

Positive Personality Traits and Self-Efficacy as Correlates to Career Self-Management among Public Secondary School Teachers

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ABSTRACT

This quantitative, non-experimental descriptive-correlational research aimed to ascertain the substantial impact of favorable personality qualities and teacher self-efficacy on career self-management on both an individual and collective level. Questionnaires made by the researcher on the three variables have been authenticated by the experts and then pilot tested for reliability test. These were administered to teachers in public schools within Davao City Division, using a stratified random sample of 228 teachers. Statistical Tools used are weighted mean, Pearson-r, and regression analysis in testing the hypotheses. The findings show: only outward and people orientation are at high levels, and the three indicators of positive personality traits, wit: positive self-image, commitment, and cultural identification, were at very high levels. The very high level of self-efficacy is due to both very high levels of academic and social stress and separation and discipline stress. Also, the high level of career self-management is due to the very high level of creating opportunities and seeking advice and the high level of enhancing one's visibility. Positive personality traits have a significant positive moderate correlation to career self-management, while teacher self-efficacy is significantly related to career self-management. Only 0.455 of career self-management will attribute to positive personality traits. Among the domains of positive personality traits, only the commitment indicator does not significantly influence career self-management. The indicators such as positive self-image, outward and people orientation, and cultural identification significantly influence career self-management. Positive personality traits significantly influence the career self-management of public secondary school teachers.

Keywords: positive personality traits, teacher self-efficacy, career self-management, Philippines

INTRODUCTION

Rationale

Every year, the Department of Education, specifically in Division of Davao City, hires teachers from elementary up to senior high school to cater to the needs of every school that needs to fill in the teacher-student ratio of every classroom; moreover, in the secondary levels, the number of hired teachers increases due to the employment need of every school. However, despite the tenure of these teachers in their respective stations, it is noticeable that after years in public service, their acquainted career position upon assumption of duty could be more active. At ease, given such, as stated by Van der Want, Schellings, & Mommers (2018), some teachers need better career self-management skills due to factors affecting them. Because jobs are evolving from the traditional, "bounded," and driven by employment relations to being boundaryless and progressively self-directed by the employee (Arthur & Rosseau, 1996), the necessity of understanding career-self-management has been emphasized (King, 2004; Kossek et al., 1998). As a result, they tend to need more engagement and commitment to their career self-development.

Career self-development was considered one of the topics central to the Department of Education, especially for educators and others who are the frontline service providers of the teaching-learning process. The choice

of possible work-related and academic choices drastically increased in society; teachers were anticipated in engaging life-long learning to cope broadly capable of the teaching-learning tasks assigned; further, since organizations have compressed and promotion-based professional beliefs are vanishing, teachers should generally be in control of their profession expansion. Afterward, teachers were suggested to dwell more on professional management, which refers to employees displaying proactivity in routing their profession through probing for a job (Runhaar et al., 2019). Furthermore, Lynch (2017) emphasized that there are several customs in moving the career ladder for classroom teachers. In a way, that is by transitioning into management. By returning to the institute and getting a degree in instruction management, educators can change to flattering assistant principals and head principals of a school.

It has been argued that there were contributing factors affecting the career self-development of employees, particularly personality traits, characteristics, goals, preferences, values, and self-efficacy were deemed to be included. It was pointed out in the study of de Jong, Wisse, Heesink, and Van der Zee (2019) that personality traits are associated with career self-development since it has significance in providing a more precise framework as an essential phenomenon in the academe. Thus, it has underlying importance since it acknowledges a person's trait alterations, especially preferred character, in explaining the progress of careers over time. Meanwhile, the study of Kaushal and Vashisht (2021) about self-efficacy and career self-management cited that these two are interdependent. From these studies, proactive personality and self-efficacy definitely and meaningfully influence career self-management behaviors after it was assessed via job mobility readiness and self-development seeking feedback. Thus, it is reasonable that practicing managers and organizations are keen on determining the character of employees who has an interest in career self-management behaviors, especially certainties underlying them.

Influential firms prioritize talent when choosing, fostering, and growing their employees. One-size-fits-all hiring practices by the government and school administration hinder effective and efficient staff management. The most excellent way to organize the teacher workforce for effectiveness and productivity is to manage individual talent and careers carefully. Professional and trade development practice too frequently fails to differentiate developmental paths for individual teachers. With this, self-management of employment and development is an essential skill that teachers must manifest. Although there were studies of personality traits in their different dimensions as predictors of career self-management on a prior and during basis, this research confirms the association between the two variables. In conclusion, it aimed in digging to explore the talks regarding the personality traits of teachers and the extent of their meaningful impact on career self-management, which supports recent comprehension towards personality motivation for achievement status in the educational area, such as in handling their boldness toward Arithmetic training.

Research Objective

The primary objective of this research was to determine the significant influence of positive personality traits and self-efficacy on the career self-management of secondary public secondary school teachers in individual and aggregate capacities. Specifically, this pursued in answering these:

1. To describe the level of positive personality traits in terms of:

positive self-image,

commitment,

outward and people orientation, and

culture identification.

2. To ascertain the level of teacher self-efficacy in terms of:

academic and social stress, and
separation and discipline stress.

3. To measure the level of career self-management in terms of:

creating opportunities,

enhancing one's visibility, and

seeking advice.

4. To establish the significance of the relationship between:

positive personality traits and career self-management, and

teacher self-efficacy and career self-management.

4. To determine the singular and combined influence of positive personality traits and teacher self-efficacy on career self-management.

Hypothesis

The research study tested the hypotheses at a 0.05 level of significance:

1. There is no significant relationship between:

positive personality traits and career self-management, and

teacher self-efficacy and career self-management.

2. There is no significant influence between positive personality traits and teacher self-efficacy, both in individual and aggregate capacity.

Theoretical Framework

This study is primarily attached by the Cognitive Career Theory Model of Career Self-Management, wherein individuals direct their career development and navigate career transitions under varying cognitive, personal, and contextual influences. The normative transfer from learned knowledge to the workplace has become more difficult due to shifting work settings and unstable economic situations, necessitating the development of adaptable skills and resiliency in the face of difficulty. In light of these facts, the CSM model strongly emphasizes the ideas of adaptive professional behaviors and personal agency. It highlights how these concepts can support people in taking control of their career growth and managing job changes (Wendling & Sagas, 2020). Moreover, this is anchored in the proposition of the study testifying that personality and career self-management are connected as the latter was found to be associated in a broader range within an individual's career belief and performance variables, irrespective of occupation and nationality. Emphasizing that traits are seen to be influential and a factor in an individual's decisions within career self-management (Gunkel et al., 2010; Lin et al., et al. (2022).

Further, as John Holland from Holland Codes concisely explained, suitable jobs for every individual within their personality create a happier and more productive working environment. (Whiteberry, 2016). Contemporary career literature, named 'new career,' points out that there is satisfaction among people who

have successfully managed their careers as they reach more significant goals through their initiative to adjust dynamically within the environment they have dwelled in (Jung & Takeuchi, 2018). Thus, A recent study has reinforced this proposition as scholars have seen the increasing attribute of the obligation of handling an employee's career. However, the latter are still seen as the prime factor in navigating their career paths. Course-plotting self-career involves activities that permit an individual to evaluate their aptitude and proficiencies because of career breakthroughs at their schools and the activities which teachers may utilize in reaching their goals (Runhaar et al., 2019).

Another theory incorporates this study as Parson's Trait and Factory Theory in 1909 by Frank Parsons suggests emphasizing the person and environment fit ideas. This theory proposes that career self-management may be predicted based on an individual's characteristics, especially aptitudes, achievements, interests, and self-efficacy. He elaborated that there are identifications in the career self-management, and these are people's: clear understanding of their skills, abilities, limitations, resources, effectiveness, and other qualities; determined knowledge and success conditions, its chances, reward, and anticipation towards variety of work field; and, philosophizing on the relationship of facts. These elements enumerated by Parson significantly relate to an individual's self-efficacy and career self-management. Moreover, the recent proposition is strikingly consistent, revealing that as individuals realize their accuracy or self-awareness in understanding the environment and requirement or the occupational information to match their workload, they are more likely to push through within their career self-management (Sun, 2019).

Lastly, this is anchored on the Career Roles Model propositioned by Hoekstra (2011), as cited by de Jong, Wisse, Heesink, and van der Zee (2019), that career development is labeled through its communicating development in both interior profession distinctiveness formation and the development of exterior profession distinctiveness significance. This concept specifies that it is not solely jobs but career roles related to an individual's success and satisfaction. It was elaborated that a career holds an individual's life journey and identity. Primarily, it comes first within their motives which underlie commitment, long-term goals, values, and personality traits. Also, in the dimensions described by the theory, career development may be affected by two things: an individual's career motives which are characterized by their personality, values, and interests, and the individual's career role and performance, which are related to the work performance, job satisfaction, career satisfaction, abilities, skills, effectiveness, and competence – and these can be attributed based on a personal basis or relevant others such as peers. Thus, it was patently consistent that the recent proposition shows relevance with the theory beforementioned stating that the relations between teachers' personality traits or values and self-efficacy towards their motivation in giving attention to their career management were revealed to be essential predictors in testing the efficiency of managing their careers since teachers, who already recognized their ability in handling their tasks and obligations effectively together with their manifestation of characters containing their careers then, were part of their interest; and thus, being concluded that these are significant factors in fostering career management.

These above mentioned theories, concepts, and propositions are of great help in establishing points of reference that provide frameworks for this study regarding how personality traits act as determinants of the career self-management of teachers.

Conceptual Framework

Figure 1 presents the conceptual framework, wherein the independent variables are personality traits and teacher self-efficacy. For positive personality traits, the indicators are positive self-image, commitment, outward and people orientation, and cultural identification. In contrast, for teacher self-efficacy, the hands are academic and social stress and separation and discipline stress. The dependent variable is career self-management with these indicators: creating opportunities, enhancing visibility, and seeking advice.

Personality trait refers to the characteristics manifested by the teachers regarding their personalities. This is

defined through positive self-image, commitment, outward and people orientation, and cultural identification. Positive self-image refers to the direction towards preserving a positive self-image that embraces an optimistic outlook in life, building rapport and relationships within the self positively, and seeing the self as supple, emotionally intelligent, reasonable, spiritual, truthful, and independent.

Commitment refers to devotion of self to the perspective and objectives and association towards others. Predisposition to initiate movements toward one’s life and respond to others can be counted as commitment. It contains facets of goal setting, pliability, learning new things, self-reliance, uniqueness, gratefulness, bigheartedness, and trustworthiness. Outward and people orientation refers to the assurance of empathizing with themselves, which includes the ability to be outward-bound and extroverted in social situations, an enthusiastic approach, self-esteem, and the confidence to lead others. Cultural identification refers to the knowledge of a person of customs and traditions in another nation or denomination. It includes a course toward one’s traditions, nationalism, and open-mindedness toward others (Singh, 2010).

Teachers who believe they can successfully manage their professional activity’s tasks, responsibilities, and obstacles have high teacher self-efficacy. It significantly impacts high-ordered thinking academic outcomes (such as student progress and motivation) and wellbeing in the workplace. Its indicators are educational and social stress and separation and discipline stress. Academic and social stress refers to the cheerful disposition manifested by teachers in handling academic-related and social-related stress at work. In contrast, separation and discipline stress refers to how teachers manage separation and discipline-related factors in their work (Heyne et al., 2014).

Career self-management refers to how teachers manage their careers for improvement and for addressing needs and difficulties. This is defined as creating opportunities, enhancing visibility, and seeking advice. Creating opportunities refers to how teachers subject themselves to managing the enhancement of their careers. Improving one’s visibility refers to the activity initiated by the teachers to be recognized for their work. Seeking advice relates to teachers’ initiative to solicit others’ ideas on managing their careers (Runhaar et al., 2019).

Within Figure 1, the flow of the research from personality traits and teacher self-efficacy shows wherein they are significantly influencing the career self-management of public secondary school teachers.

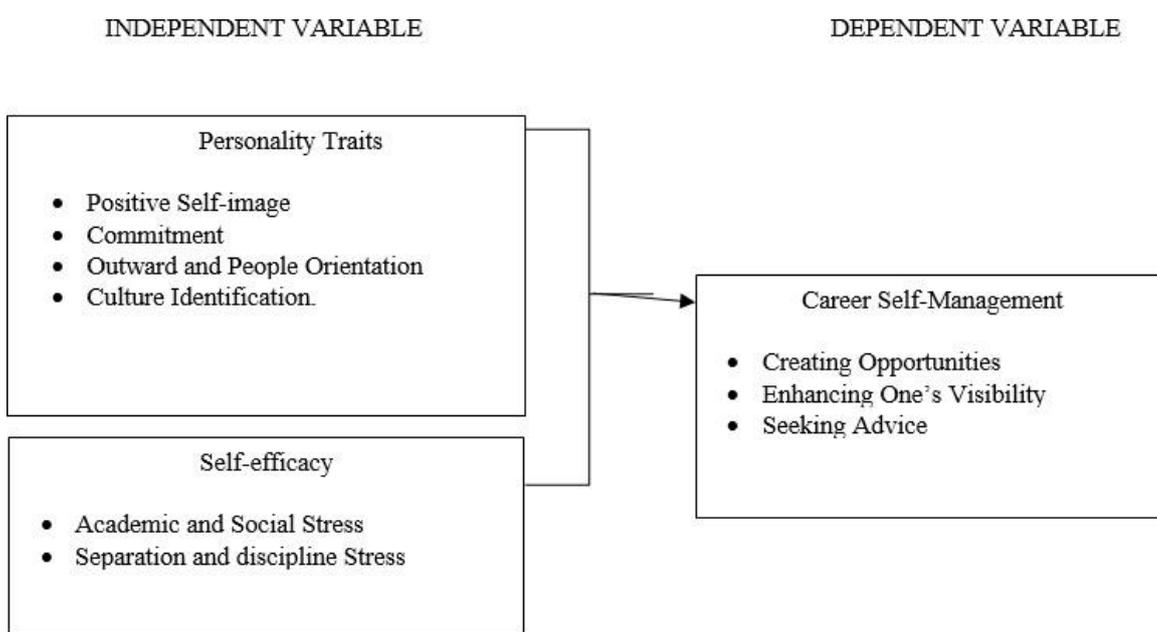


Figure 1. The Schematic Diagram Showing the Variables of the Study

METHOD

Research Design

The research employed quantitative non-experimental research. Specifically, this study employed descriptive-correlational analysis in which Curtis, Comiskey, and Dempsey (2016) describe how correlation research aims to find connections between identical variables in two or more populations or between the same variables in the same population. Additionally, they added that it is an essential part of a research study since comprehending the relations and associations among phenomena maintains to be the remaining incentive for investigations.

Moreover, this study employs quantitative because the data collected are numerical, and the treatment commenced with tallying and statistical computation. Furthermore, the researcher intends to use this research design since it gathers the teachers' positive personality traits and self-efficacy in their career self-management. The collected data of the independent variables: positive personality traits and self-efficacy, were correlated to the dependent variable: career self-management. By doing this, it can be accurately analyzed after administering and retrieving the survey questionnaire set by the researcher. Through this process, the researcher purposely uses these data to investigate the significant influence of personality traits and self-efficacy on the career self-management of public secondary school teachers. By this, the understanding of these phenomena was much more in-depth and accurate.

Research Locale

The study was directed in Davao Region, Region XI, Philippines secondary schools. More specifically, the location of the schools where the study was conducted was Cluster 4 of Dep Ed Davao City.

Davao City is geographically located in southeastern Mindanao, facing Davao Gulf and opposite the Island Garden City of Samal. The most significant city in terms of land area in the Philippines is Davao City, a first-class, highly urbanized city. Its entire area on land is 2,443.61 km². It has a tropical rain forest climate with 26 °F temperatures and 77 mm of rainfall on average each month. Demographically, it is the third most populous city in the Philippines, with 1.6 million residents growing at 2.3% annually, according to a census (PSA, 2015). Politically, it comprises three congressional districts and 11 administrative districts with 182 *barangays* (PSA, 2020). It is the primary trading center, center of commerce and industry, and industry hub of Mindanao. The city's industrial characterization is a highly service-oriented economy, industrial, agricultural, forestry, and fishing (PSA, 2018). Moreover, a significant size of the manufacturing sector of the Davao Region surrounds Davao City, according to the Nutrition Council of the Philippines, talking about food manufacturing (NCP, 2020).

Southeast of the Philippine island of Mindanao is where Davao City is situated. It is located close to the head of Davao Gulf at the Davao River's mouth. The city serves as the principal regional hub for southeast Mindanao, with its commercial area including about 50 minor ports.

Santa Ana, a small-vessel serving port located 5 miles (8 km) north, is protected by the Pakiputan Strait, formed by offshore Samal Island. The ports manage the transportation of copra, corn (maize), rice, and inter island passenger traffic. As a major international port, Davao City exports much abaca, the primary crop grown in the nearby agricultural hinterland. Abaca is a natural fiber.

The need for career self-management of public secondary school teachers in Davao City calls for urgent attention since it has been found out that most of the teachers are bachelor's degree holders, and only some proceed with graduate and professional school studies. Moreover, updates on personal and professional

enhancement for teachers are minimal, and confirmation of this claim is necessary through this study.

Population and Sample

Due to the size of the population, a stratified random selection method was utilized to choose study participants. The strata-based method was used in selecting people which was signified by percentage size in reaching a considerable sample for gathering the research data. Blay (2007) pointed out that in the stratified random sampling technique, the suited consideration is proportional allocation. He described stratified random sampling as a methodology for taking samples from populations that can be divided into smaller groups. He further explained that this involves splitting the large group into strata subgroups. Thus, this technique can ensure that the individuals in a population have an equal chance to participate in the study as a sample.

In addition, using raosoft.com, it directs a just number of samples due to an enormous population. Hence, the raosoft website is similar to Slovin's formula in calculating the total sample population of this study.

The study's respondents were the public secondary school teachers in Cluster 4 Division of Davao City for S.Y. 2020-2021. There were 555 secondary school teachers in the target cluster, and 228 teachers were the guaranteed samples following raosoft.com. The respondents were selected since the researcher resided on the respondents' target area, and the result generated can be utilized in understanding and evaluating teachers regarding their positive personality traits, self-efficacy, and career self-management.

Upon selecting the respondents, the researcher sets inclusion criteria to collect data entirely. These are as follows: secondary school teachers this school year 2020-2021 whose work stations are designated in Cluster 4 of the Davao City Division specifically, only those who were in public teaching service for at least three years. Otherwise, these exclusion criteria may be included: a teacher who does not work in Cluster 4 and those whose length of service was below three years. It is anticipated that no teachers withdrew in the middle of the study, and if there were any, an alternative respondent with the same qualification, especially gender and cluster belonging, was supposed to be replaced for voluntariness.

Based on the respondents' status quo, the researcher opts to study this phenomenon on a one-school-year basis. It is to ensure the accuracy of the gathered data within them.

Research Instrument

This research study utilized three survey questionnaires assessing teachers' positive personality traits, self-efficacy, and career self-management. These questionnaires were adapted and modified by the researcher.

The Positive Personality Traits questionnaire was adapted from the study of Singh & Jha (2010). It has 43 items distributed 11 items for positive self-image, 11 for commitment, 11 for outward and people orientation, and ten for culture identification. Another survey questionnaire was also modified from the study of Heyne, Myerson, & Tonge (2014) for the instrument on teacher self-efficacy. It has 12 items distributed to academic and social stress with six items and separation and discipline stress with another six items.

In describing the positive personality traits, this was the used five-point Likert scale:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The positive personality traits of teachers are always manifested.
3.40 – 4.19	High	The positive personality traits of teachers are often Manifested.
2.60 – 3.39	Moderate	The positive personality traits of teachers are sometimes manifested.

1.80 – 2.59	Low	The positive personality traits of teachers are seldom manifested.
1.0 -1.79	Very Low	The positive personality Traits of teachers are never Manifested.

In describing the teacher self-efficacy, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The self-efficacy of teachers are always evident.
3.40 – 4.19	High	The self-efficacy of teachers are often evident.
2.60 – 3.39	Moderate	The self-efficacy of teachers are sometimes evident.
1.80 – 2.59	Low	The self-efficacy of teachers are seldom evident.
1.0 -1.79	Very Low	The self-efficacy of teachers are not evident.

Another survey questionnaire for career self-management was adapted from the study of Runhaar et al. (2019), consisting of 13 items which were distributed to its indicators specified as five items for creating opportunities, four items for enhancing visibility, and four items for seeking advice.

In describing the career self-management, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The teachers always manifest career self-management.
3.40 – 4.19	High	The teachers often manifest career self-management.
2.60 – 3.39	Moderate	The teachers sometimes manifest career self-management.
1.80 – 2.59	Low	The teachers seldom manifest career self-management.
1.0 -1.79	Very Low	The teachers never manifest career self- management.

Content validity was secured by undergoing the validation process of all the survey questionnaires. First, the submission of research instruments to the research adviser was made to seek suggestions, comments, and recommendations for improvement’ to finish this validation, copies were presented to a research panel of experts for instrument refinement. Within the last revision, the researcher incorporated the comments, suggestions, and corrections from the expert validators. As was done, validators consolidated the ratings and checked the status of the instruments. Secondly, the reliability index was observed by doing a pilot test on the same target respondents in another place. Lastly, to identify and test the items to be removed and revised, the data gathered underwent Cronbach Alpha; in this, the instruments addressed the level of comprehension within the target respondents.

Data Collection

The following is the researcher’s procedure for collecting the data from the research respondents.

The researcher primarily asked permission by sending a letter to the Schools Division Superintendent through the cluster head specifying the target area where the study was conducted. This was to make sure that prior to the study, the Department of Education Davao City Division was aware of the endeavor of the study, together with the involvement of respondents who were employed in the department.

After the Division’s approval, the researcher sought permission from the school principals of Cluster IV to formally conduct the study. It was also attached in the letter with the approved response of the Division and their knowledge of administering survey questionnaires.

Since the approval of the School’s Division Superintendent and school principals of Cluster IV was secured,

another letter was made together with the informed consent, which was sent to the teacher respondents of the schools in Cluster IV. The letter also mentioned that the Schools Division Superintendent and the school principal approved the study.

They ensured that the respondents were fully aware of the intention and their involvement in the study, which may they opt to join or otherwise voluntarily. Moreover, to be notified fully, the researcher sought responses from the respondents, whether positive or negative.

The researcher then sends the approved letter and the electronic copy of the instruments to the research respondents. And then administering the instruments to the teachers via Google form, stating that the moment they submitted the form was meant to allow the researcher to use the data for research purposes only.

After these procedures, the researcher downloaded the responses from the online survey via Google. This prepared the gathered data for tabulation, checking, and consolidation. The researcher then collected, checked, tabularized, and consolidated the results and immediately gave them to the statistician for data analysis.

Through this, the data gathered was analyzed and interpreted with the help of an expert in the field. The results were then depicted with implications after their analysis.

Statistical Tools

In analyzing the data, these are the treats being maximized:

Weighted Mean. Its utilization was applied in determining the level of personality traits and career self-management of public secondary school teachers.

Pearson-r. Its utilization was applied in determining the significant relationship between personality traits and career-self management.

Regression Analysis. It was applied in determining the significant influence of personality traits towards career self-management and the domain in the personality traits that significantly influence attitude.

Ethical Consideration

There are some empirical ethical issues and concerns influencing this study. Concerning issues were derived within the methodology involved in this study. The ethical disputes that applied to this research concern were also addressed. The concerns regarding conducting the study, confidentiality, and obscurity were considered.

The first issue was a request letter submitted to the office of the Schools Division Superintendent through the cluster head, securing permission to administer the study. After its approval, an approved letter was handed to either OIC's office or the principal of the schools where respondents have been working. By doing such, the researcher respects the personal viewpoint of the respondents in their participation in this study. The answered instruments were parched and seared after data analysis and interpretation. Thus, the researcher followed ethical standards by acting upon the research protocol assessment criteria, most especially in handling the population and data collection.

Voluntary Participation. The public secondary school teachers of Cluster 4 of Davao City Division have the liberty to answer or not the instrument without any restrictions, especially mental consequences they may possibly discern. The researcher respects the personal viewpoint of the respondents in their

participation in this study. Thus, after describing and presenting the study's purpose and benefits to the respondents, their rights in voluntary participation were considered and observed.

Privacy and Confidentiality. The respondent's identity required in the study was kept private, and the highest anonymity of the respondents' data was observed. The researcher focused on essential ethical problems such as privacy, the viewpoint of the respondents, and veracity. Any failure to follow this guideline would mean positioning respondents' rights.

Recruitment. In recruitment, the students were purposively selected by indicating the inclusion and exclusion criteria. Furthermore, the data collection records, together with the process of questionnaire distribution among the respondents, were also emphasized. Lastly, in the data collection, the process of conducting the study was clearly stipulated.

Informed Consent Process. The research questionnaire was free of challenging terminologies. It was made with an understandable context for the respondents. It stated clear discussion points to teaching and non-teaching personnel to generate after the study. Securing the support of the Dep Ed Davao Division authorities was prioritized before conducting and administering the research survey questionnaire. Therefore, given that authorities' approval was secured, the instrument was given to the public secondary school teachers of Cluster 4, DepEd Davao City.

Risks. The study ensured an intricate-free high-risk situation the respondents experienced regarding physical, psychological, or socio-economic concerns. The study focused on personality traits and the career self-management of public secondary school teachers in DepEd Davao City Cluster 4. The respondents intensified on rating the level of personality traits, self-efficacy, and the career self-management they manifest and their attributes.

Benefits. The result of the study was beneficial to the teachers, school administrator, and community in terms of getting criteria to a kind of personality traits and career self-management to synthesize the effective traits of teachers towards their tasks.

Plagiarism. The researcher ensured and observed the correct and accurate techniques in citing ideas from the expert authors or scholars. In doing so, this paper has undergone scholarly output assessment through Grammarly and Turnitin software.

Fabrication. Due to the existence of previous scholars, the researcher ensured that the tale was not made in the literature. Thus, all material shown was prudently written and cited. The sources utilized were steadfast journals, published research, and other scholarly works.

Falsification. This research fulfills the citation rules drawn in APA 6th edition format; henceforth, the study should have applied modifications and misinterpretations of work and data. The data presented are sought to be accurate.

Conflict of Interest. There was no trace of COI, wherein there was no set of conditions in which a professional judgment concerning primary interest, a secondary interest, such as monetary or academic advantages or recognitions, frequently influences a primary goal, such as the well being of the participants or the veracity of the research.

Deceit. This study writes up did not utilize any form of dishonesty to impair the respondents' welfare. A panel of experts thoroughly checked and assessed the content of the study for information validation.

Permission from Organization/Location. The research was conducted with reserved and particular obedience to ethical standards. Thus, a proper letter was sent to the Dep Ed Davao Division. The research is

undertaken only after approval from the authorities.

Technological Issues. The use of Grammarly and Turnitin software was also observed in this study, considering that these two software programs have placed their credibility in the assurance of quality research output. Also, the use of Google Forms has been a part of public secondary school teachers' operational and functional duties. There are no technical concerns or problems due to technology use because public school teachers are used to this. Moreover, it has also been assured that respondents may contact the researcher for further assistance if they ever need assistance.

Authorship. Lastly, this study contemplates authorship credentials in the conduct of the study. The researcher significantly aided in the data collection, data analysis, and data interpretation processes. The important intellectual content was drafted and revised by the author and co-author critically. Both have contributed academically to reach the publication of the research study.

RESULTS

Level of Positive Personality Traits

Shown in Table 1 is the level of positive personality traits of secondary public secondary school teachers. It is depicted that the overall mean of positive personality traits of public secondary school teachers is very high, with a mean of 4.47 and a very high standard deviation of 0.35. As indicated, the teachers have a very high level of commitment based on the mean of 4.65 with a very high standard deviation of 0.36, followed by a very high level of culture identification based on its mean of 4.64 and a very high standard deviation of 0.42. Also, they have a very high level of positive self-image, with a mean of 4.47 and a very high standard deviation of 0.42. Lastly, they are at a high level of outward and people orientation based on the mean of 4.12 and a high standard deviation of 0.54.

Table 1. Level of Positive Personality Traits

Indicator	S.D.	Mean	Description
Positive Self-Image	0.42	4.47	Very High
Commitment	0.36	4.65	Very High
Outward and People Orientation	0.54	4.12	High
Culture Identification	0.42	4.64	Very High
Overall	0.35	4.47	Very High

Level of Teacher Self-efficacy

Displayed in Table 2 is the overall mean of teacher self-efficacy of public secondary school teachers is 4.46, which means a very high and a very high standard deviation of 0.43. The two indicators were very high: academic and social stress, with a mean of 4.48 and a standard deviation of 0.46, and separation discipline stress, with a mean of 4.45 and a standard deviation of 0.46.

Table 2. Level of Teacher Self-efficacy

Indicator	S.D.	Mean	Description
Academic and Social Stress	0.46	4.48	Very High
Separation and Discipline Stress	0.46	4.45	Very High
Over-all	0.43	4.46	Very High

Level of Career Self-Management

As revealed in Table 3, the overall mean of career self-management in public schools is 4.17, with a high level and a high standard deviation of 0.53. It is shown that the teachers have a very high level of seeking advice based on its mean of 4.37 and very high standard deviation of 0.61. Also, they have a very high level of creating opportunities based on a mean of 4.24 and a standard deviation of 0.52. Lastly, they are at a high level of enhancing one’s visibility based on its mean of 3.91 and a standard deviation of 0.70.

Table 3. Level of Career Self-management

Indicator	S.D.	Mean	Description
Creating Opportunities	0.52	4.24	Very High
Enhancing One’s Visibility	0.42	3.91	High
Seeking Advice	0.61	4.37	Very High
Over-all	0.53	4.17	High

The Significant Relationship Between Positive Personality Traits and Career Self-Management

As shown in Table 4 below, *positive personality traits* have a significant moderate positive correlation to *career self-management* from the rejection of the hypothesis at 0.05 level of significance because of its *R-value of 0.653*; and *p-value of 0.000*, which is less than 0.05. This means that career self-management can be attributed to positive personality traits. Correlating positive personality traits to the indicators of career self-management, it also has a significant relationship with creating opportunities with an *R-value of 0.598*, described as a moderate positive correlation and a *p-value of 0.000*. Likewise, it has a substantial connection to seeking advice with an *R-value of 0.598*, described as a moderate positive correlation, and a *p-value of 0.000*. Lastly, it also has a significant relationship to enhancing visibility with an *R-value of 0.494*, described as a low positive correlation and a *p-value of 0.000*.

Taking by indicator, as an overall, *positive self-image* has a significant relationship to *career self-management* as it depicts an *R-value of 0.496*, described as a low positive correlation, and a *p-value of 0.000*. *Positive self-image* has a significant relationship with *seeking advice*, with an *R-value of 0.481*, described as a low positive correlation, and a *p-value of 0.000*.

It also has a significant relationship with *creating opportunities* with an *R-value of 0.444*, described as a low positive correlation and a *p-value of 0.000*. Lastly, *positive self-image* has a significant relationship with *enhancing visibility*, with an *R-value of 0.359* described as a low positive correlation and a *p-value of 0.000*.

Commitment has a significant relationship to *career self-management* as it reveals an *R-value of 0.437*, which is described as a low positive correlation, and a *p-value of 0.000*. To specify, *commitment* has a significant relationship with *seeking advice*. An *R-value of 0.446* is described as a low positive correlation and a *p-value of 0.000*. Furthermore, it has a substantial connection with *creating opportunities* with an *R-value of 0.382*, described as a low positive correlation, and a *p-value of 0.000*. Lastly, *commitment* has a significant relationship with *enhancing visibility* with an *R-value of 0.303*, described as a low positive correlation, and a *p-value of 0.000*.

Outward and people orientation, based on an overall result, has a significant relationship to *career self-management* with an *R-value of 0.585*, described as a moderate positive correlation, and a *p-value of 0.000*. It also has a significant relationship with *creating opportunities* with an *R-value of 0.608*, described as a moderate positive correlation, and a *p-value of 0.000*. *Outward and people orientation* also have a

significant relationship with *enhancing visibility* and *seeking advice*. The result showed that both indicators have an *R-value* of 0.466, a low positive correlation, and a *p-value* of 0.000.

Cultural identification has a significant relationship to *career self-management* as it depicts with *R-value* of 0.541, described as a moderate positive correlation and a *p-value* of 0.000. It also has a significant relationship to *seeking advice*, with an *R-value* of 0.544, described as a moderate positive correlation, and a *p-value* of 0.000, followed by a significant relationship to *enhancing visibility*, with an *R-value* of 0.417, described as a low positive correlation and a *p-value* of 0.000. Lastly, it has a significant relationship with *creating opportunities* with an *R-value* of 0.427, described as a low positive correlation and a *p-value* of 0.000.

Therefore, this result rejects the hypothesis of this study, stating there is no relationship between positive personality traits and career self-management.

Table 4. Significant Relationship Between Positive Personality Traits and Career Self-Management

Positive Personality Traits	Career Self-Management			
	Creating opportunities	Enhancing One's Visibility	Seeking Advice	Overall
Positive Self-Image	.444**	.359**	.481** (.000)	.496**(.000)
	0	0		
Commitment	.382**	.303**	.446**(.000)	.437**(.000)
	0	0		
Outward and People Orientation	.608**	.466**	.446**(.000)	.585**(.000)
	0	0		
Culture Identification	.427**	.417**	.544**(.000)	.541**(.000)
	0	0		
Overall	.598**	.494**	.598**(.000)	.653**(.000)
	0	0		

The Significant Relationship Between Teacher Self-efficacy and Career Self-Management

As shown in Table 4.1 below, *teacher self-efficacy* has a significant moderate positive correlation to *career self-management* from rejecting the hypothesis at a 0.05 significance level because of its *R-value* of 0.584; and *p-value* of 0.000, which is less than 0.05. This means that *career self-management* can be attributed to teacher self-efficacy. Correlating *teacher self-efficacy* to the indicators of *career self-management* has a significant relationship to seeking advice with an *R-value* of 0.544, described as a moderate positive correlation and a *p-value* of 0.000. Furthermore, it shows a significant relationship to *creating opportunities* with an *R-value* of 0.541, a moderate positive correlation, and a *p-value* of 0.000. Moreover, lastly, it also has a significant relationship to *enhancing visibility* with an *R-value* of 0.429, described as a low positive correlation, and a *p-value* of 0.000.

As correlating the indicators of *teacher self-efficacy* to *career self-management*, on an overall basis, *academic and social stress* has a significant relationship to *career self-management* with an *R-value* of 0.606 described as a low positive correlation and *p-value* of 0.000. To specify, it was found that *academic and social stress* has a significant relationship with *seeking advice*, with an *R-value* of 0.569, described as a moderate positive correlation, and a *p-value* of 0.000. Further, it is significantly related to *creating opportunities* with an *R-value* of 0.560, a moderate positive correlation, and a *p-value* of 0.000. Moreover,

lastly, it also has a significant relationship to *enhancing visibility* with an *R-value* of 0.442, described as a low positive correlation and a *p-value* of 0.000.

In addition, based on the overall result, *separation and discipline stress* have a significant relationship to *career self-management*, with an *R-value* of 0.485, described as a moderate positive correlation and a *p-value* of 0.000. In every indicator, it is revealed that *separation and discipline stress* has a significant relationship with *creating opportunities*, with an *R-value* of 0.452, described as a low positive correlation and a *p-value* of 0.000. Moreover, it has a significant relationship to *seeking advice* with an *R-value* of 0.447, described as a moderate positive correlation, and a *p-value* of 0.000. Lastly, it shows a significant relationship to *enhancing visibility* with an *R-value* of 0.359, a low positive correlation, and a *p-value* of 0.000.

Therefore, this result rejects the study’s hypothesis, stating that no significant relationship exists between teacher self-efficacy and career self-management.

Table 4.1. Significant Relationship Between Teacher Self-Efficacy and Career Self-Management

Teacher Self-Efficacy	Career Self-Management			
	Creating opportunities	Enhancing One’s Visibility	Seeking Advice	Overall
Academic and Social Stress	.560** 0	.442** 0	.569** 0	.606** 0
Separation and Discipline Stress	.452** 0	.359** 0	.447** 0	.485** 0
Overall	.541** 0	.429** 0	.544** 0	.584** 0

The Significant Influence of Positive Personality Traits on Career Self-management

As shown in the table below, the indicators, with a *positive self-image, outward and people orientation, and cultural identification*, significantly influence career self-management as it shows less than the *p-value* of

However, only the commitment indicator of positive personality traits does not significantly influence career self-management as it is more significant than the 0.05 *p-value*.

As can be seen, *positive personality traits* significantly influence *career self-management*. Moreover, the standardized regression coefficients show that *positive self-image, outward and people orientation, and cultural identification* are strong predictors than *commitment*.

Further, only the *positive self-image, outward and people orientation, and cultural identification* significantly influence *career self-management*, evident with the *p-value* at 0.05 significance level. Thus, the total attribution of career self-management is only 0.455 to positive personality traits.

Table 5. The Significant Influence of Positive Personality Traits on Career Self-management

Positive Personality Traits	Career Self-Management			
	B	Beta	t-value	p-value
Positive Self-Image	.199	.159	2.366	.019
Commitment,	-.016	-.011	-.156	.876
Outward and People Orientation	.365	.377	6.321	.000

Culture Identification	.371	.297	4.612	.000
R ²	.455			
F-value	46.560			
P-value	.000			

$\alpha = 0.05$

Significant Influence of Teacher Self-efficacy on Career Self-management

The table below shows that *academic and social stress* significantly influences *career self-management*, showing *less than 0.05 of its p-value*. In contrast, *separation and discipline stress* do not significantly influence career self-management as it shows a *greater than 0.05 p-value*.

Teacher *self-efficacy* significantly influences *career self-management* as it shows *less than a 0.05 p-value*. Moreover, it displays that *academic and social stress* is a strong predictor than *separation and discipline stress*. Further, only *academic and social stress* significantly influence *career self-management*, as evidenced by a 0.05 level of significance, making it to the conclusion that the hypothesis is rejected. Thus only 0.369 of the career self-management can be attributed to teacher self-efficacy.

Table 5.1. Significant Influence of Teacher Self-efficacy on Career Self-management

Variable	Multiple Regression Weight		t-value	p-value
	B	B		
Academic and Social Stress	0.632	0.549	6.931	0
Separation and Discipline Stress	0.088	0.076	0.959	0.338
R ²	0.369			
F-value	65.882			
P-value	0			

$\alpha = 0.05$

Combined Influence of Positive Personality Traits and Teacher Self-efficacy on Career Self-management

The table below shows that *positive personality traits and teacher self-efficacy* are highly significant to *career self-management* when combined, as it shows a *p-value < 0.05*. Furthermore, the standardized regression coefficients show that positive personality traits and teacher self-efficacy strongly influenced career self-management. Thus, the hypothesis is rejected, stating that there is no significant influence between positive personality traits and teacher self-efficacy, both in individual and aggregate capacity. It shows the 0.458 attributions of career self-management to positive personality traits and teacher self-efficacy.

Table 5.2. Combined Influence of Positive Personality Traits and Teacher Self-efficacy on Career Self-management

Variable	Multiple Regression Weight		t-value	p-value
	B	B		
Positive Personality Traits	0.726	0.48	6.961	0
Teacher Self-efficacy	0.305	0.247	0.3591	0

R ²	0.458			
F-value	94.91			
P-value	0			

$\alpha = 0.05$

DISCUSSION

Level of Positive Personality Traits

It is shown in the result that the positive personality trait of public secondary school teachers is at a very high level. This implies that the positive personality traits of teachers are always manifested, as described in the interpretation scale of this study. Moreover, the result reveals that Khalilzadeh and Khodi's (2018) claim regarding personality traits within deciding on your career management is supported by this study. It is claimed that personality trait is a prominent factor in a successful career choice, especially when combined with motivation.

Furthermore, it is shown in the result that secondary public secondary school teachers have a very high level of commitment. It implies that this indicator of the positive personality trait of teachers is always manifested among them. Seeing this means that they are committed to their teaching career as a whole, as Cox (2017) stipulated. Moreover, they bided by the rules and regulations in embracing the principles of the teaching profession, as well as the requirements. However, it debunks the claim of Shirbagi (2007), revealing that public secondary school teachers have risks and the probability of resigning and deviating towards another profession.

Additionally, it is displayed in the results that secondary public secondary school teachers have a very high level of cultural identification. It implies that this indicator of the positive personality trait of teachers is always manifested. This study is supported by Singh & Jha (2010), revealing that teachers, in this case, have a high culture orientation. This comprises knowledge of one's traditions, patriotism, and tolerance towards others. Moreover, it is reinforced by the claim of Chen (2014) stating that secondary public secondary school teachers have an identification or sense of belong in gness based on various cultural categories, including nationality, race, ethnicity, gender, and religion. More likely, as their result shows exceptionally high, it is found that the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms, and customs are constructed and maintained.

It is shown in the result that public school teachers have a very high level of positive self-image, which means that this indicator of the positive personality trait of teachers is always manifested. Moreover, they have an affirmative orientation toward maintaining a positive self-image. This includes seeing the self optimistically, flexible, emotionally intelligent, just, spiritual, trustworthy, and self-reliant. The result implies that the idea of Lynch (2020), who stated that acquiring positive self-image could boost a person physically, mentally, socially, emotionally, and spiritually, wherein it is applicable and connected to the result of the study. Thus, it affirms the study of Mehrkish& Grant (2021), implying that a positive self-image strongly impacts their performance in their designated workstation.

Lastly, the result displays that the teachers have a high level of outward and people orientation. It implies that this indicator of positive personality traits of teachers is often manifested. This depicts that teachers have confidence in themselves. The study of Singh & Jha (2010) supports this research result by clearly pointing out that teachers can be outgoing and gregarious in social situations in a zestful approach, wherein they show self-esteem and confidence to lead others. These public secondary school teachers can always

mix with others easily with people close to them, have an exciting life, and have made decisions that lead to success. While they are often turned to by people who need direction when there is a leading officer, people often turn to them for advice. Furthermore, it supports the idea that these teachers can perform well in people and task orientation (Gartzia & Baniandres, 2016).

Level of Teacher Self-efficacy

As a result, public school teachers have a very high level of teacher self-efficacy. This implies that the self-efficacy of teachers is always evident.

Also, it shows that they had strong self-confidence in their capacity to handle the duties, responsibilities, and difficulties associated with their line of work, which act as an influential factor in academic outcomes and the working environment by Van Acker et al. (2013) in Shu (2022). By this, the notion of Bandura, 1997 in Heyne, Myerson, & Tonge (2014) supports the result of this study by emphasizing that due to the coping behavior, there are real response expectations within a person's self-efficacy. Thus, this includes effort together with a degree of persistence in the face of difficulties. It is also shown that they have very high academic and social stress levels. This implies that this indicator within the self-efficacy of teachers is always evident.

Public teachers can do tasks described in the job description. Also, they can approach their co-workers about something; and handles questions harmoniously with one another. Further, they can do tasks and other related matters before their co-workers. Moreover, this depicts that they can stand up for themselves whenever they experience being teased or bullied. This result recounts the claim of Nyambongi (2013) that the achievement of high levels is reliably associated with a range of causal factors which may include but are not limited to intrinsic motivation to teach, individual vulnerability, and systematic influences.

The participants also have a very high separation and discipline stress indicator. This implies that this indicator within the self-efficacy of teachers is always evident. It depicts that they can cope with being away from family during school. Further, they can independently stay away from home for school activities.

Additionally, they can handle being growled, punished, or conferenced by authorities due to their actions. With this result, it can be implied that public school teachers can cope in emotionally challenging situations due to a threat to their security or a threat of conference or punishment by authorities. Thus, this result is connected to the study of Heyne, Myerson, & Tonge (2014), that their high level of separation and discipline stress implies a lower risk of separation anxiety or fear of retribution.

Level of Career Self-management

It is shown in the result that public school teachers have a high level of career self-management. It can be interpreted that the teachers often manifest career self-management, as indicated in the interpretation description. It depicts that they have a great manifestation in managing their career for improvement and addressing needs and difficulties, creating opportunities, enhancing their visibility, and seeking advice. Moreover, it supports the study of Marcinek (2015), which states that they know the available options because they determine what they want and are capable of. Furthermore, this could be based on their competence and ambitions as a teacher. It was seen that it could improve insights in managing career leading to satisfaction of career, as King (2014) corroborates his study towards this research result. Additionally, it connects to the claim of Jacowski (2021) that manifesting a high level of career self-management comprised of continuously improving the existent conditions at the present workplace and preparing yourself for a change.

It is shown in the result that teachers have a very high level of seeking advice. This implies that teachers

always manifest this indicator of career self-management. It depicts that these teachers always ask experienced colleagues for assistance related to their career development. Further, they always have a network of colleagues within the school who assists them with their specialized progress. Also, they always believe that discussing target goals with colleagues manifests professional and career development. Lastly, they always ask colleagues from outside my department for guidance related to my professional and trade development. This result supports the idea of Rijt, Boscche, Van De Wiel, & Maeyer (2013), who stated that this indicator is considered an essential step in problem-solving and learning in organizations. Also, it was claimed to have a higher chance of probability that teachers seek help upward for the betterment of their service in their career development. As the study of Berebitsky and Andrews-Larson (2017) validates this study result by connecting the context that teachers' relationship with superiors and other teachers who have implications for the betterment of the instructional practice of co-teachers because their influence and guidance would be of great help towards the latter.

It is also shown in the result that these public secondary school teachers have a very high level of creating opportunities. This reveals that they always manifest this indicator of career self-management as stipulated in the interpretation describing the result of the data. Moreover, it implies that teachers can initiate independently to generate prospects. These public secondary school teachers often create activities that their colleagues need to give more attention to and usually try to get in touch with influential people around their job vicinity. Also, these teachers invest in a network of colleagues who keep them informed about developments in the school. They also ensure that they develop relevant skills and knowledge necessary in managing a classroom or school and develop competencies that allow them to achieve their goals. Thus, this result supports the study of Marcinek (2015), which also found that creating opportunities can be seen by teachers who open doors in initiation activities on themes commonly ignored by others.

Lastly, in enhancing one's visibility, it is shown in the result that teachers got a high level. This means that the teachers often manifest this indicator of career self-management as explained in the interpretation of the description level given in the instrument. Further, it shows that these public secondary school teachers often share with their supervisors their dreams, they often tell their supervisor which tasks they prefer, they often make sure their superior is aware of their performance, and they often ask their supervisor for advice related to their professional- and career development. This study outcome supports the claim of Runhaar, Bouwmans, & Vermeulen (2019) that this career self-management is visible when the teachers can inform their supervisors when they achieve success. Thus, their openness toward their supervisors can enhance their visibility. Moreover, it also affirms the study of Tuit (2010) that it develops engagement in teachers' senses because it develops their ideas without compromising their dignity and humanity.

Significant Relationship Between Positive Personality Traits and Career Self-management

It is shown in the result that positive personality traits and career self-management have a significant moderate positive correlation. Thus, it rejects the hypothesis of this study regarding the relationship between positive personality traits and career self-management. Correlating positive personality traits to the indicators of career self-management, all the hands, to wit: creating opportunities, enhancing visibility, and seeking advice, reveals a significant moderate positive correlation. Most notably, all the indicators of positive personality traits have a significant relationship to the hands of career self-management, which are creating opportunities, enhancing visibility, and seeking advice.

Revealing this result highly supports the study of Alkhelil (2016), which claims that personality influences the career management of every individual due to the person's driving force or career self-management. Although individuals may vary in their personal preferences, their attitude toward work helps them develop their career self-management. Moreover, this also backups the proposition of the study of Lin, Luan, Zhao, et al. (2022), who testifies that personality traits and career self-management have emerged as significantly

related to each other because personality traits are associated with a broad range of career belief and performance variables and irrespective of occupation. To elaborate further, teachers are viewed as the primary actors in steering their careers, which means they are aware and knowledgeable of the consequences of their actions as they do their tasks at work. Thus, as Runhaar, Bouwmans, & Vermeulen (2019) supported this result of the study, they affirm scholarly research studies are illuminating that there is an increase of attribution on the accountability of handling one's career to teachers' personality traits. However, this research study result debunks the study of Kemboi, R.J.K., Kindiki, N., and Misigo, N. (2016), who stipulated that personality does not predict career self-management of an individual also reject the claim that there are personality traits that do not relate to career self-management.

Significant Relationship Between Teacher Self-efficacy and Career Self-management

It is shown in the result that teacher self-efficacy has a significantly moderate positive correlation to career self-management. Thus, it rejects the hypothesis of this study regarding the relationship between self-efficacy and career self-management. Correlating teacher self-efficacy to the indicators of career self-management, all the indicators, to wit: creating opportunities, enhancing visibility, and seeking advice. Most notably, all the hands of teacher self-efficacy, with academic and social stress and separation and discipline stress, have a significant relationship to the indicators of career self-management, which are creating opportunities, enhancing visibility, and seeking advice. Thus, this result rejects the hypothesis stated in this study.

The result of this study supports Reddan's (2015) study course, where he found out that teacher self-efficacy and career self-management have a significant relationship. As it is incorporated in his study, it authenticates that teachers' awareness of their strengths and weaknesses in their self-efficacy and career self-management, they have a broader understanding of how they could attain goals and plan in their careers. Moreover, this also reinforced the claim of Sun (2019) claim that teachers' career management is highly related to their awareness of their match within their load or self-efficacy, as he concludes that when a teacher lacks self-efficacy, they are less likely to have the confidence to make appropriate decisions for their career self-management. Aside from these, this also affirms the study findings of Alisic and Wiese (2020), who revealed that self-efficacy and career self-management are significantly corrected, implying that these variables have a significant relationship.

They concluded that when teachers decrease their career insecurity, self-efficacy increases, enhancing career self-management. Further explanation shows that teachers built the responsibility of managing their careers as they have high self-efficacy. Thus, the more efficient teachers are, the more they can work themselves.

Additionally, it supports research from South Korea that asserts any obstacles encountered have a high correlation with career self-efficacy since emotions and self-confidence are key factors in career decision-making.

Their study shows that the career self-efficacy behavior a person has, the higher level of career management and decision-making he will commit. Thus, it implies that since self-efficacy is related to career preparation behavior, it specifies that career self-efficacy directly affects it. Lastly, it related to the study findings of Makki, Feng, Waqar, & Adhikari (2023), who concluded that a firm conviction in one's abilities and capabilities would affect a person's decision-making in career exploration management.

Significant Influence of Positive Personality Traits on Career Self-management

Among the domains of positive personality traits, only the commitment indicator does not significantly influence career self-management. On the other hand, positive self-image, outward and people orientation,

and cultural identification significantly influence career self-management. Positive personality traits significantly influence the career self-management of public secondary school teachers. However, only half of the percentage of career self-management can be attributed to positive personality traits.

Personality significantly impacts how motivated people are to choose a potential vocation and how they manage that profession. Conscientiousness, openness to experience, and extraversion are personality traits that are positively correlated with intrinsic reasons for selecting a career in teaching and negatively correlated with extrinsic motivation and backup options, according to empirical data. Moreover, in the study of Tomsik & Gatial (2018), in the field of education, private or public institutions, it is evidently confirmed that personality traits positively correlate with choosing a teaching career path as a profession. Individuals bring some differences to work. Moreover, Lin, Luan, Zhao, et al. (2022) found that personality traits have direct and moderating effects on career decisiveness and its antecedents. In addition, personality's influence on career decisiveness is significant.

Lastly, personality associates fundamental choices in life, including life partner, profession, and career. As it corroborates the study of Makki, Feng, Waqar, & Adhikari (2023), putting into contextualization that suitability is the priority of teachers' desire, especially in making career jobs and work trades. Career implies social identity. A career heightens self-esteem and a sense of belongingness and establishes relationships among community members. By this, a career is essential to all.

Significant Influence of Teacher Self-efficacy on Career Self-management

Teacher positivity significantly influences career self-management, while instructional practices do not significantly influence career self-management. Thus, this explicitly depicts that teachers' self-efficacy significantly affects career self-management.

This study supports the study of Kaushal and Vashisht (2021), which shows that with the use of moderating effect, which is the proactive personality, they have tested a model of self-efficacy and career self-management. As part of standing firm with the claim of Rahim, Jafar, and Arsad (2021), even way before the convergence of mentality, it can firmly confirm that a person's efficacy has a profound influence on their self-management whether it is in career or work, and even lifestyle. Furthermore, it backups the experimental research of Reddin which concluded that self-efficacy influences career management after it was proven authentic by the gathered and interpreted data after experimentation. Also, the proposition of Lent, Ireland, Penn, Morris, and Sappington (2017) is that self-efficacy is relative to career exploration and decision-making activities, which eventually leads to career self-management.

Combined Influence of Positive Personality Traits and Teacher Self-efficacy on Career Self-management

Positive personality traits and teacher self-efficacy significantly influence career self-management when combined.

Lin, Luan, Zhao, et al. (2022) state that personality traits and self-efficacy have emerged as significant determinants in life, like career and job-related outcomes. Independent of occupation and nationality, it is presumable that personality traits and other factors are linked to a wide range of career beliefs and performance metrics. The fields of personality and self-efficacy are linked not only through standard methodology and conceptual propositions but also through applying most occupational models, implying that career development is an extension of personality.

While Kaushal & Vashisht (2021) explained that personality and efficacy through occupational readiness and self-development feedback seeking, it significantly associates career self-management behaviors.

CONCLUSION

In light of the study, the following conclusions were drawn:

The level of positive personality traits of public secondary school teachers is very high. Their positive self-image, commitment, and cultural identification are also very high. However, their outward and people orientation is only at a high level. This means that they always manifest positive personality traits in general. Among all the indicators, public secondary school teachers often manifest only the outward and people orientation.

The level of teacher self-efficacy of public secondary school teachers is very high. Their academic and social stress and separation and discipline stress are also very high. This means that the teachers' self-efficacy is always evident. It also concludes that self-efficacy indicators are always apparent among public secondary school teachers.

The career self-management of public secondary school teachers is at a high level. Their creating opportunities and seeking advice is at a very high level. However, enhancing one's visibility is at a high level. This means that teachers always manifest career self-management. However, only enhancing one's visibility is often displayed by them.

The relationship between positive personality traits and career self-management is significantly positive and moderately correlated. Also, all the indicators of positive personality traits are significantly related to all indicators of career self-management. This means that positive personality traits relate to the career self-management of public secondary school teachers. This indicates that the career self-management of teachers is affected by their positive personality traits. Thus, the hypothesis is rejected.

Further, the relationship between a teacher's self-efficacy and career is significantly moderately positive. Also, the indicators of teacher's self-efficacy: academic and social stress, separation, and discipline stress, has significantly moderate positive correlates with the indicators of career self-management as creating opportunity and seeking advice. However, a teacher's self-efficacy indicator has a significantly low positive correlation to enhancing one's visibility. This means a teacher's self-efficacy has a moderate positive relationship with career self-management. It indicates that career self-management is moderately affected by the teacher's self-efficacy. Therefore, the hypothesis is rejected.

Teachers' positive personality traits significantly influence career self-management, especially positive self-image, outward and people orientation, and cultural identification. However, commitment does not significantly influence career management. This indicates that positive personality traits affect the career self-management of teachers.

Moreover, there is a significant influence of teacher self-efficacy on career self-management. The indicator separation and discipline stress do not significantly influence career self-management. However, academic and social stress does.

Lastly, positive personality traits and teacher self-efficacy are highly significant to career self-management. Thus, this indicates the hypothesis is rejected, which states that there is no significant influence between positive personality traits and teacher self-efficacy, both in individual and aggregate capacity.

RECOMMENDATION

Based on the result of the study, the following recommendations were formulated:

Since public secondary school teachers have very high levels of positive personality traits, it is recommended that teachers maintain the characteristics they are used to for any possible development they may opt to indulge in. Also, school administrators or principals may sustain their practices toward their teachers.

Since public school teachers have a very high level of self-efficacy, it is recommended that teachers create initiatives through a form of symposium or any related activity which helps other professionals sustain self-efficacy. Also, school administrators or principals may support the endeavors of teachers by granting permission for their growth.

Since public school teachers have a high level of career self-management, it is recommended that teachers pursue their envisioned career path by working out for their position reclassification. Also, school administrators or principals may assist the teachers' career management through guides associated with the Dep Ed memorandums.

Since positive personality traits and career self-management have a significant relationship, public school teachers may develop seminars and symposiums that would assist other professions in topics related to this boosting and maintaining their positive personality traits and career self-management.

Since teachers' self-efficacy and career self-management has a significant relationship, it can be suggested that teachers may preserve their motivations, positivity, and instructional practices, which leads them to be an efficient individual within their profession by checking on their productivity with the goals or task given to them.

Since positive personality trait has a significant influence on career self-management, teachers may continue to characterize their established peculiarity to achieve goals related to their career management by doing a self-assessment checklist.

Since self-efficacy significantly influences career self-management, it can be recommended that teachers may opt to enact professional activities that would increase their public relations with other people for a good rapport within their manifested career management.

Since positive personality traits and teacher self-efficacy significantly influence career management, public school teachers are also recommended to maintain their positive personality traits, teacher self-efficacy, and career self-management by engaging in meaningful activities relating to these perceptions. The school administrator and school leaders are suggested to track the teachers in monitoring and addressing some concerns regarding their positive personality traits, teacher self-efficacy, and career self-management. Further research on the correlation between positive personality traits, teacher self-efficacy, and career self-management on the association of other spheres is suggested for further enrichment. Expansion of these variables is also recommended qualitatively to get in-depth details. This study is suggested for replication using other frameworks and scopes on the positive confirmation and further elaboration of the known information.

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