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Research Article

A Descriptive-Correlational Study on Personality Traits and Entrepreneurial Intentions of Senior High School Learners

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ABSTRACT

Personality traits play a crucial role in shaping theories related to entrepreneurial processes, particularly in terms of entrepreneurial intentions. This study aimed to assess the levels of personality traits and entrepreneurial intentions among Grade 12 students in Science, Technology, Engineering, and Mathematics (STEM) and Humanities and Social Sciences (HUMSS) senior high school programs, as well as to explore their significant relationships. Employing a descriptive correlational research design, the study involved 211 Grade 12 STEM and HUMSS students selected through stratified random sampling. Conducted via online forms, the results indicated high levels of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, alongside elevated entrepreneurial intentions. Additionally, Spearman's correlation revealed significant relationships between openness to experience, conscientiousness, extraversion, and agreeableness with entrepreneurial intentions. However, no significant relationship was found between neuroticism and entrepreneurial intentions. Importantly, the study identified relationships between personality traits and entrepreneurial intentions among Grade 12 STEM and HUMSS senior high school learners.

Keywords: *Entrepreneurship, Entrepreneurship education, Entrepreneurial intentions, Personality traits, Senior high school learners, Philippines*

Introduction

Entrepreneurship education provides myriad benefits to students. This encourages creativity, developing inventive thinking, logical

and critical reasoning, and problem-solving abilities. In turn, molds individuals being global leaders, contributing to positive economic transformations. (Close, D., 2022). Based on

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the K-12 Basic Education Curriculum, Entrepreneurship is taught in Senior High School as an applied track subject. In the Philippines, entrepreneurship is regarded as a steadfast tool for improving people's economic and social status. Many researchers have begun to determine and examine the factors that can predict entrepreneurial intentions. One of the most common was predicting entrepreneurial intentions based on a person's personality traits.

Different personalities are employed by people in daily life. They serve as a reflection of individuals' distinctive thoughts, feelings, and behavior patterns. The personalities of each individual vary from one another. Personality qualities may be used to predict a person's work performance, lifespan, and interests in various occupations and pastimes.

There was a belief that a relationship between personality and entrepreneurship did not exist. Nonetheless, Soetanto et al. (2018) contradicted this belief by highlighting mixed results from prior studies. In a similar field, various works in psychology and human behavior propose that personality traits can significantly impact an individual's entrepreneurial intentions. The importance of personality factors in shaping entrepreneurial theories, particularly entrepreneurial intentions, is highlighted in research by Cao et al. (2022).

Drawing on insights from previous studies (Ahmed et al., 2020; Cao et al., 2022; and Butz et al., 2018), the bottom-line is that an individual's inclination to start and succeed in business is aligned on their personality traits. This is because these traits play a pivotal role in influencing behavior and decision-making, thereby shaping one's path to success.

Awwad et al. (2021) argue that entrepreneurs exhibiting traits associated with outstanding business performance often thrive in their endeavors. Specific personality traits can make entrepreneurship activities enjoyable for some, while those lacking traits linked to entrepreneurial success may be unwilling to persist when faced with challenges. Consequently, personality traits develop as crucial and dependable factors that significantly influence entrepreneurs. (Cao et al., 2022).

Although a considerable study had been conducted to examine the relationship

between personality traits and entrepreneurial intentions among business administration learners, the senior high school (SHS) level garnered considerably less focus especially among those learners who are not inclined to take courses related to business. With this, the researchers examined the level of each personality trait and entrepreneurial intentions of grade 12 STEM and HUMSS learners and the possible relationship between those variables.

1.2 Statement of the Problem

This research aimed to assess the personality traits and entrepreneurial intentions of Grade 12 STEM and HUMSS senior high school students. More specifically, it targeted to evaluate their (1) levels of personality traits, including (a) Openness to Experience; (b) Conscientiousness; (c) Extraversion; (d) Agreeableness; and (e) Neuroticism; (2) levels of entrepreneurial intentions; and (3) explore significant relationships between their entrepreneurial intentions and (a) Openness to Experience; (b) Conscientiousness; (c) Extraversion; (d) Agreeableness; and (e) Neuroticism.

1.3 Conceptual Framework

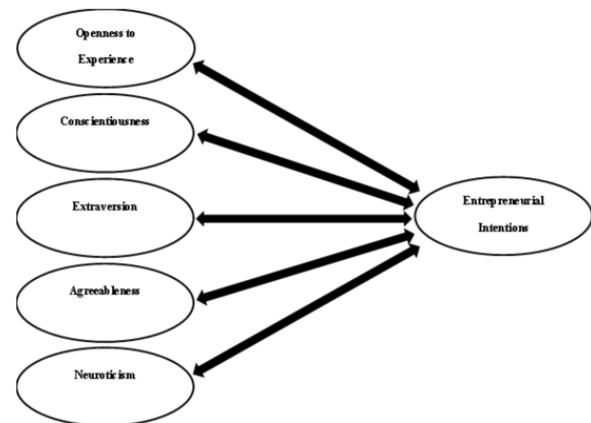


Figure 1. Relationship between each of the Personality Traits to the Entrepreneurial Intentions of Grade 12 STEM and HUMSS Senior High School Learners

Methods

2.1 Research Design

This research utilized the descriptive-correlational design. This research design aims to examine and describe the relationship between different variables in a way that is not a cause-

and-effect relationship. This research design is helpful in measuring the degree of association between two variables, and it additionally enables the formulation of informed predictions derived from the identified relationships. (Bhandari, 2021).

Descriptive correlation was used to identify and assess the significant relationships between the personality traits of the sample population and their entrepreneurial intentions. The data acquired from this research allowed the researchers to analyze the relationship of the variables and interpret the findings to formulate a conclusion and explanation.

2.2 Locale of the Study

The study was conducted at a private senior high school situated in Koronadal City, South Cotabato, Philippines. The selection of this school was influenced by its offering of Academic Track Programs, with specializations in Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), as well as Science, Technology, Engineering, and Mathematics (STEM) strands. The choice was made for its convenience and accessibility, providing a suitable environment for data collection from the chosen respondents.

2.3 Respondents of the Study

The study included 211 Grade 12 senior high school learners specializing in STEM and HUMSS, officially enrolled in the First Semester of the academic year 2022-2023. The determination of the respondent number utilized Slovin's Formula, ensuring a 95% confidence level and a 5% margin of error.

2.4 Sampling Technique

This study employed the stratified random sampling method which is a probability

sampling technique to select the research respondents. Grade 12 STEM and HUMSS senior high school learners were divided into subgroups, ensuring equal representation from each section. Each respondent in the research was considered as a unique and independent entity or statistic.

2.5 Research Instrument

The research questionnaire used in this study was modified from the study of Schimmac (2019). To assess the extent of personality traits and entrepreneurial intentions among senior high school learners in Grade 12, focusing on those in the STEM and HUMSS tracks.

The research instrument was composed of two (2) sections: (1) the revised NEO Personality Inventory (Costa & McCrae, 2023) and (2) Entrepreneurial Intentions (Tuan et al., 2019). The questionnaire's NEO Personality Inventory segment was segmented into five (5) parts, which include: (a) openness to experience with five (5) indicators; (b) conscientiousness with five (5) indicators; (c) extraversion with five (5) indicators; (d) agreeableness with four (4) indicators; and (e) neuroticism with four (4) indicators.

On the other hand, the entrepreneurial intentions section was divided into (1) subsection, namely, entrepreneurial intentions with thirteen (13) indicators.

In total, the survey instrument consisted of thirty-six (36) indicators. Prior to data collection, the research questionnaire underwent content and face validation. The assessment of Grade 12 STEM and HUMSS Learners' levels of personality traits and entrepreneurial intentions was conducted using a 5-point Likert scale, as illustrated in Table 1.

Table 1. Rating Scale for the Personality Traits and Entrepreneurial Intentions

Rating Scale	Range	Description	Interpretation
5	4.21 – 5.00	Strongly Agree	Very High
4	3.41 – 4.20	Agree	High
3	2.61 – 3.40	Neutral	Moderate
2	1.81 – 2.60	Disagree	Low
1	1.00 – 1.80	Strongly Disagree	Very Low

Note. Nyutu (2020)

2.6 Data Gathering Procedure

Following the approval of the research instrument, the researchers created a questionnaire using Google Forms, validated it, and subsequently forwarded an approval letter to the Research Adviser and the School Principal. Then, the researchers selected the participants using Stratified Random Sampling Technique. The researchers asked permission from the Grade 12 STEM and HUMSS class mayors to send the online forms to their respective group chats. A consent form was added to the questionnaire.

2.7 Ethical Consideration

In line to the ethical considerations of the study, the researchers followed to a series of protocols prior to the start of data collection. Before the data gathering process, the researchers obtained approval from the respondents through a computerized informed

consent form. The consent form explicitly outlined the respect for participants' rights and emphasized that all participant identities and statements would be treated with the utmost confidentiality, solely for academic research purposes.

2.8 Data Analysis

To objectively analyze the collected data, the researchers utilize descriptive statistics, specifically means, to assess the level of personality traits and entrepreneurial intentions among senior high school learners. The researchers opted for Spearman's rho as the statistical technique to gauge the correlation strength between personality traits and entrepreneurial intentions in Grade 12 learners, deeming it the most appropriate method for assessing and understanding the correlation's intensity.

Table 2. Spearman's Correlation Interpretation

Correlational Size	Interpretation
±.90 to ±1.0	Very strong Positive/Negative Correlation
±.70 to ±.90	Strong Positive/Negative Correlation
±.50 to ±.70	Moderate Positive/Negative Correlation
±.30 to ±.50	Weak Positive/Negative Correlation
±.00 to ±.30	Insignificant Correlation

Results and Discussion

3.1 Level of Personality Traits of Grade 12 STEM and HUMSS Learners.

This research aimed to assess the degree of personality traits among Grade 12 STEM and

HUMSS learners, focusing specifically on (a) openness to experience, (b) conscientiousness, (c) extraversion, (d) agreeableness, and (e) neuroticism.

3.1.1 Level of Openness to Experience of Grade 12 STEM and HUMSS Learners.

Table 3. Level of Openness to Experience of the Grade 12 STEM and HUMSS Learners

Indicators	Mean	Interpretation
I have vivid imagination.	3.94	High
I see the beauty in things.	4.03	High
I like change.	3.45	High
I love challenges.	3.54	High
I vote liberal.	3.83	High
Overall	3.76	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
 3.41-4.20 = High 1.00-1.80 = Very Low
 2.61-3.40 = Moderate

As presented on Table 3, the level of Openness to Experience of Grade 12 STEM and HUMSS Learners has obtained an overall mean of 3.76, which can be interpreted that their level of Openness to Experience is considered to be high. According to Practical Psychology (2021), A person with a strong inclination towards openness eagerly embraces new ideas, actively seeking them to broaden their perspective beyond their own boundaries. This expanded worldview often increases their intelligence, enabling them to tackle problems using insights from diverse interests and broad outlooks.

Entrepreneurs utilize creativity and the exploration of revolutionary ideas in order to sort out their problems, according to Zhao and Seibert, as cited by Salameh et. Al. (2022). Based on Table 4, all of the indicators for Openness to Experience, which are "I have a vivid imagination.", "I see the beauty in things.", "I like change.", "I love challenges.", and "I vote liberal.", have each received a mean of 3.94, 4.03, 3.45, 3.54, and 3.83 respectively, which can all be interpreted as high in value. With this, it could be implied that the respondents of this study have a strong imagination, have an eye for beauty, show an interest in change and challenges, as well as mostly voting for liberalism.

3.1.2 Level of Conscientiousness of Grade 12 STEM and HUMSS Learners.

Table 4. Level of Conscientiousness of the Grade 12 STEM and HUMSS Learners

Indicators	Mean	Interpretation
I do things efficiently.	3.82	High
I like everything to be clean.	4.22	Very High
I start tasks right away.	3.27	Moderate
I work hard.	3.94	High
I make rash decisions.	3.30	Moderate
Overall	3.71	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
 3.41-4.20 = High 1.00-1.80 = Very Low
 2.61-3.40 = Moderate

As presented on Table 4, the level of Conscientiousness of Grade 12 STEM and HUMSS Learners has obtained an overall mean of 3.71, which can be interpreted that their level of Conscientiousness is considered to be high. Gordon (2022) purported that a person who scores a high level of Conscientiousness is said to very likely be dependable and organized, as well as having the ability to control their own impulses. The findings of Khattak et al. (2020) study suggest that Conscientiousness is the only personality trait significantly related to entrepreneurial intentions, as it suggests that people with high levels of conscientiousness have more motivation to start their own journey.

Based on the results from Table 5, the indicator that received the highest total mean of 4.22 and is considered to be Very High is the "I

like everything to be clean.", from this we can conclude that most of the respondents value cleanliness and order. The next indicators to gain a mean that is interpreted to be High are the "I do things efficiently." and "I work hard.", each gaining a total mean of 3.82 and 3.94, respectively, which from this, can be concluded that the respondents have the values of hard work along with the drive to do tasks with efficiency. Finally, the indicators of Conscientiousness that garnered means that are considered to be Moderate in value are "I start tasks right away." and "I make rash decisions.", with each arriving at a mean of 3.27 and 3.30 respectively, from which it can be inferred that most of the respondents do not exactly show off the tendency to make a rash decision at a given moment, however, this also shows that they do not immediately take on to starting their tasks.

3.1.3 Level of Extraversion of Grade 12 STEM and HUMSS Learners.

Table 5. Level of Extraversion of the Grade 12 STEM and HUMSS learners

Indicators	Mean	Interpretation
I am reserved.	3.49	High
I take control	3.66	High
I am always busy.	4.03	High
I love seeking adventures.	4.25	Very High
I am easily amused.	3.95	High
Overall	3.88	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
 3.41-4.20 = High 1.00-1.80 = Very Low
 2.61-3.40 = Moderate

Based on Table 5, the level of extraversion of Grade 12 STEM and HUMSS Learners garnered an overall mean of 3.88. This indicates that they have a high level of extraversion. Extraverts tend to be cheerful and embody an optimistic outlook, which positively affects the people around them (Awwad et al., 2021). Thus, an extraverted student who is sociable, outgoing, risk-taking, and enthusiastic is an information seeker and willing to exchange information with others in order to gain new ideas that support his decision to open his own business in the future.

Only the statement "I love seeking adventures" received the highest mean score of 4.25, corresponding to "very high" on the rating scale among the five extraversion indicators in the table. The rest of the words, such as "I am reserved," "I take control," "I am always busy," and "I am easily amused", with each getting a mean of 3.49, 3.66, 4.03, and 3.95, respectively. Due to the fact that the majority of learners, based on the five indicators, "I love seeking adventure", like learning new and challenging things. Hence, they like excitement and are driven to high-risk activities.

3.1.4 Level of Agreeableness of Grade 12 STEM and HUMSS Learners.

Table 6. Level of Agreeableness of the Grade 12 STEM and HUMSS learners

Indicators	Mean	Interpretation
I easily trust people.	3.17	Moderate
I follow rules.	4.00	High
I love to help others.	4.03	High
I don't like to brag.	3.79	High
Overall	3.75	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
 3.41-4.20 = High 1.00-1.80 = Very Low
 2.61-3.40 = Moderate

Based on Table 6, the level of agreeableness of grade 12 STEM and HUMSS senior high school learners garnered an overall mean of 3.75. This indicates that they have a high level of agreeableness. Individuals with higher agreeableness possess such traits as courtesy, cooperation, and consideration. Among the five agreeableness indicators included in the table, only the statement "I easily trust people."

received a moderate mean score of 3.17, corresponding to "moderate" on the rating scale.

Rest of the statements such as "I follow the rules", "I love to help others", and "I don't like to brag", with each getting a mean of 4.00, 4.03, and 3.79, respectively are perceived to be high. These statements mean that they cooperate with other people in a goodly manner so that both sides can benefit from their doings. In the

first indicator, the majority of learners have trust concerns, since some of them disagree with the statement "I trust people readily."

Most individuals fear betrayal, abandonment, and manipulation due to their trust concerns.

3.1.5 Level of Neuroticism of Grade 12 STEM and HUMSS Learners.

Table 7. Level of Neuroticism of the Grade 12 STEM and HUMSS learners

Indicators	Mean	Interpretation
I worry about things a lot.	4.13	High
I get angry easily	3.70	High
I feel hopeless.	3.40	Moderate
I often go on binges (i.e. eating).	3.89	High
Overall	3.78	High

Note. 4.21-5.00 = Very High 1.81-2.60 = Low
 3.41-4.20 = High 1.00-1.80 = Very Low
 2.61-3.40 = Moderate

Based on Table 7, the neuroticism as a personality trait of grade 12 STEM and HUMSS senior high school learners garnered an overall mean of 3.78. This indicates that they have a high level of neuroticism. Neuroticism is usually manifested by individuals who often feel anxious, emotional, and susceptible to stress and criticism. Given its negative roots, people with high neuroticism encounter more negative life events than others. Consequently, in terms of business, entrepreneurs with high neuroticism may overlook potential growth opportunities for their businesses, limiting their capabilities. (Suci et al., 2019).

As can be seen on the results on Table 7, there are 3 indicators that have gained means that are interpreted to be High these are "I worry about things a lot.", "I get angry easily.", and "I often go on binges (i.e., eating).", with each getting a mean of 4.13, 3.70, and 3.89, respectively. From this it can be concluded that the respondents often worry a lot and have a short temper. However, it seems that it is also one of their coping mechanisms to go on binges like eating and such. The only other indicator which received a mean of 3.40 and is interpreted to be Moderate in value is the "I feel hopeless." Indicator, from which we can conclude that only a moderate number of respondents are feeling a sense of hopelessness.

3.2. Level of Entrepreneurial Intentions of Grade 12 STEM and HUMSS Learners.

Table 8. Level of Entrepreneurial Intentions of Grade 12 STEM and HUMSS learners

Indicators	Mean	Interpretation
I am determined to create a business in the future.	3.81	High
I will make every effort to start and run my own business.	3.84	High
The likelihood that I will ever run my own business is very high.	3.63	High
To start a business and keep it working would be easy for me.	3.46	High
I can control the creation process of a new firm.	3.54	High
I know necessary practical details to start a firm.	3.76	High
It will be easy for me to develop a business idea.	3.48	High
My close family members think I should start a new business in the future.	3.50	High
My best friends think I should start a new business in the future.	3.20	Moderate
Being an entrepreneur implies to me more advantages than disadvantages.	3.93	High
A career as an entrepreneur is attractive for me	3.76	High

Indicators	Mean	Interpretation
If I had the opportunity and resources, I would like to start a business.	3.94	High
Among various options, it would entail great satisfaction for me.	3.77	High
Overall	3.66	High
<i>Note.</i> 4.21-5.00 = Very High 3.41-4.20 = High 2.61-3.40 = Moderate 1.81-2.60 = Low 1.00-1.80 = Very Low		

According to Table 8, the respondents demonstrated an overall mean entrepreneurial intentions score of 3.66, signifying a high level. This result is similar to the findings of Caro et al. (2022) who found out that senior high school learners have high level entrepreneurial intentions. Furthermore, this suggests a strong likelihood of them engaging in entrepreneurial endeavors. As noted by Daneshjoovash and Hosseini (2019), entrepreneurial intentions play a crucial role in understanding the impact

of entrepreneurship, serving as the initial step in recognizing, generating, and exploiting opportunities.

With this, the heightened entrepreneurial intentions observed in the respondents may be attributed to the introduction of the entrepreneurship subject this school year. Despite their initial lack of inclination toward the business field, the students, with the support of their entrepreneurship course, explored new possibilities.

3.3. Relationship between Openness to Experience and Entrepreneurial Intentions of Grade 12 STEM and HUMSS Learners

Table 9. Relationship between Openness to Experience and Entrepreneurial Intentions

		Openness to Experience	Entrepreneurial Intentions
Openness to Experience	Correlation Coefficient	1.0000	0.4599*
	Sig. (2-tailed)		0.000
	N	211	211
Entrepreneurial Intentions	Correlation Coefficient	0.4599*	1.0000
	Sig. (2-tailed)	0.000	
	N	211	211

Note: * indicates a significant correlation at the 0.05 significance level.

Legend: $\pm .90$ to ± 1.0 = Very strong positive/negative correlation,

$\pm .70$ to $\pm .90$ = High positive/negative correlation,

$\pm .50$ to $\pm .70$ = Moderate positive/negative correlation

$\pm .30$ to $\pm .50$ = Low positive/negative correlation,

$\pm .00$ to $\pm .30$ = Insignificant correlation.

According to Table 9, there is a statistically significant, but low positive correlation between openness to experience and entrepreneurial intentions, as indicated by a correlation coefficient of 0.4599 with a p-value of 0.000.

This low positive correlation between Grade 12 STEM and HUMSS Learners' openness to experience and entrepreneurial intentions agrees with the research findings of Salameh et

al. (2022). Openness to Experience features characteristics such as imagination and insight. People with high levels of it tend to be more adventurous and creative. (Cherry, 2022).

In entrepreneurship, creativity is vital since it can be used to solve problems for the near future. In the study of Pandey et al. (2023), their conclusions demonstrate a significant and favorable relationship between openness and the

desire to start a business. This implies that students are more likely to have entrepreneurial goals if they possess qualities like intellect, creativity, curiosity, and openness to new ideas. This emphasizes how these particular personality traits might positively impact the development of entrepreneurial intentions.

Table 10. Relationship between Conscientiousness and Entrepreneurial Intentions

		Conscientiousness	Entrepreneurial Intentions
Conscientiousness	Correlation Coefficient	1.0000	0.4112*
	Sig. (2-tailed)		0.000
	N	211	211
Entrepreneurial Intentions	Correlation Coefficient	0.4112*	1.0000
	Sig. (2-tailed)	0.000	
	N	211	211

Note: * indicates a significant correlation at the 0.05 significance level.

Legend: $\pm .90$ to ± 1.0 = Very strong positive/negative correlation,

$\pm .70$ to $\pm .90$ = High positive/negative correlation,

$\pm .50$ to $\pm .70$ = Moderate positive/negative correlation

$\pm .30$ to $\pm .50$ = Low positive/negative correlation,

$\pm .00$ to $\pm .30$ = Insignificant correlation.

According to Table 10, there is a statistically significant, but low positive correlation between conscientiousness and entrepreneurial intentions, as indicated by a correlation coefficient of 0.4112 with a p-value of 0.000.

The slight positive correlation observed between Grade 12 STEM and HUMSS Learners' conscientiousness and entrepreneurial intentions agrees with the research findings of Salameh et al. (2022). According to Topino et al. (2021), individuals characterized by conscientiousness typically display attributes such as effective organization, self-discipline, diligence, a focus on growth and success, perseverance, and a strong motivation to achieve predefined objectives.

Several research works highlight the importance of conscientiousness in work environments, highlighting its links to important out-

3.4 Relationship between Conscientiousness and Entrepreneurial Intentions of Grade 12 STEM and HUMSS Learners

Table 10 shows the relationship between conscientiousness and entrepreneurial intentions of Grade 12 STEM and HUMSS Learners.

comes connected to the workplace. These results cover attitudes, performance, relationships with leaders, job happiness, reaction to stress at work, and participation in organizational citizenship activities. (Topino et al., 2021). According to the research of Salameh et al. (2022), people who exhibit high conscientiousness, which is defined by careful planning, goal-setting, and consistently high performance, are more likely to become successful entrepreneurs.

3.5 Relationship between Extraversion and Entrepreneurial Intentions of Grade 12 STEM and HUMSS Learners

Table 11 shows the relationship between extraversion and entrepreneurial intentions of Grade 12 STEM and HUMSS Learners.

Table 11. Relationship between Extraversion and Entrepreneurial Intentions

		Extraversion	Entrepreneurial Intentions
Extraversion	Correlation Coefficient	1.0000	0.3984*
	Sig. (2-tailed)		0.000
	N	211	211

		Extraversion	Entrepreneurial Intentions
Entrepreneurial Intentions	Correlation Coefficient	0.3984*	1.0000
	Sig. (2-tailed)	0.000	
	N	211	211

Note: * indicates a significant correlation at the 0.05 significance level.

Legend: $\pm .90$ to ± 1.0 = Very strong positive/negative correlation,
 $\pm .70$ to $\pm .90$ = High positive/negative correlation,
 $\pm .50$ to $\pm .70$ = Moderate positive/negative correlation
 $\pm .30$ to $\pm .50$ = Low positive/negative correlation,
 $\pm .00$ to $\pm .30$ = Insignificant correlation.

According to Table 11, there exists a statistically significant, but low positive correlation between extraversion and entrepreneurial intentions, as indicated by a correlation coefficient of 0.3984 with a p-value of 0.000.

This low positive correlation between Grade 12 STEM and HUMSS Learners' extraversion and entrepreneurial intentions agrees with the research findings of Salameh et al. (2022). According to Awwad et al. (2021), Extraverts are social individuals who possess more confidence and skill in social interactions than others. They capture the extent to which an individual is comfortable in building social networks. Therefore, extroverts are more likely to become successful entrepreneurs because there is a link between extraversion traits and attributes of entrepreneurship.

As stated by Awwad et al. (2021), extraverted people have a higher chance of being successful entrepreneurs because extraverted traits, like sociability, assertiveness, enthusiasm, outgoing nature, warmth, talkativeness, and energy, have been linked to traits associated with entrepreneurship.

3.6 Relationship between Agreeableness and Entrepreneurial Intentions of Grade 12 STEM and HUMSS Learners.

Table 12 shows the relationship between agreeableness and entrepreneurial intentions of Grade 12 STEM and HUMSS Learners.

According to Table 12, there exists a statistically significant yet negligible correlation between agreeableness and entrepreneurial intentions, indicated by a correlation coefficient of 0.2900 and a p-value of 0.000.

Table 12. Relationship between Agreeableness and Entrepreneurial Intentions

		Agreeableness	Entrepreneurial Intentions
Agreeableness	Correlation Coefficient	1.0000	0.2900*
	Sig. (2-tailed)		0.000
	N	211	211
Entrepreneurial Intentions	Correlation Coefficient	0.2900*	1.0000
	Sig. (2-tailed)	0.000	
	N	211	211

This negligible correlation between Grade 12 STEM and HUMSS Learners' agreeableness and entrepreneurial intentions agrees with the research findings of Salameh et al. (2022). According to Awwad et al. (2021), Agreeableness focuses on the quality of relationships through trust and cooperation. Individuals with higher agreeableness possess such traits as courtesy, cooperation, consideration and flexibility.

According to the studies of Brandstätter (2011) and Zhao et al. (2010) as cited by Salameh et al. (2022), it was explained that compared to other business owners, entrepreneurs have a higher level of competition, despite their lesser agreeableness. On the other hand, people with agreeable traits abstain from entrepreneurship and instead favor jobs that focus on the public, such as teaching and social work.

This demonstrates how personality traits and career choices are related.

3.7 Relationship between Neuroticism and Entrepreneurial Intentions of Grade 12 STEM and HUMSS Learners.

Table 13 shows the relationship between neuroticism and entrepreneurial intentions of Grade 12 STEM and HUMSS Learners.

Table 13. Relationship between Neuroticism and Entrepreneurial Intentions

		Neuroticism	Entrepreneurial Intentions
Neuroticism	Correlation Coefficient	1.0000	0.1335
	Sig. (2-tailed)		0.052
	N	211	211
Entrepreneurial Intentions	Correlation Coefficient	0.1335	1.0000
	Sig. (2-tailed)	0.052	
	N	211	211

This negligible and no correlation between Grade 12 STEM and HUMSS Learners' neuroticism and entrepreneurial intentions agrees with the research findings of Salameh et al. (2022). Moreover, according to Costa and McCrae (1992) as cited by Salameh et al. (2022), people with high neuroticism tend to show mood swings, low self-esteem, depression, impulsiveness and self-consciousness. Meanwhile, Awwad and Al-Aseer (2021) elucidated that popular literature presents entrepreneurs as optimistic individuals who are steady when faced with social pressure, uncertainty or stress, therefore high neuroticism negatively affects a person's entrepreneurial behavior since it was stated that high neurotic people are more prone to stress, which is typically characterized by ongoing anxiety and emotional instability.

Conclusion

This study concludes a high level of the five personality traits, specifically: (a) openness to experience, (b) conscientiousness, (c) extraversion, (d) agreeableness, and (e) neuroticism of Grade 12 STEM and HUMSS Learners was observed. Likewise, a high level of entrepreneurial intentions among Grade 12 STEM and HUMSS Learners was registered. Meanwhile in the assessment of correlation, the respondents' openness to experience, conscientiousness,

According to Table 13, there was no statistically significant relationship between neuroticism and entrepreneurial intentions, as indicated by a correlation coefficient of 0.1335 with a p-value of 0.052.

extraversion, and agreeableness have significant relationships to entrepreneurial intentions. On the other hand, respondents' neuroticism reflects no significant relationship to entrepreneurial intentions. This suggests that one can utilize personality traits as an effective indicator of their intentions toward entrepreneurship. People who are high in openness to experience, conscientiousness, extraversion, and agreeableness are likely to become entrepreneurs in the near future.

Recommendation

The details that were gathered may not be adequate for drawing conclusions from broader findings due to the researchers' constraints. This study makes two recommendations: (1) future research should strengthen the reliability and practicality of this study on higher education, particularly for college or university students taking courses in marketing or entrepreneurship; (2) parents and schools should support and foster their learners' interests and personalities as they may impact the careers they choose in the future. Furthermore, it suggested (3) studies be done on other variables, such as attitude, critical thinking, or creative thinking, since they might have a statistical relationship with personality traits or entrepreneurial intention.

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