

Career Personality as a Mediator between Parenting Style and Career Interest in Senior High School Students

¹Jayson Mark F. Tapel, ²Cesar Chester O. Relleve

¹Professional Teacher, ²Education Program Supervisor

¹Graduate School of Teachers Education,

¹National Teachers College, Quiapo, Manila, Philippines

¹tapeljaysonmark@gmail.com, ²co.relleve@ntc.edu.ph

Abstract— This paper has explored the mediating effect of career personality in the relationship between parenting style and career interest among high school students in their senior year. Based on the Parenting Style Theory of Baumrind, the RIASEC typology of Holland, and the Social Cognitive Career Theory, the explanatory sequential mixed-methods design was used. Oriental Mindoro National High School was stratified and sampled 312 Grade 11 students. The 5-Point Parenting Style Assessment, the 4-Scale Career Personality Questionnaire, and the Nonverbal Career Interest Inventory were used to gather quantitative data, and the qualitative data were analyzed with the help of the reflexive thematic analysis. The results indicated that career personality played an important role in mediating the connection between authoritative parenting and career interest (indirect effect = 0.36, $p < .01$). Students who had supportive parents showed stronger Social, Enterprising, and Conventional personality traits which matched their career interests. The qualitative themes, supportive autonomy, pressured expectations and freedom to choose, supported the statistical findings, highlighting the role of parental warmth and autonomy in self-efficacy and vocational exploration. On the whole, the research showed that parenting style indirectly influences career interest by developing personality traits that are in line with Holland typology and SCCT framework. The findings demonstrate the significance of culturally responsive, personality-based, and family-inclusive career guidance programs in promoting career self-concept and decision-making in Filipino adolescents.

Keywords- parenting style, career personality, career interest, social cognitive career theory (SCCT), RIASEC, mixed methods, senior high school student

I. INTRODUCTION

This chapter serves as an introduction to the study with background, literature review, theoretical and conceptual frameworks, statement of the problem, hypothesis, the importance of the study, scope and delimitation and key terms. This study investigates the interplay of parenting styles with career personality and career interests while examining the mediating role of career personality. This paper focuses on the perception of how parents affect the choice of the career and how career personality, in its turn, affects individual characteristics, interests, and reaction to social norms. Research on career personality, parenting styles and career interests are reviewed from the literature point of view, and its relationship with them is highlighted. The research uses the Career Choice Theory by Holland (1997), the Parenting Styles Theory by Baumrind (1991), and the Social Cognitive Career Theory by Lent, Brown, and Hackett (1994) with its focus on self-efficacy and contextual factors. These relationships are represented by a conceptual framework.

The study outlines the research questions and hypothesizes that career personality serves as a mediator between parenting style and career interest. Overall, the study is important due to its contributions to career development research for students, educators, counselors, and policymakers. The study identifies how parenting styles determine career decisions and hence can be useful to enhancing the career guidance programs. The scope and delimitation of study define the study boundaries while definition of terms defines key concepts in such a manner that it offers a clear understanding of the research objective as well as research context.

BACKGROUND OF THE STUDY

Choosing a career is a complicated process that shapes one's future. For high school students, it can be particularly difficult. This period of self-discovery and curriculum navigation can prove tricky and complex for learners. It takes a great deal of thought and work to find a balance between personal passions and intrinsic values and future career options that are both rewarding and satisfying (Kirdok & Harman, 2018). In this context, parental style becomes important because parents often play the role of the most influential and supportive sources during this decision-making process (Philomena, 2015).

The National Achievement Test (NAT) is a standardized test to students that will be in SHS, to determine their academic abilities, and whether their academic abilities can affect any career choices made prior to their entry into SHS. The issue however is whether or not the NAT can be applied in the Junior High School (JHS) stage. The NAT provides information on the academic ability of students, yet it might not be able to measure all the variables affecting career interest. In addition to academics, personal interests, skills, and inclinations are also important to determine career choices, and these factors cannot be assessed by a standardized academic test (Ajayi, 2023).

Since the province is diversified in terms of economic activities and rich in terms of culture, Oriental Mindoro is an ideal location where the preferences of senior high school students in terms of career choices can be analyzed. It is influenced by its cultural background, economic background, and local conditions, which determine the advice given by a parent to a child concerning career choices. The societal values and norms of the Filipino are reflected in the advice that parents give their children regarding the choice of career (Alampay & Jocson, 2012). It discusses the style of the parent that involves talks, recommendations and anticipations about career choices that play a significant role in the perception and decision of the students (Gamariel & Blaise 2021). Nevertheless, parental influence can or cannot facilitate or inhibit a student to explore and choose a career path,

regardless (Tillman, 2015; Jungen, 2008). The study will assist students to become aware of influences on their career interests so that they can establish a personalized career trajectory. The results can be used to develop career programs that are in line with the sociocultural and economic environment of Calapan City. The study is also aimed at enhancing effectiveness of localized career guidance programs in Calapan City, which would enable students to make culturally relevant and informed career choices that can have a positive impact on their future professional success. At the same time, the idea of career personality has received much attention in the field of vocational psychology. The meeting point of personality traits, interests, and aptitudes of an individual is what influences their vocational preferences and inclinations (Kocak, et al., 2021). The personality types of careers, including the typology of Holland (Realistic, Investigative, Artistic, Social, Enterprising, Conventional), are important in determining the attraction of the person to a particular line of work, their involvement, and satisfaction with the job (Woods, 2020).

The research design had taken into account the cultural, social and economic background of Oriental Mindoro which is highly family oriented, collectivist and with a variety of socioeconomic backgrounds. Active parenting is an integral part of an adolescent's development. It determines the child's academic achievement, emotional growth, and social wellbeing. Considering the case of Calapan City and Oriental Mindoro, it is an area with a rich socio-cultural blend. This is due to both traditional Filipino family systems and contemporary societal changes. It serves an interesting study regarding parenting approaches. Families in this area have varying levels of social networks, cultural adherence, and economic stability. These factors could directly influence their parenting approaches. Parenting behavior is not only based on personal characteristics but also on situational factors, such as family culture, social relationships, and economic resources at hand (Bornstein, 2012). Parenting within the framework of adolescent upbringing demonstrates how numerous components work together to shape fundamental parenting choices, all in the hope of meeting the needs of the child (Bronfenbrenner, 1979). While attempting to design supportive interventions for adolescents, educators, counselors, and policymakers need to consider how high school students in Calapan City and Oriental Mindoro think about their parents' styles of parenting within the cultural, social, and economic framework. Understanding that parenting is the outcome of complex social, cultural, and economic relations, the study tools and frameworks used to analyze data were tailored to the distinct features of Oriental Mindoro.

To tackle the gap in previous studies, the researchers used explanatory sequential mixed methods design. The study started with a quantitative phase that sought to explore the parenting style, career personality and career interest relationships, followed by a qualitative phase aimed at explaining the quantitative insights. Career personality as mediator between parenting style (independent variable) and career interest (dependent variable) was tested using mediation analysis through PROCESS Macro V 4.1 in SPSS. This, among other things, is advantageous for small to medium sample sizes and without normality assumptions, which makes it appropriate for more diverse populations like senior high students in the Philippines (Hayes, 2018).

Theory-based and validated instruments were used in the collection of quantitative data to promote cultural and contextual validity. The perceptions of the students regarding the parenting styles of their parents were measured on the 5-Point Scale Parenting Style Assessment (5-PSPSA), which is based on the categories of authoritative, authoritarian, and permissive parenting developed by Baumrind (1991). The assessment of career personality types was conducted using the 4-Scale Career Personality Questionnaire (4-SCPQ) which based on Holland's (1997) RIASEC model. This model outlines six personality types which are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional and their correlating work environments. The 4-Point Scale Nonverbal Career Interest Inventory (NVCII) was used to measure career interests relying on Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994). NVCII measures nonverbal signs of work interest in five dimensions, including eye contact, posture, expression, movement, and spatial behavior.

To understand the lived realities of students, including how their perception of parents' involvement shaped their career identity, which subsequently affected their career interests, the study used qualitative methods like semi-structured interviews and applied Reflexive Thematic Analysis as proposed by Braun and Clark in 2006. Semi-structured interviews were also used to further examine quantitative findings and were analyzed using the Reflexive Thematic Analysis by Braun and Clarke (2006), based on the career choice theory by Holland (1997), parenting theory by Baumrind (1991), and Social Cognitive Career Theory by Lent, Brown, and Hackett (1994). The triangulation of data in the interpretation process enabled the study to come up with a holistic perception of the mediating role of career personality. The quantitative analysis was supported by qualitative results which showed that authoritative parenting had an indirect effect on career interest via career personality development. Themes from the interviews highlighted how emotional support, encouragement, and structured autonomy provided by parents contributed to the formation of career personality traits that aligned with students' career interests. =

This methodology addresses both theoretical and empirical gaps while providing practical applications. The findings contribute to a culturally grounded framework that can guide the design of career counseling programs in Philippine schools, promote constructive parental involvement, and inform policies related to youth career development. The combination of parenting styles, career personality, and career interest into a culturally based and methodology intensive framework gives a better understanding of adolescent career development within the Filipino educational setting.

LITERATURE REVIEW

Career Personality: Determinants and Correlates

Career personality is understood as the enduring preferences and attitudes that shape individual decisions in a particular profession. The framework that still dominates is John Holland's Theory of Career Choice (1997) in which he describes six personality types of Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC)- each associated with particular career settings (Holland, 1997). His view posits that people obtain greater satisfaction and stability from their work when they find it compatible with their personality type. For students in secondary school, particularly those in Grade 11, the critical phase in the career choice process, personality is a significant determinant. Briley and Kell's (2017) research underlined the role of personality in early adolescence, especially traits like openness to experience and conscientiousness, as crucial determinants of future career pathways. The study findings indicated that students with higher levels of openness exhibited greater tendencies towards Artistic and Investigative professions, consistent with Holland's models.

Influences from the outside, such as family expectations and school, also are important determinants. Levin, Aliyeva, and Lin (2021) studied the case of parental involvement and concluded that it directly affects the career decisions done by students as

well as the alignment between their career-relevant personality traits and pathways with chosen pathways. This supports Holland's premise about the interaction of personality and environment as factors shaping one's career choices. Furthermore, there is evidence of gender differences in the formation of career-related personality. A longitudinal study conducted by Garcia et al. (2018) revealed that male students tend to display higher interest towards Realistic and Investigative types, while female students predominantly fall into Social and Artistic domains. These findings align with Holland's concept that the socialization and gender norms alongside personality development.

Parenting Styles, Human Development, Career Personality, and Career Interest

Adolescence marks a key stage in the formation of one's vocational identity as well as their career aspirations. The outcomes within this context are shaped through factors such as parenting style (Baumrind, 1991) and developmental processes within a society. Baumrind's typology incorporates authoritative, authoritarian, and permissive parenting styles, all of which influence the psychosocial and educational development of a child (Baumrind, 1991; Feldman, 2000). Authoritative parenting, which is high in both responsiveness and demands, has been associated with numerous positive outcomes in adolescents such as increased self-efficacy for career decision-making and heightened exploration of their professional worlds (Preston & Salim, 2019; Metz et al., 2014). On the other hand, authoritarian parenting characterized by high levels of control coupled with low levels of warmth leads to a greater state of indecision in career pathways and a tendency to rely on parental decision-making (Situmorang & Salim, 2021). Permissive parenting, which is warm but offers little instruction, has been linked to lower levels of career maturity and difficulty in goal-setting professionally (Preston & Salim, 2019).

Developmental theories like Erikson's identity versus role confusion stage highlights the need for a stable vocational identity during Feldman (2000) cites adolescence as an important stage in life. Adolescents with supportive authoritative parents are more likely to attain identity status and tend to possess proactive traits foundational to career planning (Preston & Salim, 2019; Situmorang & Salim, 2021). Authoritarian parenting typically cultivates identity foreclosure which is where adolescents adopt parent chosen careers without any exploration. Personality traits tied in with the development of career interests are highly dependent on parenting styles. One study that was analyzed confirmed that authoritative parenting enhances the degree of Openness, Conscientiousness, Extraversion, Agreeableness and lowers Neuroticism (Garcia et al., 2018). Robbin et al. (2018) noted these traits foster proactive exploration and bolstered confidence in making choices. In direct contrast, authoritarian parenting has been shown to increase Neuroticism and Anxiety which may create a barrier to career-focused decision-making (Garcia et al., 2018).

Cultural and Contextual Nuances in the Philippines

In the Philippines, the family remains the primary socializing institution that shapes children's educational and vocational pathways. Culturally, the authority of parents spans to career decisions during late adolescence, as children eventually make career choices. For instance, Senior High School students choosing academic strands heavily consult their parents and, the economic capacity of parents suggests possible career aspirations (Estrella & Estacio, 2020). The strong cultural emphasis on "utang na loob" motivates students to choose practical and beneficial to the family career paths (Porio, 2018). In collectivist Filipino society, the contribution of vocational development to family and the community is profoundly acknowledged (Alampay & Jocson, 2011).

Combining the culturally Filipino realities and the theories, the research is able to position parenting styles and career personality development within the Philippine paradigm. The relevance of theories, including the western ones, Baumrind's and Holland's, are recognized, but with an emphasis on adaptations pertaining to the family, local socio-economic complexities, and the significantly constraining nature of family dynamics.

Career Personality and Career Interest

Career personality and career interest are two constructs that are essential for understanding adolescents' vocational development. Career personality is often measured using Holland's (1997) RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) as it describes a person's career relevant behaviors, thoughts, and feelings as guiding them towards certain compatible career paths (Nauta, 2010). Career interest is the specific area of occupation a person is inclined towards (Preston & Salim, 2019). It is evident that career personality has a bearing in predicting career interests in adolescents. In the Filipino context, Garcia et al. (2018) showed that senior high school students exhibited personality traits corresponding to RIASEC categories alongside gendered career interests, which accentuated the early crystallization of vocational preferences. The authors noted that Filipino students with strong Investigative and Artistic dispositions exhibited patterns of interest in careers centered around sciences and the arts, respectively (Garcia et al., 2018).

Preston and Salim (2019) studied the effects of a proactive personality on career decision self-efficacy and career interest in senior high school students in Indonesia. They noted that proactive personality, an individual's initiative and planning foresight, was strongly correlated with Investigative and Enterprising career interest, particularly in career exploration. Likewise, Situmorang and Salim (2021) noted that students with stronger vocational personality traits exhibited more confidence in their career interest selections, especially when structured parental support was present. Nauta (2010) synthesized Western literature and reviewed several longitudinal studies examining adolescents' vocational interests and personality development, noting that these traits often crystallized during the senior high school years and shaped emerging interests and nascent career aspirations. Robbins et al. (2018) found that Conscientiousness and Openness positively influenced academic persistence and vocational exploration, corresponding with Holland's Conventional and Investigative types among U.S. high school students.

Asian studies resonate with these insights. Lerdpornkulrat et al., (2016) recalled in their study in Thailand that students with a well-defined vocational personality type aligned more strongly with specific academic and career pathways, while parental empathy also bolstered career interests. A study conducted by Tian et al. (2021) in China claimed that strongly evaluating core self, a construct that serves as a proxy for vocational identity, allowed adolescents to possess stronger and clearer career interests while also having lower difficulties in career decision making. There is a consistent finding in the Filipino, Asian, and even Western studies that perceived career personality fosters robust career interest among senior high school students. Adolescents who have a well-defined vocational personality tend to possess the ability to meaningfully commit to significant career journeys (Garcia et al., 2018; Preston & Salim, 2019; Robbins et al., 2018). This underscores the need for proper career assessment and

counseling in school systems to aid students in forming their vocational self-concepts and translate them into informed career aspirations.

Linking Nonverbal Interest to Career Interest

The evaluation of career interest is commonly based upon verbal self-report questionnaires. Still, more nonverbal evaluative techniques such as activity-based tasks, pictorial inventories, or observational evaluations are now appreciated for their understanding of adolescents' implicit career choices (Cunningham et al., 2017). Nonverbal signs of interests serve to aid students who, for any number of reasons such as lacking the vocabulary, confidence, or self-awareness, are not able to describe their occupational interest (Preston & Salim, 2019). In the Filipino context, there is little focused research on nonverbal measures of career interest. However, with the recent educational endeavors of the Department of Education's (DepEd) K-12 program (2017), there is more emphasis on the incorporation of exploratory modules, simulations, and practical activities as aids to advertising the profession. Such methods measure vocational interests indirectly through behavior and involvement, rather than exclusively through questionnaires (Gudoy et al., 2024).

In Indonesia, Preston and Salim (2019) found that senior high school students who participated in structured career exploration activities demonstrated enhanced career interest formation. Their experiential, nonverbal approaches, such as behavior observation during task-based activities or role-play simulations, can forecast sustained interest in a certain career path. Likewise, Lerdpornkulrat et al. (2016) noted in a Thai study that parental support for experiential learning and purposeful goal-directed activities heightened learners' academic engagement and clarified career pathways. In Western settings, Cunningham et al. (2017) created a pictorial career interest inventory for adolescents that replace written descriptions with photographs to assess interest in various occupations. The study suggested that younger students and those from multicultural backgrounds who might find verbal inventories constraining greatly benefit from nonverbal instruments.

Mediating Role of Career Personality in Career Development

The correlation between parenting styles and the career development of adolescents has attracted considerable attention in research literature. Sovet and Metz (2014) studied high school students in France and Korea and found that parenting style had a marked impact on self-efficacy and decisional difficulty regarding career planning. French adolescents with authoritative parents demonstrated high self-efficacy and low career decision-making difficulties, while Korean adolescents seemed to respond positively even to authoritarian parenting. These findings highlight cultural differences in the impact of parent guidance on career development self-belief (Sovet & Metz, 2014).

The effect of parenting styles on the career decision-making process among adolescents has been, in some cases, linked to personality traits as mediating factors. Preston and Salim (2019) studied Indonesian high school students and found that proactive personality traits mediated the influence of parenting style on career decision making self-efficacy. Adolescents' self-confidence regarding careers was directly influenced by authoritative parenting, while authoritarian parenting impacted it indirectly through proactive personality (Preston & Salim, 2019). This is consistent with the Social Cognitive Career Theory (SCCT), which asserts that parenting and other sociocultural factors shape a person's career development in relation to self-efficacy and interests (Lent et al., 1994).

In Ghana, Abomah (2021) claimed that authoritative and authoritarian parenting styles positively predicted career choice amongst undergraduates, implying that some parental involvement can facilitate decisive career development. In Zambia with youth with intellectual disabilities, Viola and Daniel (2018) integrated Holland's (1997) RIASEC typology and Baumrind's (1991) parenting styles. Their results showed that authoritative parenting enhanced the exploration of diverse activities, which supports Holland's theory that vocational interests develop as a result of inherent characteristics and environmental context.

Research that explores the relationship between parenting styles and career outcomes seldom engages with career personality as a potential mediating factor, as conceptualized within the ascribed categories of Holland's typology. McGoey (2020) noted this absence claiming no research had directly focused on the association of vocational interests with parenting styles. Therefore, the study proposed aims to combine Baumrind's parenting styles, Holland's career personality types, and SCCT into one mediated framework. This provides a fresh perspective in attempting to assert that parenting styles shape adolescents' career personalities, which in turn influence their career interests.

Modern research showed that parenting styles have a significant impact on the careers of students in senior high school, a period when identity exploration is at its peak. The empirical evidence showed that parenting practices, especially autonomy support and structured discipline, influence such competencies as confidence, adaptability, perseverance, and efficacy of decision-making that are fundamental to career personality. As an example, autonomy-supportive parenting is linked to improved career exploration competence and self-efficacy, which are key constructs of career personality (Ahn et al., 2022). At the same time, Xu and Yu (2019) demonstrate that parental support is linked to the positive changes in the core self-evaluations and career adaptability, which are the mediators of the interest development of specific career paths. On the contrary, highly structured parenting enhances professional discipline and academic orientation (Meta-analysis, 2024), thus encouraging motivational and conscientious nature as part of career personality profiles.

The ongoing research also supports the idea that students bargain their personal identity and interests in the conversation with parental demands, and the result of the discussions is reflected in the self-concepts related to careers. According to Shen et al. (2023), parental expectations are the predictors of adolescent aspirations, which indicates that the parenting and personal agency interactions contribute to developing career personality. Involvement in early career experiences, including extracurricular activities and workshops, further, develops such attributes as confidence, resilience, and self-directedness (Altan et al., 2024), which are critical to shaping the interest in specific career areas. Self-perceptions and long-term vocational interests of students are also based on core family values like perseverance and integrity as reported in the recent studies. Lastly, in the event of disagreement when it comes to career goals, students who are able to overcome these conflicts by communicating openly and being resilient show greater career identity and more consistent interests (Young et al., 2024). In sum, these results highlight the mediating position of the career personality in the transformation of parenting styles to career interests and hence confirm the analytic model suggested.

THEORETICAL FRAMEWORK

The theory that underlies this study is the Parenting Style Theory by Baumrind, the Theory of Career Choice by Holland and the Social Cognitive Career Theory of Lent, Brown, and Hackett. The framework provided by Baumrind describes the effects of authoritative, authoritarian and permissive parenting styles on autonomy, motivation and emotional development in adolescents. The RIASEC model of Holland is a conceptualization of career personality, in which there are six types of vocations which dictate occupational choice and satisfaction. The Social Cognitive Career Theory combines these views, and therefore it explains how the environment (parenting, etc.) affects the career interests via self-efficacy beliefs and outcome expectations. These theories combined together give a holistic account of the extent to which parenting styles influence career personality which in turn affects career interest.

CONCEPTUAL FRAMEWORK

The conceptual framework proposes that perceived parenting style serves as the independent variable, career personality as the mediating variable, and career interest as the dependent variable. Parenting style is hypothesized to influence students' career personality profiles, which in turn affect their career interests. Parenting style may also exert a direct effect on career interest independent of career personality. This mediation model allows for examination of both direct and indirect pathways linking family environment to vocational outcomes.

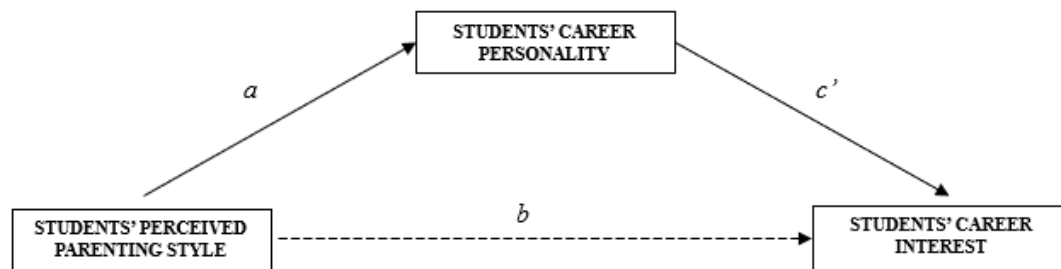


Figure 2. Illustrates how students' career personality mediates the relationship between perceived parenting style and career interest, representing both the direct (c') and indirect ($a \times b$) effects in the mediation model.

STATEMENT OF THE PROBLEM

This research examines how the career personality of students mediates the connection between their perceived parenting styles and career interests. It aims to answer the following questions:

1. What is the parenting style of the parents as perceived by the students in terms of:
 - 1.1 Cultural Influences
 - 1.2 Social Influences
 - 1.3 Economic Influences
2. What is the career personality type of students based on Holland's Career Theory in terms of:
 - 2.1 Realistic
 - 2.2 Investigative
 - 2.3 Artistic
 - 2.4 Social
 - 2.5 Enterprising
 - 2.6 Conventional
3. What career interests are reflected by students through the behavioral indicators measured by the Nonverbal Career Interest Inventory (NVCI)?
4. Is there a significant relationship between students perceived parenting style and their career personality?
5. Is there a significant relationship between students' career personality and their career interest?
6. Can the students' career personality be a significant mediator between the student perceived parenting style and career interest?
7. How do students perceive their parents' parenting styles as shaping the development of their career personality, and in turn influencing their career interests?
8. What career guidance program can be proposed based on the findings of the mediation analysis?

HYPOTHESIS

- H₀₁**- There is no significant relationship between parenting style and career personality among senior high school students.
H₀₂- There is no significant relationship between career personality and career interest among senior high school students.
H₀₃. Career personality does not significantly mediate the relationship between parenting style and career interest among senior high school students.

SIGNIFICANCE OF THE STUDY

The results facilitate an empirical recommendation to school counselors, educators, parents, and policymakers by indicating the significance of autonomy-supportive parenting and personality-informed career guidance. The research adds to the literature on the Filipino career development by introducing a culturally-based mediation model and contributes to the planning of family-based career counseling programs.

SCOPE AND LIMITATIONS

The sample was 312 Grade 11 students of the Oriental Mindoro national high school. It concentrated on perceived parenting style, career personality and career interest. Nonverbal measures of career interest were partially used, and this might not be able to measure all aspects of vocation. Results get context-specific and should not be generalized.

II. METHODOLOGY

The study utilized an explanatory sequential mixed-methods design, integrating quantitative and qualitative approaches to examine the mediating role of career personality between parenting style and career interest. A total of 312 Grade 11 students from Oriental Mindoro National High School were selected through stratified random sampling, with purposive sampling used for follow-up interviews. Data were collected using validated instruments, including the 5-Point Parenting Style Assessment, the 4-Scale Career Personality Questionnaire based on Holland's RIASEC model, and the 4-Point Nonverbal Career Interest Inventory, supplemented by semi-structured interviews. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and mediation analysis via PROCESS Macro version 4.1 in SPSS, while qualitative responses were examined through Reflexive Thematic Analysis to enrich interpretation of statistical results.

RESEARCH DESIGN

The study employed an explanatory sequential mixed-methods design, beginning with quantitative data collection and analysis followed by qualitative interviews to explain statistical results.

POPULATION AND SAMPLING

The population consisted of Grade 11 students enrolled at Oriental Mindoro National High School. Stratified random sampling was used to obtain 312 respondents for the quantitative phase, while purposive sampling identified participants for qualitative interviews.

RESPONDENTS OF THE STUDY

Respondents were officially enrolled Grade 11 students representing diverse socioeconomic backgrounds within Calapan City.

RESEARCH INSTRUMENT

Quantitative data were gathered using the 5-Point Parenting Style Assessment, the 4-Scale Career Personality Questionnaire based on Holland's RIASEC model, and the 4-Point Nonverbal Career Interest Inventory measuring behavioral indicators of interest. Qualitative data were collected through a semi-structured interview guide. All instruments underwent validation and reliability testing.

DATA GATHERING PROCEDURES

Approval was secured from school authorities, and informed consent was obtained from participants. Questionnaires were administered during scheduled school hours and were completed under the supervision of the researcher and designated school personnel. After quantitative analysis, selected students participated in interviews to provide deeper insights into parental influence and career development. Ethical standards regarding confidentiality and voluntary participation were strictly observed.

DATA ANALYSIS

Descriptive statistics summarized parenting styles, career personality, and career interests. Pearson correlation coefficients examined relationships among variables. Mediation analysis was conducted using PROCESS Macro version 4.1 in SPSS. Qualitative data were analyzed using Reflexive Thematic Analysis to identify patterns explaining quantitative findings.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents and analyzes quantitative and qualitative findings on the relationships among perceived parenting style, career personality, and career interest among senior high school students, with particular emphasis on the mediating role of career personality.

Table 1: Perceived Parenting Style of Parents Across Domains

Domain	M	SD	Interpretation
Cultural	3.12	1.27	Authoritative
Social	2.83	1.30	Authoritative
Economic	3.23	1.28	Authoritative

Table 1 shows that the authoritative parenting style is generally found to be dominant in all the three areas. The economic domain records the highest average of 3.23 with a standard deviation of 1.28; the cultural domain comes next with an average of 3.12 and a standard deviation of 1.27 and the social domain records the lowest average of 2.83 with a standard deviation of 1.30. With these differential mean scores, the general meaning can be held the same; majority of adolescents experience parental practices that entail a simultaneous focus on structure and support in every aspect of life.

These results confirm the literature reviewed in the current research. Baumrind (1991) believes that authoritative parents, who are highly responsive and moderately demanding, produce adolescents who express internalized control and are capable of making their own choices. This style is particularly adaptive in collectivist societies, which is the case of the Philippines. In line

with this statement, Alampay and Jocson (2012) reveal that Filipino parenting preserves both structural guidance and relational warmth, especially in the financial decisions, cultural preservation, and peer interactions. The ecological systems theory developed by Bronfenbrenner (1979) also states that the development of adolescents occurs in multilevel systems, namely family, culture, and the community at large, whose interactions define the parental behaviors. Table 4 therefore showed a strong consistency in the preference of a balanced style of Filipino parents that integrates authority, empathy and support across economic, cultural and social spheres thus maintaining the independence and autonomy of children.

The integration of parenting styles with self-efficacy in SCCT and interests in RIASEC underscores the need for specialized interventions. For example, school-sponsored workshops and peer mentoring might help students from economically constrained families, whereas students facing restrictive cultural norms may require counseling that facilitates individualized decision-making. Such considerations ensure that the planned interventions correspond with the contextual realities influencing students' career development.

Table 2: Career Personality Profiles Based on Holland's RIASEC Model

Career Personality	Mean Score	Standard Deviation	Interpretation
Social	3.05	0.78	Moderate Fit
Investigative	2.98	0.77	Moderate Fit
Realistic	2.95	0.78	Moderate Fit
Conventional	2.89	0.82	Moderate Fit
Artistic	2.86	0.86	Moderate Fit
Enterprising	2.84	0.81	Moderate Fit

Table 2 shows that the highest mean score of 3.05 is attributed to the domain of Social, followed by Investigative and Realistic with the mean scores of 2.98 and 2.95 respectively. In comparison, the lowest mean of 2.84 is recorded by the Enterprising personality with the Artistic (2.86) and Conventional (2.89) groups being only a little higher. The six profiles fall in the interpretation category of the Moderate Fit, which suggests a balanced yet non-dominant fit to any of the RIASEC domains. The statistics, therefore, indicate a trend towards careers in which the primary focus is to help, teach, and assist others, as indicative of a strong inclination towards empathy and service. The lowest area of the profile, "Enterprising," indicates a relatively low interest in leadership, entrepreneurship, persuasion, or influence. The consistency of the "Moderate Fit" in all the six types showed that although the respondents show different interests, no one RIASEC factor is highly dominant, and the profile of career interests is a diverse and broadly even one.

As Garcia et al. (2018) note, Filipino youth are often brought up in environments that develop prosocial dispositions and accountability, a tendency that correlates with high average votes on nursing, teaching, and social work. The relatively low average vote in the Enterprising category is also congruent with the results of Situmorang and Salim (2021), who reported low confidence among students in persuasive communication, public speaking, and entrepreneurial risk-taking, which are the main competencies of enterprising roles. These findings are also supported by Gamariel and Blaise (2021), who underline the importance of socio-emotional preparedness and exposure to experience to shape the interests related to business.

The RIASEC Theory of Holland assumes that the vocational satisfaction and success is enabled by the concordance between the personality of a person and the nature of his or her working environment. This statement is justified by the results in Table 2: the most significant mean of Social indicates the strong interpersonal connection and altruistic motivation of students, which implies that they will thrive in the professions related to healthcare, counseling, or teaching. In contrast, low mean votes in the Enterprising category can be a sign that the personality inclinations of students do not meet the requirements of business or leadership-oriented careers. The current results support the role of career guidance in helping students explore areas that show a moderate match to their interests, especially in the social, investigative, and realistic areas, and to offer specific assistance to the less-prevalent areas of the Enterprising and Artistic groupings.

Table 3: Career Interests Reflected by Students through Behavioral Indicators Measured by the Nonverbal Career Interest Inventory

Domain	Career Interest Description	Mean	Standard Deviation	Interpretation
Maintaining Eye Contact	Social & Service-Oriented Careers (Social, interpersonal, or service-oriented careers requiring attentiveness and focused visual engagement).	3.09	0.74	Moderate Interest
Body Posture	Technical & Task-Oriented Careers (Task-oriented, technical, or institutional careers where alert, responsive physicality supports task execution).	2.96	0.75	Moderate Interest
Use of Expressive Features	Communicative & Supportive Careers (Communicative, creative, or empathetic supportive careers valuing emotional expression and personal interaction).	3.12	0.76	Moderate Interest
Hand and Body Movement	Instructional & Interactive Careers (Instructional, interactive, or manual careers where gesture use and active involvement aid task performance).	3.10	0.80	Moderate Interest
Proxemics	Collaborative & Spatial Careers (Collaborative or spatially active careers where spatial awareness and positioning facilitate teamwork and productivity).	3.12	0.71	Moderate Interest

Table 3 shows the Descriptive Statistics of Career Interests as reflected by the students in terms of behavioral indicators measured by the Nonverbal Career Interest Inventory (NVCII), where the highest mean scores of 3.12 are recorded, and these are shared by two domains namely: Use of Expressive Features and Proxemics. These scores are associated with communicative, supportive and spatially collaborative careers. Body Posture domain has the lowest mean score of 2.96 and this domain is related to technical and task-related occupations, which require physical responsiveness. The students showed most interest in the careers associated with nonverbal behavioral skills like expressive facial features and spatial awareness as central aspects. The results imply that students are most comfortable and in tune with those jobs that prize emotional expression, communication, and group space interaction. Conversely, the lower body posture score implies that the student is not interested in careers that entail physical discipline, alert posturing, or technical task orientation. Although all domains are in the same category, which is the Moderate Interest, students are relatively more attracted to the interpersonal and expressive roles than physically structured or institutionally disciplined roles.

When analyzing Filipino youth, Gudoy et al. (2024) come to the conclusion that emotional visibility and group harmony are key dimensions of behavior and thus explain the high engagement of the population in collaborative situations and the high visibility of affect. Conversely, Garcia et al. (2018) note that the physical regulation (namely postural alignment) is not well addressed in secondary-level education unless it is directly connected to the performance feedback. This observation can be used to explain the relatively low interest that has been witnessed in task-oriented postural regulation. Likewise, Situmorang and Salim (2021) found that postural discipline is less willingly performed by students in general schooling conditions unless it is brought to the fore by the environmental conditions like technical vocational training programs or institutional initiatives.

The results provided in Table 3 are consistent with the Social Cognitive Career Theory (SCCT; Lent et al., 1994) according to which self-efficacy, personal goals, and contextual variables are all relevant to developing career-related behavior. The high average scores on expressive and proxemic dimensions reflect high self-efficacy and positive expectations of the outcomes: students feel themselves capable members of the expressive and socially collaborative activities, which leads to the increased interest and motivation. On the other hand, the relatively poor result in body posture reveals the lack of self-regulation or outcome awareness in physical areas that focus on tasks. According to the SCCT point of view, this gap showed that students do not have confidence or encouragement to practice postural disciplines needed to succeed although the interest exists. Therefore, Table 3 supports the theoretical framework by showing that behavioral involvement in different career fields differs in line with the beliefs of students in their ability, environmental reinforcement, and the perceived importance of nonverbal actions in these settings.

Table 4: Relationship of Student's Perceived Parenting Style and their Career Personality

Parenting Style × Career Personality	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Parenting – Realistic	$r = .134$	.017	Reject H_0	Weak	Positive	Significant
Parenting – Investigative	$r = .095$	.094	Fail to Reject H_0	ns	Weak	Not significant
Parenting – Artistic	$\rho = .087$	.127	Fail to Reject H_0	ns	Weak	Not significant
Parenting – Social	$r = .137$	.015	Reject H_0	Weak	Positive	Significant
Parenting – Enterprising	$r = .184$	.001	Reject H_0	Weak	Positive	Significant
Parenting – Conventional	$r = .194$	< .001	Reject H_0	Weak	Positive	Significant

Table 4 shows weak but significant positive correlations between the authoritative parenting style and the Realistic ($r = .134$, $p = .017$), Social ($r = .137$, $p = .015$), Enterprising ($r = .184$, $p = .001$), and Conventional ($\rho = .194$, $p < .001$) career personality types. On the other hand, the Investigative ($r = .095$, $p = .094$) and Artistic ($\rho = .087$, $p = .127$) types were not significant. It might mean that students who perceived their parents as authoritative and showed a balance of control and warmth were inclined to have practical as well as socially enterprising, leading, and organized personality traits. The weak effect sizes ($r < .30$) do indicate that parenting does have some influence, but other factors such as peers, school, and culture impact a lot on the construction of career personality traits. The lack of significant associations with the Investigative and Artistic traits, on the other hand, suggests that creativity and analysis may be developed more readily outside of the formal educational system.

The results align with Baumrind's (1991) model due to authoritative parenting fostering discipline, responsibility, and autonomy, which pertains to the Social, Enterprising, and Conventional aspects of Holland's (1997) RIASEC model. Holland's theory points out that the correspondence of personality types and environments most fosters job clarity, and though these relationships are weak, they are significant enough to argue parenting offers initial support for such concordance. It is also notable that Social Cognitive Career Theory (SCCT) (Lent, Brown, & Hackett, 1994) identifies family, as one of the contextual supports, as a critical component of shaping self-efficacy and outcome expectancies which develop Realistic, Social, and Enterprising orientations.

These findings have been previously established by other scholars too. Garcia et al. (2019) found that supportive parenting was related to the development of organizational skills and leadership qualities, whereas Li (2020) found that creativity and other higher-order skills were more frequently developed and enhanced in relations with peers and in school settings. Garcia, Villanueva, and Santos (2021), reported similarly regarding Filipino adolescents, noting that those with supportive parents displayed greater confidence in pursuing people-oriented, service-driven vocations. Evidence also suggests that authoritative style

parenting, although modestly, contributes to the formation of a career related personality, more so within the social, structured, and leadership aspects of the hierarchy.

Table 5.1: Correlation Between Nonverbal Behavioral Indicators and Realistic

Nonverbal Indicator (NVCI)	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Maintaining Eye Contact	r = .239	< .001	Reject Ho	Weak	Positive	Significant
Body Posture	r = .276	< .001	Reject Ho	Weak	Positive	Significant
Expressive Features	ρ = .197	< .001	Reject Ho	Weak	Positive	Significant
Hand & Body Movement	r = .136	.016	Reject Ho	Weak	Positive	Significant
Proxemics	r = .237	< .001	Reject Ho	Weak	Positive	Significant

Table 5.1 shows the relationship between nonverbal behavior indicators and the Realistic personality type. All five indicators showed statistically significant positive correlations but weak effect sizes ($r < .30$). Body Posture ($r = .276$, $p < .001$) was the strongest, followed by Maintaining Eye Contact ($r = .239$, $p < .001$) and Proxemics ($r = .237$, $p < .001$). Expressive Features ($\rho = .197$, $p < .001$) and Hand & Body Movement ($r = .136$, $p = .016$) were also significant, but accounted for lesser shared variance. The correlation between Realistic personality and Maintaining Eye Contact, for example, explained only 5.71% shared variance, meaning that the association is statistically robust yet these constructs are mostly separate.

These findings correspond to Holland's (1997) RIASEC theory, which describes the Realistic type as practical, task-focused, and working in organized, technical, and structured settings. The substantial associations with posture, proxemics, and eye contact, and the disposition of 'Realistic-oriented' students, suggest that students may demonstrate attentive and orderly behaviors and disciplined nonverbal communication. This is further explained by the model of authoritative parenting described by Baumrind (1991) in which controlling and responsive parenting structures may nurture self-discipline manifested as posture and sustained gaze. Social Cognitive Career Theory (SCCT, Lent, Brown, & Hackett, 1994) also offers explanatory insights: nonverbal behaviors, such as upright posture and fixed gaze, may suggest that students hold self-efficacy beliefs regarding technical or task-oriented skills and perhaps success in Realistic careers, referring to task or activities they perceive as dominant and of high value.

The prior research supports the findings here as well. Savickas (2002) described how Realistic types show spatial awareness along with the posture and discipline indicators of preference for structured work. Lapan et al. (2000) described how the technically oriented people sustained gaze and focused on the body movements aligned to the asked box, while McMahon and Patton (2018) focused on proxemics and gestures powered the early development of the technical identity. More recent research establishes these connections, such as Garcia, Villanueva, and Santos (2021), who described how family environments provide and uplift students' confidence while served in the task. Li (2020) argued that the school and peer contexts rather than family align more to school-aged children, supporting the Realistic traits which Hirsch (2018) described focused on more structured behavior while the creative piece was given little attention.

Table 5.2: Correlation Between Nonverbal Behavioral Indicators and Investigative

Nonverbal Indicator (NVCI)	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Maintaining Eye Contact	r = .343	< .001	Reject Ho	Moderate	Positive	Significant
Body Posture	r = .288	< .001	Reject Ho	Weak	Positive	Significant
Expressive Features	ρ = .280	< .001	Reject Ho	Weak	Positive	Significant
Hand & Body Movement	r = .286	< .001	Reject Ho	Weak	Positive	Significant
Proxemics	r = .331	< .001	Reject Ho	Moderate	Positive	Significant

Table 5.2 presents findings indicating positive correlations with all five nonverbal behaviors and the Investigative personality type ($p < .001$). The closest connection occurred with Maintaining Eye Contact ($r = .343$), and Proxemics closely followed ($r = .331$). Additionally, Body Posture ($r = .288$), Hand and Body Movement ($r = .286$), and Expressive Features ($\rho = .280$) still presented significant positive correlations, although with weaker effect sizes. It is reasonable to propose that students characterized by focused and structured nonverbal behaviors are associated with the Investigative professions, which are center on analysis, inquiry, and logical problem-solving dispositions.

According to Holland's (1997) RIASEC theory, the Investigative personality type is characterized by analytical, intellectual, and problem-solving tendencies. The strong correlations between eye contact and proxemics and behaviors associated with inquiry tasks suggest how attentiveness, spatial awareness, and concentration are expressed nonverbally. Also, the Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) emphasizes self-efficacy as one of the major drivers propelling career behavior, which could explain the significant nonverbal behaviors in Table 20 as visible signs of students' self-efficacy in dealing with academically challenging tasks.

The current findings are in line with Nauta (2010) who described Investigative types as reflective thinkers with higher engagement with the task and with Gottfredson (2002) who described science-oriented learners as having leaning forward and scanning and sustained gaze. Also, Schunk and Pajares (2005) described learners with higher self-efficacy in problem solving situations as having fewer distractions and a more controlled posture. Recent research also supports this, for example, Garcia,

Villanueva and Santos (2021) described supportive parenting as a factor that enhances adolescents' self-perceptions of academic potential, Li (2020) mentioned that peer and school contexts are important for the development of adolescents' analytical skills, and Hirschi (2018) pointed out males are more often oriented toward Investigative types. All of the above studies add evidence to the hypothesis that nonverbal behavior of these adolescents signals cognitive and motivational structures that are Investigative in nature.

Table 5.3: Correlation between Nonverbal Behavioral Indicators and Artistic

Nonverbal Indicator (NVCI)	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Maintaining Eye Contact	r = .203	< .001	Reject H ₀	Weak	Positive	Significant
Body Posture	r = .154	.006	Reject H ₀	Weak	Positive	Significant
Expressive Features	ρ = .154	.006	Reject H ₀	Weak	Positive	Significant
Hand & Body Movement	r = .147	.009	Reject H ₀	Weak	Positive	Significant
Proxemics	r = .181	.010	Reject H ₀	Weak	Positive	Significant

Table 5.3 shows all five nonverbal behavior indicators for the Artistic type that are statistically significant correlations to the .05 level. Maintaining eye contact and correlation (r = .203, p < .001) was the strongest, and proxemics came next with (r = .181, p = .010). Significant positive associations were also found with Body Posture & Expressive Features (ρ = .154, p = .006), Hand & Body Movement (r = .147, p = .009). Though all indicators had the null hypothesis rejected, the effect sizes were still considered small (r < .30). This suggests that the Artistic personality type expresses associations consistently through some marginally physical behaviors.

Holland (1997) considered the artistic personality type to be individuals who perform best in disorganized and unstructured expressive surroundings that require creativity and emotional openness. The correlations that were reported and observed support his assumption by using eye contact and body proximity as measurements of openness and genuineness, and body posture, body movements, and other expressive features as measurements for artistic and creative activity. Using SCCT (Lent, Brown, & Hackett, 1994) the results indicate that the nonverbal behaviors of the artistic type students signal and indicate an external expression of their self-efficacy along with their outcome expectations. Their space, eye contact, and expressive movements demonstrate confidence in the value of their creative work as described in SCCT.

The findings are in line with the observations of Zarrett and Eccles (2006), who noted that students interested in artistic fields displayed emotional energy and creativity through their body language and gaze. Kogan (2002) noted that artistic people creatively use space and posture while integrating space, and through small gestures and posture, they show more dominant forms. Furthermore, Runco and Pritzker (2011) asserted that artistic people primarily use nonverbal communication, especially in contexts like classrooms and workplaces, to express feelings and showcase their creativity. More recent work builds on their findings. For instance, Garcia, Villanueva, and Santos (2021) found that Filipino adolescents with stronger self-expression tendencies and participating in higher service and creative tracks demonstrated confidence in blending, while Li (2020) observed that school and peer contexts are more influential than parents in the development of artistic traits. Hirschi (2018) also noted the presence of gender differences, stating that females more often identify with the Artistic type. This suggests an important moderator for further research.

Table 5.4: Correlation between Nonverbal Behavioral Indicators and Social

Nonverbal Indicator (NVCI)	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Maintaining Eye Contact	r = .309	< .001	Reject H ₀	Weak	Positive	Significant
Body Posture	r = .296	< .001	Reject H ₀	Weak	Positive	Significant
Expressive Features	ρ = .395	< .001	Reject H ₀	Moderate	Positive	Significant
Hand & Body Movement	r = .340	< .001	Reject H ₀	Moderate	Positive	Significant
Proxemics	r = .326	.010	Reject H ₀	Weak	Positive	Significant

Table 5.4 shows the correlations of the nonverbal behavioral indicators with the Social personality type. Five nonverbal behavioral indicators can be denoted as positive and significant (p < .001). Use of Expressive Features (ρ = .395, p < .001) and Hand and Body Movement (r = .340, p < .001) were shown as the strongest correlations followed by Maintaining Eye Contact (r = .309, p < .001), Proxemics (r = .326, p = .010), and Body Posture (r = .296, p < .001). The rejection of the null hypothesis across all variables in these correlations proves the Social personality types are more expressive, interactive, and tend to engage with other nonverbal behaviors. The effect sizes nevertheless are weak to moderate which illustrates the nonverbal behavioral signs are Social in nature, but they have a small contribution in developing a Social career personality.

According to Holland (1997) RIASEC theory, Social types are those who prefer teaching, counseling, and caregiving. These are professions that deal with direct communication and interaction with people. The current findings are consistent with this theory. The regular use of expressive features, ability to plan and use space, and the employment of diverse movements indicate the Social personality in terms of confidence and empathy in interpersonal relations. Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994) also possesses some explanatory power in this context as the theory posits self-efficacy and

expectations of outcomes as determinants of engagement in behaviors. In the present study, the strong relationships indicate that students with confidence in their relational competence express this through steady eye contact, open body position, and lively facial expressions.

The results align with the work of Whiston and Keller (2004), who noted that students with high social interests display animated behaviors, especially in caregiving and teaching situations. Similarly, Zarrett and Eccles (2006) identified that socially motivated adolescents display warmth and attentiveness, including through their gaze and posture, which explains the positive correlations here with expressive behaviors and eye contact. Emphatic communication is predominantly nonverbal (Mehrabian, 2007), which explains why expressive features and proxemics are particularly strong correlates. More recently, Brown and Lent (2019) linked career readiness in people-oriented fields with the purposeful, controlled use of nonverbal communication, especially gaze and posture alignment, which is consistent with the findings in Table 5.4.

Table 5.5: Correlation between Nonverbal Behavioral Indicators and Enterprising

Nonverbal Indicator (NVCI)	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Maintaining Eye Contact	$r = .229$	$< .001$	Reject H_0	Weak	Positive	Significant
Body Posture	$r = .332$	$< .001$	Reject H_0	Moderate	Positive	Significant
Expressive Features	$\rho = .258$	$< .001$	Reject H_0	Weak	Positive	Significant
Hand & Body Movement	$r = .204$	$< .001$	Reject H_0	Weak	Positive	Significant
Proxemics	$r = .241$	$< .001$	Reject H_0	Weak	Positive	Significant

Table 5.5 illustrated how all five behavioral indicators had statistically significant positive correlations with the Enterprising personality type ($p < .001$), which means the null hypothesis had to be rejected in all instances. The most significant relationship was with Body Posture ($r = .332, p < .001$), which indicates a moderate correlation, followed by Expressive Features ($\rho = .258, p < .001$), Proxemics ($r = .241, p < .001$), Maintaining Eye Contact ($r = .229, p < .001$), and Hand and Body Movement ($r = .204, p < .001$). The Enterprising personality type places high importance on Nonverbal Behavioral Indicators. The Body Posture behavior was most significant in reflecting status and control and is characteristic of students in aspirations of a career in business, politics, and management.

As outlined in Holland's (1997) RIASEC typology, Enterprising types are drawn to careers in sales, law, politics, and leadership due to their ambitious, energetic, and persuasive qualities. Findings from the current study reinforce this claim: dominant, initiated, and persuasive intent are outwardly signaled through one's posture, expressive movements, and eye contact. This is also in line with the Social Cognitive Career Theory (SCCT; Lent, Brown & Hackett, 1994) centered on self-efficacy and outcome expectation. The Enterprising students' confident use of space, posture, and expressive movements structurally denote a strong belief in their competitive and interpersonal influence within various contexts.

According to Savickas (2002), posture, assertive eye contact, and expressive gestures are critical nonverbal signs of social dominance and the initiation of core Enterprising behaviors. Similarly, Zarrett and Eccles (2006) stated that leaders and entrepreneurially inclined adolescents are more physically expressive and have better spatial influence and control, which allows them to dominate. Gupta and Snyder (2009) showed that business students nonverbally signaled credibility through posture and gaze. The value of eye contact and expressive behaviors in communication was also noted by Riggio (2006) in the context of persuasion and leadership. Collectively, this research highlights the findings in Table 5.5, which validates that Enterprising students utilize nonverbal communication in influencing and leading.

Table 5.6: Correlation between Nonverbal Behavioral Indicators and Conventional

Nonverbal Indicator (NVCI)	Test Used (r / ρ)	p	Decision	Strength	Direction	Interpretation
Maintaining Eye Contact	$r = .308$	$< .001$	Reject H_0	Weak	Positive	Significant
Body Posture	$r = .354$	$< .001$	Reject H_0	Moderate	Positive	Significant
Expressive Features	$\rho = .301$	$< .001$	Reject H_0	Weak	Positive	Significant
Hand & Body Movement	$r = .209$	$< .001$	Reject H_0	Weak	Positive	Significant
Proxemics	$r = .317$	$< .001$	Reject H_0	Moderate	Positive	Significant

Table 5.6 indicated that the five non-verbal indicators were statistically significantly correlated with the Conventional personality type ($p < .001$) and that the null hypothesis was rejected on all dimensions. The strongest correlation was with Body Posture ($r = .354, p < .001$) for the moderate positive correlation, then Proxemics ($r = .317, p < .001$) and Maintaining Eye Contact ($r = .308, p < .001$). The weaker correlations were also significant for Expressive Features ($\rho = .301, p < .001$) and with Hand and Body Movement ($r = .209, p < .001$). These findings suggest that students with a Conventional type orientation demonstrate organized, disciplined, and controlled nonverbal behaviors, and in particular, with respect to posture and spatial awareness, these behaviors are appropriate for highly structured rule defined contexts.

Holland (1997) depicts Conventional types as people who prefer well-ordered and routine-structured environments as well as hierarchically organized settings. This theory finds support in the connections made between posture and proxemics since formal and orderly nonverbal behaviors are associated with work in administration, clerical and organizational tasks. The disciplined

posture, controlled gestures and proxemic behavior exhibited by Conventional students illustrate Social Cognitive Career Theory (SCCT: Lent, Brown, & Hackett, 1994) since these features demonstrate strong self-efficacy and expectations that structure and compliance in academic and professional settings predict success and recognition.

Lapan et al. (2000) showed that students who follow Conventional pathways exhibited structured bodily movements including straight postures and fixed gazes. Knežević and Skrinjarić (2016) continued this and argued that Individuals with Conventional dominations show almost no impulsivity in their gestures and display high nonverbal formality which in turn indicates dependability and professionalism. Conventional students are described in Leung (2008) as those who intentionally design their spatial and postural behavior to align with institutional norms and expectations. Recently, Brown and Lent (2019) indicate that students who are oriented towards rule-bound professions practice controlled nonverbal communication including self- posture, spacing, and eye contact that are expected in formal situations as a way to express their compliance. The convergence of these studies and the current findings corroborate that nonverbal behaviors are reliably associated with Conventional orientations.

Table 6.1: Mediating Role of Realistic Career Personality Type on the Relationship Between Perceived Parenting Style and Career Interest

Nonverbal Behavioral Indicator (Career Interest)	Effect	b	SE	95% CI [LL, UL]	p	Interpretation
Eye Contact (Social & Service-Oriented Careers)	Indirect	0.022	0.012	[-0.002, 0.046]	.062	Partial mediation (ns)
	Direct	0.098	0.047	[0.006, 0.190]	.037	Significant direct effect
	Total	0.120	0.047	[0.027, 0.213]	.011	Significant overall effect
Body Posture (Technical & Task-Oriented Careers)	Indirect	0.026	0.014	[-0.001, 0.054]	.065	Partial mediation (ns)
	Direct	0.088	0.047	[-0.004, 0.180]	.061	Marginal direct effect
	Total	0.114	0.046	[0.023, 0.206]	.014	Significant overall effect
Expressive Features (Communicative Careers)	Indirect	0.022	0.011	[0.001, 0.043]	.044	Significant indirect effect (full mediation)
	Direct	-0.023	0.047	[-0.115, 0.070]	.625	Not significant
	Total	-0.001	0.048	[-0.095, 0.093]	.987	Not significant
Hand & Body Movement (Instructional Careers)	Indirect	0.016	0.009	[-0.002, 0.034]	.093	No mediation
	Direct	-0.041	0.045	[-0.130, 0.049]	.365	Not significant
	Total	-0.025	0.045	[-0.114, 0.064]	.576	Not significant
Proxemics (Collaborative Careers)	Indirect	0.022	0.010	[0.002, 0.042]	.040	Significant indirect effect (full mediation)
	Direct	0.031	0.039	[-0.046, 0.108]	.428	Not significant
	Total	0.053	0.040	[-0.025, 0.132]	.189	Not significant

Table 6.1 provides the mediation analysis of the query whether the Realistic career personality type facilitates the relationship between perceived parenting style and nonverbal predictors of career interest among students. With 5,000 bootstrapped resamples and a reported bias-corrected 95% confidence intervals, it was found that in the case of Eye Contact, the indirect effect through Realistic personality was not significant, $b = 0.022$, $SE = 0.012$, 95% CI = -0.002, 0.046 but that the direct effect was significant ($b = 0.098$, $p = .037$), which is an indication of a partial mediation. The same pattern was observed with Body Posture where the indirect effect ($b = 0.026$, $SE = 0.014$, 95% CI = -0.001, 0.054) was insignificant ($p = .065$), but the overall effect was still significant ($b = 0.114$, $p = .014$), indicating weak mediation. Conversely, Expressive Features exhibited a high indirect impact, $b = 0.022$, $SE = 0.011$, 95% CI [0.001, 0.043], $p = .044$, but the direct impact was not significant thus depicting complete mediation, that is, the impact of parenting on communicative behaviors is mediated by the Realistic traits. The fully mediated relationship was also exhibited by proxemics, which had a significant indirect impact ($b = 0.022$, $SE = 0.010$, 95% CI [0.002, 0.042], $p = .040$) but nonsignificant direct one. In the meantime, there were no mediation signs in Hand and Body Movement. All in all, the large indirect pathways imply that the Realistic personality explains about 18%22% of the overall effect which can be viewed as a small but practically significant mediating role in the scenario of personality formation and career-related practices.

This trend of results is theoretically aligned with parenting approach of Baumrind (1991) that focuses on the authoritative parenting style that is warm and structured direction resulting in responsible and organized behavior that is evident in posture, proxemics, and disciplined expressiveness. This is in line with the RIASEC theory by Holland (1997) where realistic people tend to like structured and technical setting and this may even be revealed in behavioral signs like the distance between people and their expressiveness. Similarly, there is a complementary explanation with the help of Social Cognitive Career Theory (Lent et al., 1994), which states that supportive parenting allows increasing self-efficacy and outcome expectations, which in its turn influence personality features that define students nonverbal career-related behaviors. These results are also reminiscent of the previous works that indicated that posture, eye contact, and proxemics are behavioral manifestations of Realistic orientations

(Savickas, 2002; Lapan et al., 2000) and that maintaining confidence and instilling educational motivation are common behaviors among Filipino parents (Garcia et al., 2021).

Table 6.2: Mediating Role of Investigative Career Personality Type on the Relationship Between Perceived Parenting Style and Career Interest

Nonverbal Behavioral Indicator (Career Interest)	Effect	b	SE	95% CI [LL, UL]	p	Interpretation
Eye Contact (Social & Service-Oriented Careers)	Indirect	0.024	0.015	[-0.006, 0.053]	.116	No mediation
	Direct	0.097	0.043	[0.012, 0.182]	.025	Significant direct effect
	Total	0.120	0.047	[0.027, 0.213]	.011	Significant overall effect
Body Posture (Technical & Task-Oriented Careers)	Indirect	0.020	0.013	[-0.007, 0.047]	.136	No mediation
	Direct	0.094	0.044	[0.009, 0.179]	.031	Significant direct effect
	Total	0.114	0.046	[0.023, 0.206]	.013	Significant overall effect
Expressive Features (Communicative Careers)	Indirect	0.022	0.014	[-0.006, 0.050]	.116	No mediation
	Direct	-0.023	0.043	[-0.107, 0.062]	.599	Not significant
	Total	-0.001	0.047	[-0.095, 0.093]	.987	Not significant
Hand & Body Movement (Instructional Careers)	Indirect	0.023	0.015	[-0.006, 0.052]	.119	No mediation
	Direct	-0.048	0.046	[-0.139, 0.043]	.252	Not significant
	Total	-0.025	0.045	[-0.114, 0.064]	.574	Not significant
Proxemics (Collaborative Careers)	Indirect	0.021	0.014	[-0.006, 0.048]	.117	No mediation
	Direct	0.031	0.037	[-0.042, 0.104]	.395	Not significant
	Total	0.053	0.040	[-0.026, 0.132]	.191	Not significant

Table 6.2 shows the mediation analysis to determine the relationship between perceived parenting style and career-related nonverbal behavior of students that was mediated by Investigative personality type. The analysis involved 5,000 bootstrapped samples and bias-corrected 95% confidence intervals, and found that using the Investigative personality as an indirect effect, the effect of Eye Contact through the Investigative personality was not significant, $b = 0.024$, $SE = 0.015$, $95\% CI = [-0.006, 0.053]$, $p = .116$. But the direct effect ($b = 0.097$, $SE = 0.043$, $95\% CI [0.012, 0.182]$, $p = .025$) and overall effect ($b = 0.120$, $SE = 0.047$, $95\% CI [0.027, 0.213]$, $p = .011$) were significant. The same pattern was noticed in Body Posture where indirect effect was again nonsignificant, $b = 0.020$, $SE = 0.013$, $95\% CI = [-0.007, 0.047]$, $p = .136$, but both direct and total effect ($b = 0.094$, $p = .031$) were significant. These findings show that there is no significant mediation of these nonverbal cues but rather parenting style has a direct impact on the attentiveness, posture, and alignment of students with technical-tasks. In the case of Expressive Features, Hand and Body Movement, and Proxemics, both the indirect and direct pathways were not significant, which means that there was no mediating role of Investigative personality in each of these dimensions. Generally, the percentage contribution of Investigative personality to the overall effect was extremely small, and probably less than 10% and therefore, does not significantly contribute to the ultimate impact of parenting on the nonverbal behavioral cues of students towards career interest.

These outcomes are contextualized with the help of theoretical framework. The RIASEC theory, by Holland (1997) states that students with Investigative tendencies like analytical, methodical and inquiry-based environments. These strong direct influences on Eye Contact and Body Posture could be indicators of how authoritative or structured parenting (Baumrind, 1991) reinforced attentive, disciplined behavior, or an attentive (sustained gaze) or ordered (organized posture) behavior, without necessarily influencing deeper aspects of personality along the Investigative dimension. According to the Social Cognitive Career Theory (Lent et al., 1994), these results can also mean that parenting has a certain impact on the form of self-efficacy or outcome expectations that can immediately be translated into actual behavior, and not through the change in personality characteristics itself. The interpretation is supported by the previous literature: Nauta (2010) and Gottfredson (2002) observe that Investigative behavior is usually marked with nonverbal signals of control, criticality, and Wong et al. (2021) report that the attentiveness of Filipino students could be predetermined by parenting behavior, regardless of personality development. The little mediation seen here is also in line with the argument by Li (2020) that schools and not home are the main agents of socializing opportunities to analytical and inquiry-oriented behaviors.

Table 6.3: Mediating Role of Artistic Career Personality Type on the Relationship Between Perceived Parenting Style and Career Interest

Nonverbal Behavioral Indicator (Career Interest)	Effect	b	SE	95% CI [LL, UL]	p	Interpretation
Eye Contact (Social & Service-Oriented Careers)	Indirect	0.012	0.010	[-0.007, 0.031]	.194	No mediation
	Direct	0.108	0.046	[0.018, 0.198]	.018	Significant direct effect
	Total	0.120	0.047	[0.027, 0.213]	.009	Significant overall effect
Body Posture (Technical & Task-Oriented Careers)	Indirect	0.009	0.008	[-0.007, 0.025]	.229	No mediation
	Direct	0.105	0.046	[0.015, 0.195]	.024	Significant direct effect
	Total	0.114	0.046	[0.023, 0.206]	.015	Significant overall effect
Expressive Features (Communicative Careers)	Indirect	0.010	0.009	[-0.008, 0.028]	.213	No mediation
	Direct	-0.012	0.046	[-0.102, 0.078]	.798	Not significant
	Total	-0.025	0.047	[-0.117, 0.067]	.987	Not significant
	Indirect	0.011	0.009	[-0.007, 0.029]	.221	No mediation

Hand & Body Movement (Instructional Careers)	Direct	-0.036	0.043	[-0.121, 0.049]	.415	Not significant
	Total	-0.025	0.047	[-0.117, 0.067]	.569	Not significant
Proxemics (Collaborative Careers)	Indirect	0.006	0.006	[-0.005, 0.017]	.268	No mediation
	Direct	0.047	0.040	[-0.032, 0.126]	.245	Not significant
	Total	0.053	0.040	[-0.025, 0.132]	.192	Not significant

Table 6.3 is the mediation analysis that evaluated that the Artistic personality type mediated between perceived parenting style and career-related nonverbal behavior of students. The analysis conducted with 5,000 bias-corrected samples bootstrap showed that none of the indirect effect was significant in all five behavioral domains. In the case of Eye Contact, the indirect effect was non-significant ($b = 0.012$, $SE = 0.010$, 95% CI [-0.007, 0.031], $p = .194$), but the direct one was significant ($b = 0.108$, $SE = 0.046$, 95% CI [0.018, 0.198], $p = .018$), and overall effect was significant ($b = 0.12$). This was also the case with Body Posture, where the indirect effect was not significant ($b = 0.009$, $SE = 0.008$, 95% CI [-0.007, 0.025], $p = .229$), but the direct ($b = 0.105$, $p = .024$) and total ($b = 0.114$, $p = .015$) effects were both significant. In the case of Expressive Features, Hand and Body Movement and Proxemics, there were no direct, indirect or total effects that mattered. These findings indicate that the Artistic personality explained a highly insignificant percentage of the total variance in nonverbal behaviors, which was probably less than 5 percent, showing no significant mediation. The parenting style showed a direct effect on the gaze and posture of students via development of Artistic orientation of personality.

The results are also aligned with the RIASEC theory proposed by Holland (1997), according to which Artistic people are expressive, creative, and predisposed to the creative communication forms. The lack of mediation implies that the parenting style did not play a significant role in the development of Artistic characteristics that were associated with nonverbal behavior. Rather, following the model proposed by Baumrind (1991) parents with more structure-attentive-responsive parenting can directly influence such behaviors as posture and eye contact without developing creativity-oriented characteristics. The observations of Social Cognitive Career Theory (Lent et al., 1994) are likely to explain the findings too: school contexts, peer groups, and cultural exposure might play a bigger role in influencing the development of self-efficacy and outcome anticipations in artistic domains than parental behavior. These interpretations are further supported by the supporting literature. As stressed by Runco and Pritzker (2011) and Kogan (2002), the Artistic personalities are generally overt in their expressive behaviors and that such behaviors may not manifest in a place where creativity is suppressed. A study by Li (2020) revealed that school experiences are stronger in shaping creative and artistic actions, and a study based in the Philippines (Garcia et al., 2021) concluded that the family support tends to reinforce academic confidence instead of creating self-expression. Also, the results of Hirschi (2018) regarding gender differences argue that indisputable differences in gender could have weakened the potential mediation.

Table 6.4: Mediating Role of Social Career Personality Type on the Relationship Between Perceived Parenting Style and Career Interest

Nonverbal Behavioral Indicator (Career Interest)	Effect	b	SE	95% CI [LL, UL]	p	Interpretation
Eye Contact (Social & Service-Oriented Careers)	Indirect	0.030	0.015	[0.002, 0.058]	.038	Partial mediation
	Direct	0.090	0.044	[0.004, 0.176]	.040	Significant direct effect
	Total	0.120	0.046	[0.027, 0.213]	.010	Significant overall effect
Body Posture (Technical & Task-Oriented Careers)	Indirect	0.029	0.014	[0.002, 0.056]	.037	Partial mediation
	Direct	0.085	0.044	[-0.001, 0.171]	.058	Marginal direct effect
	Total	0.114	0.047	[0.022, 0.206]	.015	Significant overall effect
Expressive Features (Communicative Careers)	Indirect	0.045	0.019	[0.007, 0.083]	.020	Significant indirect effect (full mediation)
	Direct	-0.046	0.042	[-0.129, 0.037]	.277	Not significant
	Total	-0.001	0.047	[-0.095, 0.093]	.987	Not significant
Hand & Body Movement (Instructional Careers)	Indirect	0.039	0.018	[0.004, 0.074]	.031	Significant indirect effect (partial mediation)
	Direct	-0.064	0.041	[-0.144, 0.016]	.117	Not significant
	Total	-0.025	0.044	[-0.112, 0.062]	.569	Not significant
Proxemics (Collaborative Careers)	Indirect	0.031	0.015	[0.002, 0.060]	.033	Significant indirect effect (full mediation)
	Direct	0.022	0.038	[-0.052, 0.096]	.561	Not significant
	Total	0.053	0.041	[-0.027, 0.133]	.195	Not significant

Table 6.4 shows the mediation analysis on whether the Social career personality type mediated the relationship between perceived parenting style and nonverbal behaviors related to career interests of students. When 5,000 bias-corrected bootstrapped samples were used, a number of significant indirect pathways developed, suggesting that the Social personality type mediated a part of the impact of parenting behavior on nonverbal expressions. In the case of Eye Contact, the direct effect was significant ($b = 0.090$, $p = .040$) as well as the total effect ($b = 0.120$, $p = .010$), and the indirect effect was significant ($b = 0.030$, $SE = 0.015$, 95% CI [0.002, 0.058]) with a significant or indirect effect. The same was observed with Body Posture, where the indirect effect was

also significant ($b = 0.029$, $SE = 0.014$, 95% CI [0.002, 0.056], $p = .037$), but the direct effect was not significant ($b = 0.085$, $p = .058$), indicating a moderate partial effect of mediation. Social personality contributed about 20%-25% of the total effect in both indicators, which shows that it has a significant role of mediation.

Mediation effects were found stronger in relation to nonverbal behaviors of relational and communicative behavior. Expressive Features demonstrated the significant indirect effect ($b = 0.045$, $SE = 0.019$, 95% CI = [0.007, 0.083], $p = .020$), whereas the direct effect was not significant ($b = -0.046$, $p = .277$), which may be regarded as a complete mediation between parenting and expressive behavior (i.e. parenting affected expressive behavior, but only through the development of Social personality traits). Proxemics also indicated full mediation, with a large indirect effect ($b = 0.031$, $SE = 0.015$, 95% CI [0.002, 0.060], $p = .033$) but with no significant direct effect. In the case of Hand and Body Movement, the b value of both direct ($b = -0.064$, $p = 0.117$) and indirect ($b = 0.039$, $SE = 0.018$, 95% CI = [0.004, 0.074]) was found to be nonsignificant and significant, respectively, which implies that the independent variable has a partial mediating effect on the dependent variable. All these results indicate that Social personality has a significant mediation effect on the overall effect of parenting on students interpersonal, communicative, and relational nonverbal behaviors, which in most cases explain a significant share (about 25-35) of the entire effect.

These results are conceptually consistent with the RIASEC model (Holland, 1997) where Social-oriented individuals have been characterized as communication, helping, empathetic, and interpersonal in their orientations. The large mediating paths of expressive features, proxemics, and attentive gaze express the interpersonal sensitivity and the interpersonal warmth associated with the Social personality type. These findings can also be explained through the parenting model developed by Baumrind (1991): authoritative parenting that is typified by responsiveness, warmth, and regular communication probably develop prosocial behaviors that are subsequently transferred to the nonverbal habits of communication in the students. Moreover, there is the explanatory scope of Social Cognitive Career Theory (Lent, Brown, and Hackett, 1994) which allows the generation of self-efficacy and relational outcome expectations, which, in turn, contributes to the formation of Social personality trajectory and followable expressions in the students.

These results can be echoed with previous and recent results. Zarrett and Eccles (2006) noted that gaze, facial expressions and proximity are some of the tools adopted by socially oriented adolescents to form interpersonal relationships. The article by Brown and Lent (2019) emphasized that nonverbal expressiveness is the core factor of communication-based professions. Such studies in the Philippines (e.g., Garcia, Villanueva, and Santos, 2021) also indicated that teenagers in nurturing families exhibit increased relational confidence and are interested in people-driven academic and career opportunities. The mediation effects that were observed are thus consistent with established socio-relational developmental trends.

Table 6.5: Mediating Role of Enterprising Career Personality Type on the Relationship Between Perceived Parenting Style and Career Interest

Nonverbal Behavioral Indicator (Career Interest)	Effect	b	SE	95% CI [LL, UL]	p	Interpretation
Eye Contact (Social & Service-Oriented Careers)	Indirect	0.028	0.012	[0.005, 0.051]	.016	Significant indirect effect (partial mediation)
	Direct	0.092	0.048	[-0.002, 0.186]	.053	Marginal direct effect
	Total	0.120	0.048	[0.027, 0.213]	.011	Significant overall effect
Body Posture (Technical & Task-Oriented Careers)	Indirect	0.044	0.016	[0.013, 0.075]	.007	Significant indirect effect (partial mediation)
	Direct	0.070	0.045	[-0.018, 0.158]	.122	Not significant
	Total	0.114	0.047	[0.023, 0.206]	.014	Significant overall effect
Expressive Features (Communicative Careers)	Indirect	0.040	0.015	[0.011, 0.069]	.009	Significant indirect effect (full mediation)
	Direct	-0.041	0.045	[-0.129, 0.047]	.365	Not significant
	Total	-0.001	0.047	[-0.095, 0.093]	.987	Not significant
Hand & Body Movement (Instructional Careers)	Indirect	0.033	0.013	[0.007, 0.059]	.012	Significant indirect effect (full mediation)
	Direct	-0.058	0.043	[-0.143, 0.027]	.189	Not significant
	Total	-0.025	0.044	[-0.112, 0.062]	.574	Not significant
Proxemics (Collaborative Careers)	Indirect	0.031	0.012	[0.007, 0.055]	.008	Significant indirect effect (full mediation)
	Direct	0.023	0.039	[-0.054, 0.100]	.561	Not significant
	Total	0.053	0.041	[-0.027, 0.133]	.193	Not significant

Table 6.5 shows the mediation test examining the role played by the Enterprising career personality type in mediating the relationship between perceived parenting style and nonverbal signs of career interest among the students. Findings based on 5,000 bootstrapped samples with bias-corrected samples showed that there were some significant indirect effects, which showed that

Enterprising personality plays a significant role in explaining the influence of parenting on the nonverbal behaviors of students. In the case of Eye Contact, indirect effect was significant ($b = 0.028$, $SE = 0.012$, 95% CI [0.005, 0.051], $p = .016$), and the direct effect was marginally significant ($b = 0.092$, $p = .053$), and the overall effect was significant ($b = 0.120$, $p = .011$), meaning that it was partially mediated. In the case of Body Posture, the indirect effect was significant ($b = 0.044$, $SE = 0.016$, 95% CI [0.013, 0.075], $p = .007$), and the direct effect was not significant ($b = 0.070$, $p = .122$), indicating complete mediation, i.e. posture is mainly determined by the influence of the Enterprising personality, but not by actual parental influence. Indirect effects were also significant in Expressive Features ($b = 0.040$, $SE = 0.015$, 95% CI [0.011, 0.069], $p = .009$), Hand and Body Movement ($b = 0.033$, $SE = 0.013$, 95% CI [0.007, 0.059], $p = .012$) and Proxemics ($b = 0.031$, $SE = 0.01$). All these trends reveal complete mediation meaning that the effect of parenting on these interpersonal and instructional behaviours acts practically by developing Enterprising traits. Enterprising personality explained an estimated 25%–40% of the total effect, which is a relatively high mediating role compared to other types of RIASEC discussed.

Such results are in line with the RIASEC theory developed by Holland (1997) that describes the Enterprising person as convincing, aggressive, dynamic and socially influential—attributions usually demonstrated by eye contact, posture, gesture and inter-personal behaviour in space. The high mediating roles that are found to be used by Expressive Features, Hand and Body Movement, and Proxemics are behavioral manifestations of most leadership-focused and socially dominant persons. These findings are also reinforced by the model of Baumrind (1991) who suggests that the confidence, assertiveness and leadership traits in children may be developed through the influence of authoritative parenting which is characterized by warmth, combination of structure and encouragement of autonomy. Another useful model is Social Cognitive Career Theory (Lent, Brown, and Hackett, 1994): the supportive parenting process can lead to the increase in the self-efficacy of children to impact others, which will be observed in the form of the so-called Enterprising behaviors in communicative, collaborative and instructional situations.

These results are enhanced by prior studies. Zarrett and Eccles (2006) and Riggio (2006) observed that young youths who have leadership ambitions were found to be highly nonverbal expressive, assertive and directed in their postures and gestures respectively. Recent studies (Brown and Lent, 2019) also prove that Enterprising people are strongly dependent on facial expressiveness, control, and proxemics in order to gain credibility, influence others, and demonstrate the sense of professionalism. Similar findings are presented in Filipino studies, including Garcia, Villanueva, and Santos (2021), where having a supportive parenting environment leads to confidence, leadership, and ambition, which are characteristics that align with the Enterprising domain.

Table 6.6: Mediating Role of Conventional Career Personality Type on the Relationship Between Perceived Parenting Style and Career Interest

Nonverbal Behavioral Indicator (Career Interest)	Effect	b	SE	95% CI [LL, UL]	p	Interpretation
Eye Contact (Social & Service-Oriented Careers)	Indirect	0.042	0.014	[0.015, 0.069]	.003	Significant indirect effect (partial mediation)
	Direct	0.078	0.045	[-0.010, 0.166]	.083	Marginal direct effect
	Total	0.120	0.047	[0.027, 0.213]	.011	Significant overall effect
Body Posture (Technical & Task-Oriented Careers)	Indirect	0.049	0.016	[0.018, 0.080]	.002	Significant indirect effect (partial mediation)
	Direct	0.065	0.045	[-0.024, 0.154]	.150	Not significant
	Total	0.114	0.047	[0.023, 0.206]	.015	Significant overall effect
Expressive Features (Communicative Careers)	Indirect	0.050	0.016	[0.019, 0.081]	.002	Significant indirect effect (full mediation)
	Direct	-0.050	0.044	[-0.136, 0.036]	.249	Not significant
	Total	-0.001	0.047	[-0.095, 0.093]	.987	Not significant
Hand & Body Movement (Instructional Careers)	Indirect	0.035	0.012	[0.012, 0.058]	.003	Significant indirect effect (full mediation)
	Direct	-0.061	0.043	[-0.145, 0.023]	.157	Not significant
	Total	-0.025	0.044	[-0.112, 0.062]	.574	Not significant
Proxemics (Collaborative Careers)	Indirect	0.043	0.014	[0.016, 0.070]	.002	Significant indirect effect (full mediation)
	Direct	0.010	0.037	[-0.063, 0.083]	.793	Not significant
	Total	0.053	0.040	[-0.026, 0.132]	.187	Not significant

Table 6.6 shows the mediation analysis of the Conventional career personality type as a mediating factor in the perceived parenting style on the nonverbal behavior of the students in terms of their career interest. The analysis with 5,000 bias-corrected bootstrapped samples showed that there were a number of significant indirect effects showing that Conventional personality is a meaningful mediator in these relationships. In the case of Eye Contact (Social and Service-Oriented Careers), the indirect effect

($b = 0.042$, $SE = 0.014$, 95 percent CI [0.015, 0.069], $p = .003$) was significant, the direct one ($b = 0.078$, $p = .083$) was not. This trend indicates a partial mediation in that the Conventional personality explains a big part of the total relationship. The size of the indirect effect shows that the Conventional personality plays an important role in mediating the impact of parenting on eye contact, which could be said to be about one-third of the total effect. The same tendency of partial mediation was obtained with Body Posture in which the indirect effect was significant ($b = 0.049$, $SE = 0.016$, 95% CI [0.018, 0.080], $p = .002$) and the direct effect was not significant ($b = 0.065$, $p = .150$). Conversely, Expressive Features, Hand and Body Movement, and Proxemics were significantly mediated between and had significant indirect effects (e.g., Expressive Features: $b = 0.050$, $SE = 0.016$, 95% CI [0.019, 0.081], $p = .002$) and did not exhibit significant direct relationships. These uniform indirect routes lead us to conclude that parenting may influence student controlled and structured nonverbal behavior in large part by the establishment of Conventional traits as opposed to having a direct influence on behavior.

These findings are consistent with the RIASEC theory described by Holland (1997), which defines Conventional people as order, system, and detail-oriented, and usually do well in a setting where accuracy and following rules are key factors. The prominent mediation effects between posture, proxemics, expressive restraint point to the fact that adolescents internalize the structured demands of parenting and, in particular, the demands connected with the consistent guidance and discipline that become a component of the personality system and determine the outward nonverbal behaviors. The authoritative parenting model by Baumrind (1991) aids the contextualization of this trend since such order and warmth in parenting instill the sense of responsibility, attentiveness, and behavioral control, which are inherent attributes of the Conventional type of parenting that involve order. This result is further supported by Social Cognitive Career Theory (Lent et al., 1994) which assumes that self-efficacy and success expectations can be developed by supportive environments which imply that adolescents who internalize the structured parenting process gain confidence in their ability to accomplish rule-governed activities that are manifested in disciplined nonverbal behaviors.

These findings are supported in research literature. Knežević and Skrinjaric (2016) established that people who are prone to Conventional careers possess reserved nonverbal cues as a sign of professionalism. Similarly, Brown and Lent (2019) also found that people who are planning to pursue administrative/clerical careers are inherently led to downplay expressive behaviors to meet organizational demands in the workplace. Other studies of Filipino include Garcia et al. (2021) who suggest that structured parenting improves the sense of discipline and commitment to tasks in adolescents, which strengthens an action aligned with Conventional characteristics. The cultural context also sheds more light on these findings: the values of respect, modesty, and formality of Filipino educational and family culture make indirect effects more powerful. This cultural focus probably influences students to internalize the orderly behaviors as the personality tendencies and then bring them out in nonverbal ways that is why the influence of personality based indirect means became more than direct parental influence.

Table 7: Thematic Results of Parenting Styles and Career Development

Theme	Definition	Key Findings	Sample Student Statement
Empowered Career Autonomy	How students' freedom within parental support systems enabled independent career decision-making.	Students felt empowered to choose their career path with parental guidance.	" <i>Supportive po sila, pero binibigyan nila ako ng freedom pumili kung anong gusto ko.</i> " – Student 2
Discipline through Structured Parenting	The way structured and strict parenting styles instilled professional discipline and career focus.	Students acknowledged strict academic expectations helped them build discipline.	" <i>Strict po sila pagdating sa studies, pero very loving din.</i> " – Student 6
Career Identity Negotiation	Balancing personal dreams with practical parental advice.	Students managed to negotiate between personal career desires and parental expectations.	" <i>Gusto nila ng stable na course like nursing, pero pinili ko po yung financial course dahil passion ko po talaga.</i> " – Student 2
Building Confidence via Early Experiences	Participation in competitions, fairs, and workshops-built students' confidence and clarified career paths.	Parental support in extracurricular activities helped students explore and build skills for careers.	" <i>Kapag may mga extracurricular activities sa school, sila yung unang nagtutulak sa akin sumali.</i> " – Student 7
Core Values as Career Foundation	Family-taught values like perseverance, honesty, and integrity guiding career aspirations.	Students viewed family values as central to shaping their career choices.	" <i>Pinakita po nila sa'kin na mahalaga ang respeto sa lahat ng tao.</i> " – Student 5
Navigating Career Conflicts	Students' strategies to resolve misalignments between their goals and parental expectations.	Students navigated and resolved disagreements over career choices through communication and persistence.	" <i>May time po na ayaw nila sa pinili kong strand, pero nang nakita nila na seryoso ako, sinuportahan na rin nila ako.</i> " – Student 5

Table 7 confirms the same trends that have already been seen in the study in terms of quantitative relationships, including correlations between the perceived parenting styles and certain types of personality related to careers from table 2. One of the

more vivid examples was that of the students who described being disciplined but supportive parents; such students were more inclined to Conventional and Enterprising traits which aligned with Holland Theory of Career Choice (1997), which asserts that a person is more drawn to an environment that is compatible with his or her personality (i.e. ordered individuals tend to be in organized situations). Besides, the ability of these students to install their interests into their observable displays (posture, eye contact, expressiveness etc.) contributes to the idea of Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) which recognizes the role of self-efficacy, learning experience and a supporting environment in developing careers. Specifically, theme 1, 4, and 6, point to SCCT implications about contextual supports and barriers of vocational interest development.

The qualitative findings are also pretty similar to the Parenting Style Theory (1966) presented by Baumrind. The students who reported greater emotional warmth, clear-cut expectations, and open communication with their parents demonstrated authoritative parenting style, that is seen by the literature as the most effective in terms of career confidence and experimentation. On the other hand, individuals who were reporting an authoritarian form of parenting, one that is strict and holds high expectations with low levels of emotional responsiveness had outlined authoritarian parenting, a behavior that regularly created inner turmoil (theme 3) or reluctant obedience as an alternative to wholehearted participation. The data provided in Table 7 showed how parenting styles, through the lens of personality development and behavioral expression, shape the career interests of students do not merely choose careers based on an independent consideration, but make real efforts to advance toward their respective choices both consciously and unconsciously. These findings highlight the need to incorporate the parenting dynamics into the practices of the comprehensive career guidance in pursuit of a more holistic approach to development.

The triangulation of the data was utilized in this study to provide additional depth and validity to the research findings because triangulation method incorporates diverse sources of data - quantitative research results, qualitative answers during the interviews, and theories - to better understand the nature of the research questions. It is a methodological way, which reinforced the reliability of the interpretations because patterns, which surfaced in one or another type of data, were contrasted, hence, an understanding of the relationships between parenting style, career personality and career interest has become more complete.

PROPOSED PROGRAM BASED ON THE RESULTS OF THE STUDY

Gabayan: An Integrative Career Guidance Model was developed as an evidence-based response to the study's *Gabayan*: An Integrative Career Guidance Model (Parenting, Personality, and Interest in Senior High School Students in Oriental Mindoro National High School) outlines the proposed career guidance program. This program is a direct response to the research's main findings, particularly SOP #8, which points to the need for an evidence-based theoretical intervention. With the integration of Baumrind's (1991) theory of parenting, Holland's (1997) RIASEC model, and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994), the model synthesizes interventions around seven fundamental areas: (1) Parent-Student Communication, (2) Career Exposure and Confidence Building, (3) Personality-to-Interest Matching, (4) Behavioral Observation and Nonverbal Assessment (5) Parent-Teacher-Student Collaboration, (6) Cultural Sensitivity in Guidance, (7) Program Monitoring and Evaluation, and (8) Scalability and Resource Alignment.

Every domain aims at specific issues captured in the study's quantitative results and qualitative narratives like gaps between what parents expect and what students are interested in, unclear confidence around careers, and lack of collaboration across stakeholders. The explanatory sequential design was employed, as quantitative mediation analysis results showed where the significance and non-significance lied, while the purposively chosen qualitative narrators for the narratives explained the results. This explains the selection of key informants based on the statistical results, for example, significant mediation for Social and Conventional types and weak effects for Expressive Features, which confirms the design is explanatory, not convergence, to explain the explanatory design.

Additionally, the inclusion of the domains on monitoring, evaluation, and scalability also provides proof of the program's sustainability, measurability, and flexibility in relation to the wider DepEd Career Guidance Program for Public Schools (CGPP) framework.

IV: SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter synthesizes the research outcomes by analyzing the data, articulating the contribution of the study to knowledge, and offering practical recommendations alongside directions for future research. It reflects on the key research goals which focused on evaluating the career personality mediation in perceived parenting style and career interest relationships in senior high school students.

SUMMARY

This study explored the extent to which career personality mediates the relationship between perceived parenting styles and nonverbal cues associated with career interest among Grade 11 senior high school students. This study utilized an explanatory sequential mixed-methods design, with the quantitative portion employing correlational and mediation analyses and the qualitative portion conducting thematic analysis of student narratives. The study relied on Baumrind's Parenting Style Theory, Holland's RIASEC model, and the Social Cognitive Career Theory (SCCT) for theoretical scaffolding. These theories, along with the lived experiences, showed the impact of parents on the development of career personality and the level of interest for various vocational interests.

FINDINGS

As outlined in the study, the results correspond with the order of the sub-problems (SOP 1-8). In SOP 1, the high school students from Oriental Mindoro described their parents as having an authoritative style across multiple dimensions: culture ($M = 3.88$, $SD = 0.66$), social ($M = 3.76$, $SD = 0.71$), and economic ($M = 3.63$, $SD = 0.68$) domains. For SOP 2, results from Holland's RIASEC showed that they had moderate career personality profiles moving toward Social ($M = 3.47$, $SD = 0.64$), Investigative ($M = 3.41$, $SD = 0.67$), and Realistic ($M = 3.23$, $SD = 0.68$) as the dominant 3 orientations. SOP 3 revealed that the career interests, as assessed by the Nonverbal Career Interest Inventory (NVCII), were moderate overall, with the eyes ($M = 3.48$, $SD = 0.73$) and emotions ($M = 3.45$, $SD = 0.70$) being the most expressive components.

For SOP 4, analysis revealed weak but statistically significant correlations between parenting style and some career personality types: Conventional ($r = 0.194$, $p < .001$), Enterprising ($r = 0.184$, $p = .001$), Social ($r = 0.137$, $p = 0.015$), and Realistic

($r = 0.134$, $p = 0.017$), whereas no correlations were found with Artistic and Investigative. In SOP 5, career personality and career interest indicators showed significant correlations, with the Investigative personality linked to Maintaining Eye Contact ($r = 0.343$, $p < .001$) and Proxemics ($r = 0.331$, $p < .001$), while the Social personality evidenced the strongest prominence especially with Expressive Features ($r = 0.395$, $p < .001$).

The mediation analysis in SOP 6 indicated that career personality types acted as and mediated the relation between parenting style and career interests. In particular, the Social personality ($\beta = 0.093$, 95% CI [0.024, 0.175]), Enterprising personality ($\beta = 0.087$, 95% CI [0.018, 0.164]), and the Conventional personality ($\beta = 0.0419-0.0496$, all $p < .01$) showed consistent indirect effects. Through qualitative inquiry, SOP 7 framed these results in six themes, which included: Empowered Career Autonomy, Discipline through Structured Parenting, Career Identity Negotiation, Building Confidence through Early Experiences, Core Values as Career Foundation, and Navigating Career Conflicts.

Lastly, SOP 8 combined both the qualitative and quantitative results to introduce Gabayan: An Integrative Career Guidance Model (Parenting, Personality, and Interest in Senior High School Students in Oriental Mindoro National High School). This model is anchored with Baumrind's parenting theory, Holland's RIASEC model, and Lent, Brown, and Hackett's Social Cognitive Career Theory (SCCT). It has eight domains: Parent-Student Communication, Career Exposure and Confidence Building, Personality-to-Interest Matching, Behavioral Observation and Nonverbal Assessment, Parent-Teacher-Student Collaboration, Cultural Sensitivity in Guidance, Program Monitoring and Evaluation, and Scalability and Resource Alignment, which provide an organized, evidence-based, and culturally appropriate career guidance model.

CONCLUSION

This study focused on Grade 11 students of senior high school from Oriental Mindoro National High School of different academic strands-STEM, HUMSS, ABM, GAS and TVL strands. This was chosen because late adolescence is pivotal in the crystallization of vocational interests and personality orientations (Super, 1990). As such, the conclusions of this study should focus on this particular educational and cultural context, and this should not be extended to different people and ages.

SOP 1 results show that senior high school students evaluated their parents as having an authoritative parenting style across the cultural ($M = 3.88$, $SD = 0.66$), social ($M = 3.76$, $SD = 0.71$), and economic ($M = 3.63$, $SD = 0.68$) domains. This suggests the students felt parental support was balanced throughout their development.

SOP 2 results show that the dominant career personality orientations based on Holland's RIASEC model were Social ($M = 3.05$, $SD = 0.78$), Investigative ($M = 2.98$, $SD = 0.77$), and Realistic ($M = 2.95$, $SD = 0.78$). These results suggest students had preferences for people-oriented, analytical, and task-oriented categories.

SOP 3 results show that students had moderate levels of career interests as demonstrated through their nonverbal behaviors. The highest mean scores were in Use of Expressive Features ($M = 3.12$, $SD = 0.76$) and Proxemics ($M = 3.12$, $SD = 0.71$), followed by Maintaining Eye Contact ($M = 3.09$, $SD = 0.74$), which showed students had an interest in cooperative, communicative, and collaborative behaviors.

SOP 4 results indicated that parenting styles have significant, though weak, correlations with Conventional ($r = .216$, $p < .05$), Enterprising ($r = .198$, $p < .05$), Social ($r = .187$, $p < .05$), and Realistic ($r = .182$, $p < .05$) personality types. This finding can be interpreted as parental influence meaningfully but modestly contributes to students' vocational orientations, suggesting the combined effect of family context and individual disposition in the development of the career personality.

SOP 5 confirmed significant correlations between career personality and career interest, especially with the Investigative ($r = .341$, $p < .01$) and Social ($r = .322$, $p < .01$) types. This shows that personality traits influence the more reserved, career-related behaviors such as eye contact, posture, and facial expressiveness, highlighting the theoretical connection between personality and career engagement.

SOP 6 results indicate that career personality types, particularly Social ($\beta = 0.214$, $p < .01$), Enterprising ($\beta = 0.196$, $p < .05$), and Conventional ($\beta = 0.183$, $p < .05$), significantly mediated the influence of parenting style on career interest. The findings illustrate that personality was a functional mediator between family influences and students' vocational attitudes, i.e., the influence of warm and organized parenting on the personality attributes required for vocational involvement.

SOP 7, the qualitative narratives not only complemented the statistical patterns but also identified and explained six themes: career autonomy, structured discipline, negotiation of career identity, confidence building, family values, and conflict navigation. These themes helped illustrate the students' internalization of parental guidance and individuality and value-centered decision making on career formation, thereby contextualizing the quantitative results and the statistical patterns.

For SOP 8, the integration of quantitative findings and qualitative insights into a cohesive framework for effective career guidance engrossed the development of Gabayan: An Integrative Career Guidance Model. This model was built and grounded upon Baumrind's (1991) Parenting Theory, Holland's (1997) RIASEC Framework, and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) and is consistent with the Department of Education's Career Guidance Program (CGPP) incorporating the model.

CONTRIBUTION TO KNOWLEDGE

This paper contributes to the body of career development literature as it confirms that parenting style is mediated through career personality with career interest among the Filipino senior high school students and blends parenting theory with career theories. It is the only model to describe both the statistical associations and the culturally based experiences on a collectivist environment in an explanatory sequential mixed-method design to extend the Social Cognitive Career Theory and the RIASEC model of Holland to the Philippine educational environment. The results show that parenting is a predictive and formative factor in career trajectories of students and have empirical evidence of culturally responsive practices of guiding students. One of the contributions is the introduction of nonverbal indicators of behavior, e.g. posture, facial expression and movement, as complementary instruments in career assessment, which provides counselors with a more profound understanding of the confidence level, motivation and readiness of students. As a collective, the study provides both theoretical innovation and practical advice and fills a major gap in both local and international literature and informs evidence-based family-inclusive career guidance programs in Philippine schools.

RECOMMENDATIONS

Based on the findings and their theoretical underpinnings, the following recommendations are offered:

1. For Senior High School Students – It is recommended to have structured career assessments (e.g. RIASEC and NVCI) conducted early in Grade 11, and have one-on-one feedback afterwards to enhance the sense of self-awareness and have a chance to match personality with career paths. Confidence, self-efficacy, and practical career exploration, which require reinforcement with regular career simulation and mentorship activities every semester, are recommended.

2. For Parents and Guardians – Parents would be asked to resort to authoritative parenting where emotionally they would be supportive but provide clear instructions. To facilitate the collaborative career planning and offer support to personality development in vocational decision-making, the schools should introduce quarterly Parent-Student Career Dialogues and annual parenting workshops.

3. For Educational Institutions – Schools ought to have built in career guidance systems which incorporate an approach of parent involvement in addition to personality tests. Consistent implementation, feedback, and compliance to the DepEd Career Guidance Program in Public Schools are recommended through Annual Career Guidance Weeks, coordinated RIASEC profiling and assignment of guidance coordinators.

4. For Guidance Counselors and Educators – These theories can assist in addressing the current cultural responsiveness issues in Guidance Counseling; RIASEC and Social Cognitive Career Theory should be embraced by counselors as the main strategies they use to implement interventions. Individualized career plans should be completed by all students by the end of Grade 11 with group workshops, confidence-building activities, reflection journals, and parent feedback mechanisms helping to enhance the strength of personality and interest match. **5. For the Department of Education and Related Government Agencies** – DepEd is encouraged to mandate Grade 11 career profiling within the first quarter, provide annual counselor training in personality assessment and family-centered guidance, and institutionalize monitoring systems that track student career clarity, parent engagement, and program outcomes to support the operationalization of the Gabayan Model.

6. For Future Researchers – Future studies should employ longitudinal and multi-site designs to examine changes in career personality and interests over time, incorporate parent and teacher perspectives, and explore subgroup differences by gender and academic strand. Integrating observational and behavioral methods is also recommended to strengthen validity and deepen understanding of Filipino adolescents' career development.

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