

# Personality Traits and Self-Concept of Senior High School Students of a Catholic School in Antique

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**Introduction.** Distinct individuals show different emotional responses and behavior in a different environment. During transitions, students tend to adjust socially, emotionally, and academically. The persons' dominant personality is a dynamic and structured set of characteristics that uniquely influence their environment, cognition, emotion, and behavior in different circumstances. Meanwhile, the word self- concept refers to the person's interpretation or view as to himself. How someone can act depends on his sense of self, which he feels about himself, including power, weakness, and personality. Previous studies do not provide precise or conclusive proof of what personality trait is correlated with the concept of self. In addition, the personality characteristics and self- concept were typically studied by college students and addressed very limitedly in the sense of the senior high school, especially in an

Antique Catholic School. Hence, the paper determines the personality traits of Senior High School students of a Catholic school in Antique during the School Year 2019-2020. Likewise, it assesses the level of their self- concept in the areas of self- esteem, self- image, and self- confidence relative to sex, parenting styles, involvement in school clubs/organizations, and birth order.

**Methods.** The study used a descriptive-comparative and correlational design. There were 145 Senior high school students of a Catholic school in Antique participated in the study. They were determined using a stratified random sampling. The data were collected using the standardized and adapted instrument developed by McCrae and Costa (1985) and Earnest Tan (2006). Mean, Standard Deviation, Mann Whitney U test, Kruskal-Wallis, and Chi-square test of association were used to analyze the data.

**Results.** The findings generally revealed that the senior high school student's dominant personality traits are agreeableness and openness to experience. Moreover, the findings revealed that senior high school students demonstrated a high level of self- concept with self- image, self- confidence, and self- esteem as the highest dimensions, respectively. This proved that the students care and involve themselves with people around them and show maturity and positive characters, implying that the senior high school students have already possessed a good and positive personality. When grouped according to demographics, senior high school students also showed a high level of self- concept regardless of sex, parenting styles, birth order, and club involvement. Furthermore, there was no significant difference in the level of self- concept of senior high school students when they are grouped according to sex and club involvement. Also, there was no significant difference in the level of self- concept of senior high school students when grouped according to parenting style. However, there was a significant difference in the level of self- concept of senior high school students when they are grouped according to birth order. Results revealed that the oldest child has a significantly lower self-concept than the middle child and youngest child. In addition, there was no significant relationship between birth order and self- concept.

**Conclusion.** The senior high school students demonstrated significantly high in their dominant trait and level of self-concept. A high level of the self- concept indicates students' ability to meet or face challenges of their academic life, seeing themselves as worthy individuals. Likewise, the students' personality traits and self-concept demonstrate their being remarkable and positive holistic development. Thus, since most of them were almost completely adjusted and developed,

the school community, parents, and peer facilitators need to collaborate to maintain this kind of performance in social, psychosocial, and emotional development. The significant difference in the level of self- concept and birth order denotes the critical role of the school community, mainly the Guidance Associate and class advisers, in creating homeroom guidance programs to enhance the existing guidance program and to monitor the development of the senior high school students. The enhanced school program on personality development is essential in addressing their needs and assisting them in attaining full potential development and adjustment.

**Practical Value of the Paper.** The study significantly contributes to the dearth of literatures on personality traits and self-concept in Catholic schools. In addition, the findings of the study provided a baseline information to school administrators, guidance associates, class advisers, and teachers in formulating a comprehensive and useful Enhanced Personality Development Program to mitigate the personality and self- concept problems of the students. Further, the paper encourages future researchers to explore studies on personality traits and self-concept and other variables that are not covered by the study.

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