levels of personality traits and occupational interests was analyzed using mean, frequency distribution and percentage. Further analysis of research data was conducted using one-way analyses of variance (ANOVA). This statistical tool was employed to measure the significant differences between students' personality traits and their occupational interests when analyzed according to age, sex and course (see Table \_\_). Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was also utilized to determine the significant correlations among the domains of students' personality traits and their occupational interests (see Table \_\_). Furthermore, a multiple regression analysis was conducted to identify the personality factors which that predicted students' level of occupational interests (see Table \_\_). Lastly, secondary analysis of data was culled from a standard informative tool (SPDI). This instrument verified the demographic profile (age, sex, course and family income) reflected in the students answered sheets. The research data was checked and verified by a statistician for accuracy of results using a Standard Package for Social Science (SPSS).

### 3. Results

#### 3.1 Students' Level of Personality Traits

Descriptive statistics using mean scores further disclosed an overall mean of 5.494 for students' personality traits, is described as average. Specifically, the indicators for the level of students' personality traits consequently reveal the following mean scores which are all described as average in the dimensions of tough-mindedness (5.73), extraversion (5.66), anxiety (5.64), independence (5.45), and self-control (4.99).

#### 3.2 Students' Level of Occupational Interest

The students' level of occupational interest reveals that the overall mean result of 57.97 is described as moderate level of manifestation for students' occupational interest; six of which are described as high and the other half of the dimensions are in moderate descriptive equivalent. In the dimensions with *high* result, it shows that college freshmen students are highly inclined or interested to careers that involve in selling (67.98), leading-influencing (63.65), business detail (63.12) mechanical (62.49) humanitarian (60.59), and industrial (60.56). In terms moderate results, college freshmen students are moderately inclined or interested to careers that involve scientific (59.21), accommodating (55.50) artistic (55.05) protective (52.76) nature (47.52) and physical performing (47.16).

#### 3.3 Significant Variance of 16 PF & OASIS-2 Factors By Demographic Variables

To answer the question of which dimensions of personality traits significantly accounted for variance when analyzed by demographic profile such as age, sex and course, the combined *p-values* resulted to a not significant findings with the following exceptions: (1) a significant difference of the scores in the self-control factor ( $p$ -value=0.021,  $p<.05$ ) when factored by age; (2) a significant difference of the scores in the tough-mindedness factor ( $p$ -value = 0.006,  $p<.05$ ) when analyzed by sex; (3) a significant difference of the scores in the independence factor ( $p$ -value=0.004,  $p<.05$ ) when grouped by course. Using a discriminant analysis, students' age can affect self-control; sex is a factor in the varied tough-mindedness scores of the students; and course can somehow influence the scores of students' independency level. To assess the question of which among the occupational interests significantly accounted for variance when analyzed by demographics (age, sex and course), the combined *p-values* did not dichotomously differ, as it shows a similar qualitative description of not significant. Discriminant analysis, however, shows exceptions in the domains of occupational interest. Having a less than or equal to *p-value of 0.05* on each dimension, it emerges that a significant difference of the scores in the domains relating to nature, protective, mechanical, industrial, business detail, accommodating and humanitarian when analyzed by sex, while this investigation finds some dimensions of students' occupational interest such as artistic, protective, industrial, selling, and accommodating signify considerable differences when analyzed by course (concomitantly each dimension has 0.0 *p-values*). In terms of 16 PF Global Factors self-control differs by age, tough-mindedness varies by sex, and independence is significantly differs at 0.05 significance level.

#### 3.4 Global Factors with Significant Correlations with Occupational Interests

Overall mean *p-values* shows insignificant results when 16 PF's Global Factors are correlated with the dimensions of the OASIS-2. However, the dimensions of OASIS-2 that correlates at 0.05 significant level with

the global factor are as follows: anxiety is significantly related to accommodating and humanitarian interests; tough-mindedness correlates with mechanical interest; and independence is also significant to leading-influencing interest.

### 3.5 Combined Mean of Degree of Correlations of the Compared Variables

As far as the combined degree of relationship is concern ( $r=-0.0324$ ,  $p\text{-value}= 0.41$ ), the dimensions of personality traits did not significantly correlated with students' occupational interests. Exceptions to this finding, however, can be observed that if each factor of the personality traits variable is correlated with the dimensions of the occupational interest, except on the factors of extraversion and self-control, anxiety factor correlates both with accommodating interest ( $r=-.130$ ,  $p\text{-value}= .046$ ) and humanitarian interest ( $r=-.147$ ,  $p\text{-value}= .024$ ), while tough-mindedness correlates with mechanical interest ( $r=.169$ ,  $p\text{-value}= .009$ ). Independence factor correlates with leading-influencing interest ( $r=.135$ ,  $p\text{-value}= .039$ ).

### 3.6 Personality Traits That Predicts Occupational Interests

In the multiple regression analysis, the highest predictor is the anxiety factor that predicted humanitarian interest ( $f\text{-ratio}= .019^*$ ,  $R^2=.025$ ), next is tough-mindedness that predicted mechanical interest ( $f\text{-ratio}= .026^*$ ,  $R^2=.042$ ), both accommodating interest and physical performing interest ( $f\text{-ratios}= .034$ ,  $R^2=.034$ ) are predicted by the anxiety and self-control factors respectively, and the leading-influencing ( $f\text{-ratio}= .04^*$ ,  $R^2=.021$ ) is the least to be predicted by independence factor.

## 4. Discussion and Conclusion

The main purpose of the study was to determine the relationship between personality factors and occupational interest among freshmen students. The Sixteen Personality Factors (16PF) and Occupational Aptitude Survey and Interest Schedule-2<sup>nd</sup> Revision (OASIS-2 IS) were used to determine the levels, correlation and predictability of the studied variables.

This research found an average result for personality traits of the study participants. Specifically, the college freshmen averagely exhibit close-minded stance or may not open to others point of view, to unusual people or to new experiences. Tough-minded people showed reserved, utilitarian, grounded and traditional personality traits. The involved students are fairly extraverted (outgoing). Also, the students demonstrate feelings of anxiety that may characterize by distrust or vigilance, worrying, apprehensive and tense. Studies show that anxiety is one of the major predictors of low academic performance at school and academic success. Test anxiety is associated with poor academic performance (Fayombo, 2010). Data further reveal that students have an average tendency to be actively and forcefully self-determined in one's thinking and actions. Also, this goes to show that students tend to enjoy trying new things and exhibit an intellectual curiosity. They are often persuasive and forceful, look to challenge the status quo, and are suspicious of interference from others. The same finding reveals that students can inhibit or hinder their impulses. Self-controlled people are seen as serious, rule-conscious, practical, and a perfectionist (Manual of 16PF, 2002).

Personality traits as predictor of academic achievement in adolescents, specifically low extraversion were consistently predictive of students' general point average (Smrtnik-Vitulic, Helena, Zupancic, and Maja, 2011). This means that if students exhibit low sociability, he or she may obtain low academic grades. Extraversion and agreeableness both found to have significant positive predictors of work relationships (Furnham, Eracleous, and Chamorro-Premuzic, 2009).

However, highly self-controlled people do not display flexibility or spontaneity. It is likely found that conscientiousness' largest path coefficient is with job performance; extraversion's with job satisfaction; emotional stability's with job satisfaction and intent to quit; agreeableness' with turnover; and openness to experience's with turnover.

In summary, regression analyses found that adaptive perfectionism is predicted by the conscientiousness, openness, and extraversion subscales while maladaptive perfectionism as measured by the discrepancy subscale was predicted by the neuroticism, anxiety, and avoidance dimensions of attachment [Ulu, Inci Pinar; Tezer, Esin (2010)]. Also, results revealed statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience among secondary school adolescent [Fayombo, G. (2010)].

On the level of students' occupational interests, the overall mean result of 57.97 is described as moderate level of manifestation for students' occupational interest, six of which are interpreted as high and the other half of the dimensions are construed as moderate. In the dimensions with high interpretation, this means that college freshmen students are highly inclined or interested to careers that involve in selling (67.98), leading-influencing (63.65), business detail (63.12) mechanical (62.49) humanitarian (60.59), and industrial (60.56). In terms of moderate results, college freshmen students are moderately inclined or interested to careers that involve scientific (59.21), accommodating (55.50) artistic (55.05) protective (52.76) nature (47.52) and physical performing (47.16). Consequently, the students' identified careers that relate to these courses are presently offered by the school where the study was conducted such as BS in Business Administration (selling, business detail), BS in Criminology (protective), BS in Nursing (humanitarian, accommodating), BS in Secondary/Elementary Education (leading-influencing, accommodating, physical performing), Technical Courses (industrial, mechanical), Liberal Arts (leading-influencing) and Information Technology (industrial, mechanical).

Apparently, the overall p-value of the factors such as extraversion (0.38), anxiety (0.482), tough-mindedness (0.877), independence (0.307) and self-control (0.021) is 0.4134 which is found greater than or not equal to 0.05 level of significance is described as not significant. Data imply that students' levels of extraversion, anxiety, tough-mindedness, independence except self-control do not vary in terms of their age. Furthermore, if the scores of the above factors do not change with age, then it would therefore mean but not conclusive that the measured personality traits of the college students may endure throughout their college undertaking except on the self-control factor which showed variations of mean scores. Still, further verification is required. The p-value of 0.021 disclosed that there is a significant difference of the scores in the self-control factor. The mean scores for self-control factor further imply that students having an age range of 27 to 29 (6.5) have more high levels of self-control than the rest of the age ranges: 24 to 26 (5.33), 15 to 17 (4.97), 18 to 20 (4.95) and 21 to 23 (4.85). Data analysis implies that the higher the age, the better self-control is achieved. On the other hand, due to the disparity of mean scores, it is not conclusive that the lower the students' age, the lower their self-control is attained since the age range of 15-17 have better self-control than those who have age ranges of 18 to 20 and 21 to 23. Personality and demographic variables (age, job tenure and years working full time) significantly related to all three job satisfaction scores and accounted for between 10.5 and 12.7 per cent of the variance [15]. Also, age significantly showed differences to analyze the work relationships among employees [12].

The overall p-value of the factors such as extraversion (0.531, anxiety 0.357, tough mindedness 0.006, independence 0.82, and self-control 0.16 is 0.3748 described as not significant. However, the p-value of 0.006 revealed that there is a significant difference of the scores in the tough-mindedness factor when analyzed by sex. The factors in the independent variable that shows not significant results further means those students' personality traits are not influenced by sex while tough-mindedness factor is affected by the students' sex. The mean scores for the tough-mindedness reveal a 0.4 difference which reports a higher mean factor in female (5.86) than in male (5.46) college students. Therefore, this data would mean female have higher tough-minded qualities than its male counterparts. There is a dearth literature exposing the variance of personality traits when analyzed by sex. Study on personality characteristics of undergraduates with career interests in forensic identification found no difference between men and women on the subscales of the Sensation Seeking Scale (SSS-V) exception on the Experience Seeking subscale [16]. He further exposed that women scored higher on the Experience Seeking subscale of the SSS-V and lower on the aggression-hostility subscale (ZKPQ), and men had elevated scores on the Activity subscale of the ZKPQ measures. Nevertheless, the study on the cross-cultural investigation into the relationships between personality traits and work values reveal that participants' sex significantly showed differences to analyze the work relationships among employees [12].

Despite the overall p-value of the global factors reveals insignificant findings, independence factor (0.04) is significantly different when analyzed by course. Therefore, students level of independence is influence by taken courses. BS in Elementary Education (5.8) and BS in Elementary Education (5.75) are highly independent as compared to the other majors. Students choose majors that that are compatible with their personalities [17].

The overall p-value of 0.2 for students' occupational interest when grouped by sex is interpreted as not significant. Nevertheless, having a p-value of 0.0 the mean percentile scores of the occupational interest's dimensions show some significant differences of results such as: males are more likely interested in nature careers or enjoy physical work outdoors, managing farm or related businesses than females college students;

males likewise enjoy protective careers or enjoying in leadership or management position in protective service organizations than females; however, most of the female college students want to do mechanical works or on how to apply mechanical principles to practical situations using tools and machines; male college students are more interested to industrial careers or enjoy in repetitive, regular work in a factory setting than females; males are also would like into business detail careers or like to be in office works than females; and lastly, males are interested in accommodating careers or enjoying in providing services for the convenience of others, and humanitarian careers or loves to help people with physical, social, and emotional problems, than female college students. Concomitantly, sex is found to be a significant moderating variable influencing the relationships between the personality traits, job satisfaction and turnover intentions in occupational setting [18].

The overall p-value of 0.1 for students' occupational interest when grouped by course is interpreted as not significant. However, the 0.0 p-values for artistic, protective, industrial, selling, and accommodating signify significant differences when analyzed by course. This goes to show that students' enrolled courses will have an influence to those mentioned occupational interests. Mean scores reveal that AB students have higher artistic interest while the taking up HR subjects have lower artistic interest. In terms of protective interest, Criminology (79.5) students followed by AB (63.8) got the highest means scores while those students majoring BSED (39.6) and BEED (31.7) gained the lowest mean of scores in protective interest. The Accounting Technology (72.0) students' mean scores show the robust industrial interest while the BEED (39.8) reported the lowest mean score in this area. The marketing management majors (81.6) got the highest mean score while BEED (57.8) students depicted the lowest mean score in terms of selling. In terms of accommodating interest, AB (78.8) students shows the highest mean scores while the students majoring HR (39.43) and BEED (39.1) got the lowest mean of scores in this area. The above data further reveals that students' interests are fitted to the course they are enrolled and have chosen the most coherent occupations according to their respective interests. Having a course coherent to one's interest may not only improve academic achievement but also tend to exhibit non-academic competences and the will to pursue more relevant learning. College students who had interests-related courses will show higher level of leadership competence than those who have not [2]. He added that leadership quality can be developed through school education. Also, some interest dimensions are found significantly related to the students' educational aspirations [6].

On the correlations between the variables' dimensions, this study reveals that when mean of correlation indices (pearson  $r$ ) of the two variables combined can be described as not significant. This further means that occupational interest dimensions and the global factors did not influence considerably each other. However, specific personality, interest dimensions, academic achievement, socio-economic status and demands from extended family were significantly related to the students' educational aspirations [6]. Also, the findings on the not significant relationship of the two variables are not in line with the study of Jackson [19]. In her study he found that personality traits measured at childhood are a significant determinant of an individual's class destination or the processes of occupational and class attainment. Despite the above overall findings, this study found significant factors that had influenced to the dimensions of occupational interest of the college students.

The combined scores of  $R^2$  .023 measures the five global factors as predictors of the college students' occupational interests is construed as not significant. Conversely, there are specific personality factors which proved to predict some dimensions of the occupational interests of the college students under the required less than or equal to .05 level of significance. Those college students who are tend to be reserved, utilitarian, grounded and traditional influenced their mechanical job-related interest. Jobs that are related to mechanical are engineering and related-technical-scientific work, operating and maintaining mechanical equipment in a factory or laboratory. Data imply that if college students who may not be open to others point of view, new experiences, or unusual people will tend to perform low in mechanical jobs while those who are receptive and open to experiencing feelings, and have more difficulty setting aside affect when problem solving, and thus may overlook practical or objective aspects of a situation. The 21% coefficient determination or measures of contribution of independence factor predicts leading-influencing (.04\*) occupational interest of the college students. This further means that self-determined or independent college students influenced their leading-influencing occupational interest. Jobs that are related to leading-influencing include administrating, finance, law, education, social research and public relations. Data imply that college students showing a degree of independence may fare good in leading-influencing jobs or career interest. Furthermore, the 32% coefficient determination or measures of contribution of self-control factor predicts physical performing (.034\*) occupational interest. This further means that college students' ability to control urges or impulses who are seen as serious, rule-conscious, practical, and a perfectionist influenced the physical performing job-related interest.

Jobs that are related to physical performing include professional sports such as player or coach, or performing physical feats such as acrobatics. Data imply that students may fare good in physical performing jobs if they have self-control.

The main purpose of the study was to determine the relationship of personality factors to the occupational interest of the freshmen college students. A total of 236 bona fide first year students enrolled for the first semester of the school year 2012-13 took the Sixteen Personality Factors (16PF) and Occupational Aptitude Survey and Interest Schedule-2<sup>nd</sup> Revision (OASIS-2 IS) examinations given by the Guidance and Testing Center of UM Digos Campus and were taken as participants of the study.

The major research findings are as follows:

1. The level of manifestation on students' personality traits obtained a mean score of 5.494 described as average.
2. The level of manifestation on students' occupational interest obtained a mean of 57.97 described as moderate.
3. The significant differences of p-values on personality traits when analyzed in terms of age (.413), sex (.37) and course (.4) is construed as not significant. However, the specific scores for college students' personality traits and occupational interests both reveal significant differences: self-control (.0021) is high for 27 to 29 age range while it is found lowest for 21 to 23 age range; tough-mindedness (0.006) is higher in female than in male; independence (0.04) is high for BS in Elementary Education while lower for Bachelor of Arts major; p values of 0.0 for nature interest (male is higher than female), protective interest (male is higher than female), mechanical interest (female is higher than male), industrial interest (male is higher than female), business detail interest (male is higher than female), accommodating interest (male is higher than female) and humanitarian interest (male is higher than female) significantly differed in terms of sex; p- values of 0.0 for artistic interest (highest for AB and lowest for HR major), protective interest (highest for criminology and BEED major), industrial interest (highest for Accounting Technology and lowest for BEED major), selling interest (highest for Marketing Management and lowest for BEED major), and accommodating interest (highest for AB and lowest for BEED major) significantly differed in terms of course.
4. The degree of relationship between college students' personality traits and occupational interest obtained a combined p-value of .41 described as not significant. However, specific factors of personality traits were found significantly correlated to some dimensions of the occupational interest: anxiety is significantly related to accommodating and humanitarian interests, tough-mindedness is significantly related to mechanical interest, and independence is significantly related to leading-influencing interest.
5. The results for the students' personality traits that predicted the dimensions of the occupational interest pointed a 34% to 25 % coefficient determination for anxiety factor to respectively predict accommodating and humanitarian interests; 42% of the tough-mindedness factor predicted mechanical interest; 21% independence factor predicted leading-influencing interest; and 32% self-control factor predicted physical-performing interest.

## Conclusions

In the light of the major findings of the study, it is concluded that the freshmen students exhibited an average manifestation of the five global scales of personality traits such as extraversion, anxiety, tough-mindedness, independence and self-control. In terms of occupational interest, this study likewise finds that freshmen students have moderate levels of the interest's dimensions: artistic, scientific, nature, protective, accommodating physical-performing; and high levels of mechanical, industrial, business-detail, selling, humanitarian, and leading-influencing.

This study proved that some students' personality traits significantly differed by age. This means that age was a factor that influence the levels of students' self-control as it is more higher for 27 to 29 age range while it is found lowest for 21 to 23 age range while in terms of tough-mindedness is found prevalently high for females than in males. The choice of course likewise showed varied results as those students taking BS in Elementary education are more independent than the rest of the other majors and found lowest for students taking up Bachelor of Arts.

On the other hand, this investigation concludes that if female students are more into a mechanical type of environment or career, male students is more likely choose a nature, industrial, business detail, accommodating and humanitarian type of environment or careers. Moreover, students who are taking up a Bachelor of Arts opt to be in artistic and accommodating type of work environments; Criminology majors are into a protective type of work environment; Accounting Technology majors are into industrial type of work environment; and selling



interest is more likely chosen by those who are Marketing Management majors. This findings would show that students chosen careers or work environment are fitted to their chosen courses.

Concomitantly, this study concludes that anxiety can influence students' accommodating and humanitarian interests; tough-mindedness can influence students' mechanical interest; and independence can influence students' leading-influencing interest. This further accentuates that students who are having an average tough-minded personality will likely increases the level of their mechanical interest or jobs related to engineering and technical-scientific work.

Lastly, multiple regression analysis shows that students' anxiety can predict their accommodating and humanitarian interests, while it is construed that their tough-mindedness predicted mechanical interest. In the like manner, students' independence predicted their leading-influencing interest, and self-control predicted students' physical performing interest. Glimpse of these findings would show that the correlation between anxiety and accommodating and humanitarian interests, and the correlation between tough-mindedness and mechanical interest is coherently confirmed by this prediction analysis.

Nevertheless, despite the above outcomes of the study is restricted only to university students thus limits the generalizability of the findings across cultures and various entities. Also, this study utilized only self-report measures thus suggesting making use of other mode of data collection and analysis such as qualitative method that may provide clearer information about the present study.

### Recommendations

On the bases of the findings and the conclusions drawn, the following recommendations are made:

1. In general, if this study found the significant value and influence of personality to occupational interest, the school should formally integrate personality and occupational interest as standardized measures to understand college students' fitness of their measured personalities towards their desired work environment so that they can arrive in a sound and more coherent choice of course. Thereby, will be able to be effective and efficient in the field they have chosen.
2. This study found that freshmen students are highly inclined to humanitarian careers, therefore requires courses related to it but not offered by the school. Thus, it is recommended to satisfy the students' need for humanitarian interests that requires the following humanitarian courses: BS in Psychology, BS Social Work, BS/BSED in Guidance & Counseling, BS in Social Work and other courses that help people's problems in social and emotional nature. Arguably, the gradual phase out of BS in Nursing in our school, however, is not due to individualistic factor but due to fluctuating demands of the country.
3. Career counseling in the early phase of college life is important to realign the freshmen students according the most coherent and appropriate courses in consonance to their specific personality and interest, thereby helpful to facilitate a thorough and practical career exploration.
4. Teachers who are strongly influential to student development should likewise act as "teacher counselors" working in tandem with the guidance personnel. Thus, teachers' referrals coupled with constant follow-up from the guidance counselor in terms of students' psychosocial needs and scholastic performance can aid students to understand further their capabilities, interest and personality traits. More importantly, this will further bolster the efficacy of the devised guidance program.
5. The role of the professional guidance counselor must not only limited to educational and personal issues and needs of the students and should regularly facilitate Parenting Skills Training (PST) about career exploration of their college children because parents are in one way or another a determining factor in the choice of courses for their children. PST seeks to provide parents who are having college children appreciate the value of personality-job fit in the world of employment.
6. Seeing the influence of students' personality and occupational interest to the future work performance, the university is urged to devise regularly an updated guidance program so that guidance counselors, teachers and administrators are guided in the formulation of intervention programs that not only improve students' scholastic performance but also in the array of a career and personality development. In line with the research findings, the program should emphasize the impact of anxiety to students' accommodating and humanitarian interests; tough-mindedness can influence students' mechanical interest; and independence can influence students' leading-influencing interest.
7. Career Pathing Program (CPP) should be strengthen in the curriculum of the university not only in the later part of their college years but also in the early part of their college life so as to ensure that they are tracking the best course, at par with their specific personality and interest inclinations. This can be done by revising all curriculums of the different departments to be included in the first year subjects as an initial/prelude undertaking of the Professional Career Orientation (CAED 500) subject of the university. It is likewise recommended that the CAED 500 should be revised and be tested according to the personality-interest model presented by this study. Testing the efficacy of the syllabi would strengthen the applicability and efficiency of the subject to the students' career exploration.

## 5. Practical Implications

Theoretically, students will fare well in college if they know their directions. But some theories identified factors that could lead to students' indecision to pursue college degree. Despite that, there are potentially useful applications in assessing personality traits and occupational interest of the students when they enter college or in their college years. First, using empirical assessment tools will lead to early identification of students who will likely be coherent to their chosen course. In choosing the best course based on personality and interest profiles, they will know their own pace, their inclination, or their capability to finish the enrolled course. In this case, the school can create interventions based on personality and interest results. For instance, the formulation of career guidance programs will entrench activities that focus on counteracting career indecisions, and establishment of students' emotional stability or maturity. Another is to incorporate academic counseling, peer mentoring and career planning sessions to these students because personality traits during college may change, however only half of the variance in personality traits of college is stable in later adult life. It is accrued that activities that improve emotional stability are strategies designed to lower withdrawal from the course because these sessions can enhance person-environment fit [5]. It is suggested that activities such as orientation programs, year level academic advising and roommate assignments based on similar personality traits may help in the effective implementation of the career guidance programs. In using academic advising, students with high degree of extraversion may be advised to enroll in courses that require public speaking and communication. Self-directed learner or highly independent students may thrive very well on independent study classes, while student achieved low on conscientiousness needs to enroll courses that are strictly controlled or structured but instead enroll on courses that encourage self-expression and creativity. In order for this program ensure its utility, the leading role of career guidance counselors would only be effective by the support of the school. The school should therefore take initiatives to ensure that curriculum embrace this philosophy "education is a career education". This spotlighted the idea of making each curriculum which caters career development, not only among freshmen but throughout the trajectory of a student's life as a college [1]. In fact, many literatures would say that personality and interest profiling are good means to add incremental effect to ensure high academic proficiency rather relying solely on the cognitive ability of the students [5]. It is my standpoint that using these assessment tools may improve student's decision to what possible courses he/she is inclined with and may provide a sound judgment or basis for admission counselors not to admit the students where his/her personality and interest profiles do not actually fit to the course he/she would like to take up.

In summary, if this study found the significant value and influence of personality to occupational interest, the school should formally integrate personality and occupational interest as standardized measures to understand college students' fitness of their measured personalities towards their desired work environment so that they can arrive in a sound and more coherent choice of course. Thereby, students may become effective and efficient in the field they have chosen. Secondly, this study found that freshmen students are highly inclined to humanitarian careers, therefore requires courses related to it but not offered by the school. Thus, it is recommended to satisfy the students' need for humanitarian interests that requires the following humanitarian courses: BS in Psychology, BS Social Work, BS/BSED in Guidance & Counseling, BS in Social Work and other courses that help people's problems in social and emotional nature. Arguably, the gradual phase out of BS in Nursing in our school, however, is not due to individualistic factor but due to fluctuating demands of the country. Again, be it emphasized that career counseling in the early phase of college life is important to realign the freshmen students according the most coherent and appropriate courses in consonance to their specific personality and interest, thereby helpful to facilitate a thorough and practical career exploration. Teachers who are strongly influential to student development should likewise act as "teacher counselors" working in tandem with the guidance personnel. Thus, teachers' referrals coupled with constant follow-up from the guidance counselor in terms of students' psychosocial needs and scholastic performance can aid students to understand further their capabilities, interest and personality traits. More importantly, this will further bolster the efficacy of the devised guidance program. The role of the professional guidance counselor must not only limited to educational and personal issues and needs of the students and should regularly facilitate Parenting Skills Training (PST) about career exploration of their college children because parents are in one way or another a determining factor in the choice of courses for their children. PST seeks to provide parents who are having college children appreciate the value of personality-job fit in the world of employment. Seeing the influence of students' personality and occupational interest to the future work performance, the school where the study was initiated is urged to devise regularly an updated guidance program so that guidance counselors, teachers and administrators are guided in the formulation of intervention programs that not only improve students' scholastic performance but also in the array of their career

and personality development. In line with the research findings, the program should emphasize the impact of anxiety to students' accommodating and humanitarian interests; tough-mindedness can influence students' mechanical interest; and independence can influence students' leading-influencing interest. Lastly, Career Pathing Program (CPP) should be strengthened in the curriculum of the institution not only in the later part of their college years but also in the early part of their college life so as to ensure that they are tracking the best course, at par with their specific personality and interest inclinations. This can be done by revising all curriculums of the different departments to be included in the first year subjects as an initial/prelude undertaking of the Professional Career Orientation (CAED 500) subject of the college. It is likewise recommended that the CAED 500 should be revised and be tested according to the personality-interest model presented by this study. Testing the efficacy of the syllabi would strengthen the applicability and efficiency of the subject to the students' career exploration.

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