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Personality and Career Choice: A Narrative Review Based on the Big Five Framework

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Abstract

Career choice is a multidimensional developmental process shaped by the interaction of dispositional characteristics, cognitive appraisals, and socio-cultural conditions. Within psychological research, personality has received sustained attention for its influence on vocational interests, decision-making styles, and career-related outcomes. This narrative review examines the personality–career choice relationship through the Big Five Personality Framework: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Drawing on major theoretical perspectives and empirical findings, the review employs Social Cognitive Career Theory (SCCT) to conceptualize personality as a distal personal influence whose effects are transmitted through Career Decision-Making Self-Efficacy (CDMSE) and outcome expectations. Particular emphasis is placed on cultural and contextual moderators, especially within non-Western and Indian settings. The review concludes that personality contributes to career development through indirect, cognitively mediated, and context-dependent pathways rather than fixed or deterministic mechanisms, and it discusses implications for personality-informed career guidance and future research directions.

Keywords: Big Five Personality Traits; Career Choice; Career Decision-Making Self-Efficacy; Social Cognitive Career Theory; Career Development

1 Introduction

Career choice constitutes a major life decision with enduring consequences for individuals' psychological well-being, economic security, and overall life satisfaction (Super, 1990). In present-day societies marked by rapid technological transformation and diversification of occupational pathways, individuals are confronted with increasingly complex and uncertain career decisions. Consequently, identifying the psychological factors that influence career choice has become a central concern in educational psychology and career development research (Savickas, 2005).

Among psychological determinants, personality has been consistently identified as a relatively stable construct that meaningfully shapes vocational behavior. Personality traits influence how individuals perceive themselves, interpret opportunities, cope with uncertainty, and commit to long-term career goals (McCrae & Costa, 1997). Over recent decades, the Big Five Personality Model has become one of the most widely accepted and empirically validated frameworks for conceptualizing personality structure across cultural contexts (John et al., 1991).

This narrative review examines the role of personality in career choice through the Big Five framework. Instead of employing a statistical meta-analytic approach, this review integrates theoretical perspectives with empirical evidence to develop a cohesive understanding of how personality traits shape career-related processes.

1.1 Distinctiveness of the Present Review

Although an extensive body of research has explored the personality–career choice relationship, much of the earlier literature has emphasized isolated traits, singular theoretical lenses, or predominantly Western samples, often without sufficient integration of contextual and cognitive mechanisms (Barrick & Mount, 1991; Nauta, M. M. 2013; John et al., 1991). Many earlier reviews primarily highlight direct associations between personality dimensions and occupational outcomes, providing limited insight into the underlying mechanisms through which personality shapes career decision-making processes (Hirschi, A., & Valero, D. 2015).

The present narrative review differs from earlier studies in several important ways. First, it adopts an integrative theoretical approach by explicitly linking the Big Five Personality Framework with Social Cognitive Career Theory (SCCT).

In contrast to earlier trait-centered reviews, the present study conceptualizes personality as a distal personal factor whose influence on career choice is transmitted through Career Decision-Making Self-Efficacy (CDMSE) and outcome expectations, consistent with the core assumptions of SCCT (Lent at el., 1994; Lent at el., 2000). This perspective provides a more nuanced and process-oriented understanding of career development.

Second, the review places CDMSE at the center of analysis, moving beyond descriptive associations to highlight its mediating role between personality traits and career choice goals. Earlier studies often treated self-efficacy as a correlational variable, whereas the present review synthesizes evidence supporting a mediation-based explanation grounded in SCCT (Betz, N. E., & Hackett, G. 2006).

Third, this review systematically incorporates cultural and contextual factors, with particular attention to non-Western and Indian contexts. While much of the existing literature is derived from Western populations, the present study critically examines how socio-economic constraints, collectivist values, and parental expectations modify personality–career relationships (Fouad, N. A., & Byars-Winston, A. M. 2005; Patton, W., & McMahon, M. 2014).

Finally, the review emphasizes practical implications for career guidance and educational practice, advocating for personality-informed but non-deterministic interventions focused on enhancing CDMSE. In doing so, it bridges the gap between theory and practice more explicitly than earlier reviews (Lent, R. W., & Brown, S. D. 2013; Savickas, 2005).

2 Objectives of the Study

The present narrative review is guided by the following objectives:

1. To examine the relationship between personality traits and career choice through the Big Five Personality Framework.
2. To synthesize empirical and theoretical literature on how each personality dimension influences career preferences and decision-making processes.
3. To analyze the mediating role of Career Decision-Making Self-Efficacy (CDMSE) within the Social Cognitive Career Theory (SCCT) framework.

4. To explore cultural variations in personality–career relationships, with particular reference to non-Western and Indian contexts.
5. To identify implications of personality- and CDMSE-based approaches for career guidance and educational practice.

3 Methodology

3.1 Research Design

This study employs a **narrative review design** to integrate theoretical insights and empirical evidence concerning the association between personality traits and career choice within the Big Five Personality Framework. A narrative review is particularly appropriate for this purpose, as it facilitates conceptual integration, interpretive examination, and contextual comparison across diverse research traditions in psychology, education, and career development (Green et al., 2006). In contrast to systematic reviews or meta-analyses, which prioritize comprehensive coverage and quantitative synthesis, a narrative review enables a more nuanced examination of underlying mechanisms, recurring patterns, and contextual influences shaping personality-career relationships.

3.2 Sources of Literature

Relevant literature was identified through a comprehensive examination of peer-reviewed journal articles, scholarly books, and academic reports related to personality psychology, vocational behavior, career decision-making, and educational psychology. Major international databases and sources consulted included Google Scholar, ERIC, PsycINFO, and Scopus-indexed journals**,** along with established academic publishers. Key journals such as the *Journal of Vocational Behavior*, *Career Development Quarterly*, *Journal of Career Assessment*, *Personnel Psychology*, and selected UGC CARE-listed Indian journals were systematically examined to ensure both global and Indian scholarly representation.

3.3 Scope and Time Frame

This review focuses mainly on literature published between 1990 and 2025, a period that corresponds with the empirical maturation and extensive use of the Big Five Personality framework (Costa & McCrae, 1992; McCrae & Costa Jr., 1999) and the development and expansion of Social Cognitive Career Theory (Lent et al., 1994). Foundational works preceding this timeframe were also selectively included to ground the discussion theoretically, drawing on seminal contributions such as Parsons (1909) and Holland (1997).

In total, approximately **70 influential scholarly sources** - comprising empirical investigations, theoretical contributions, and authoritative review articles—were examined and synthesized. Although the review does not aim for exhaustive coverage, emphasis was placed on well-cited and conceptually significant studies that have played a central role in shaping contemporary perspectives on the relationship between personality and career development (Hirschi & Valero, 2015; Nauta, 2013).

3.4 Inclusion Focus and Selection Criteria

The inclusion of literature was determined by conceptual relevance rather than strict exclusion rules**,** in line with widely accepted practices for narrative reviews (Green et al., 2006).

Emphasis was placed on studies that satisfied one or more of the following criteria:

1. utilization of the Big Five Personality Framework as a central or supporting theoretical model (Costa & McCrae, 1992);

2. examination of associations between personality traits and career-related processes, including career choice, decision-making, exploration, and commitment (Barrick & Mount, 1991; Hirschi & Valero, 2015);
3. investigation of Career Decision-Making Self-Efficacy (CDMSE) or closely related constructs within the Social Cognitive Career Theory (SCCT) framework (Betz & Hackett, 2006; Lent et al., 2000);
4. inclusion of non-Western or Indian contexts, or explicit consideration of cultural and contextual moderators influencing career development (Arulmani, 2013); and
5. contribution of theoretical or applied insights relevant to educational practice and career guidance interventions (Savickas, 2005; Reddy & Reddy, 2012; Arumugam et al., 2021).

To support a comprehensive synthesis, the review incorporated quantitative and qualitative empirical studies alongside conceptual and review-based literature.

3.5 Analytical Approach

The reviewed literature was examined using a thematic and conceptual analysis**,** consistent with integrative synthesis approaches commonly applied in narrative reviews (Baumeister & Leary, 1997).

To facilitate systematic interpretation, studies were organized around four primary analytical dimensions:

1. associations between the Big Five personality dimensions and career-related outcomes (Costa & McCrae, 1992);
2. both direct and indirect pathways through which personality traits influence career behavior (Barrick & Mount, 1991; Hirschi & Valero, 2015);
3. the mediating role of Career Decision-Making Self-Efficacy in linking personality with career outcomes (Betz & Hackett, 2006; Lent et al., 2000); and
4. the impact of cultural, social, and contextual influences, particularly within collectivist and resource-constrained environments (Fouad & Byars-Winston, 2005).

Rather than synthesizing findings through statistical aggregation of effect sizes, the review prioritizes the identification of recurring patterns, theoretical alignment, and contextual interpretation, with particular emphasis on understanding how personality traits operate as distal personal influences within the Social Cognitive Career Theory framework (Lent et al., 1994).

3.6 Theoretical Integration

An important methodological strength of this review lies in its integrative application of Social Cognitive Career Theory (SCCT) as an interpretive lens. SCCT is used to synthesize findings across studies by positioning personality traits within an interconnected system comprising self-efficacy beliefs, outcome expectations, contextual supports, and career choice goals (Lent et al., 1994; Lent et al., 2000). Adopting this perspective, allows for a process-based interpretation of career development, shifting the focus away from trait determinism toward explanations that emphasize cognitive mechanisms and cultural context in shaping career choice.

4 Theoretical Background

4.1 Personality and Career Development

The connection between personality and career-related behavior has been a longstanding focus within vocational psychology. Early trait-and-factor approaches, most notably Parsons' model, emphasized the

alignment between individual characteristics and occupational demands (Parsons, 1909). This line of thinking was further developed by Holland's theory of vocational personalities, which systematically associated personality types with corresponding work environments (Holland, 1997).

In contrast, contemporary career development theories, particularly Social Cognitive Career Theory (SCCT), adopt a more process-oriented perspective by viewing personality as a distal influence on career choice. From this standpoint, personality affects vocational outcomes indirectly through self-efficacy beliefs, outcome expectations, and goal-related processes, operating within a broader network of cognitive, social, and contextual factors rather than as an isolated determinant (Lent et al., 1994).

4.2 The Big Five Personality Framework

The Big Five Model conceptualizes personality as comprising five broad dimensions (Costa & McCrae, 1992):

Personality Trait	Core Characteristics
Extraversion	Sociability, assertiveness, energy
Agreeableness	Cooperation, empathy, trust
Conscientiousness	Organization, persistence, responsibility
Neuroticism	Emotional instability, anxiety
Openness to Experience	Curiosity, creativity, flexibility

The model has been validated across diverse cultural contexts and is widely applied in educational and vocational research (McCrae, R. R., & Costa Jr., P. T. 1999).

5 Personality Traits and Career Choice: A Trait-wise Analysis

5.1 Extraversion and Career Choice

Extraversion is strongly linked to occupational roles that emphasize social engagement, leadership, and effective communication. Individuals high in extraversion are therefore more inclined toward careers such as teaching, management, sales, public relations, and politics (Barrick & Mount, 1991). Their tendency toward sociability and assertiveness supports networking activities, active career exploration, and initiative in decision-making processes.

Empirical research further demonstrates that extraversion is positively associated with career adaptability and confidence in career decision-making, with extraverted individuals more likely to explore alternatives actively and articulate well-defined vocational preferences (Hirschi & Valero, 2015).

5.2 Agreeableness and Career Choice

Agreeableness is characterized by interpersonal warmth, cooperativeness, and a strong orientation toward the needs of others. Individuals high on this trait tend to gravitate toward helping and service-oriented professions, including counseling, social work, nursing, and education (Fouad & Byars-Winston, 2005). At the same time, empirical studies indicate that elevated agreeableness may, in some contexts, be linked to challenges in assertive career decision-making, particularly within highly competitive occupational environments (Nauta, 2013). In such situations, agreeable individuals may place greater emphasis on maintaining relational harmony than on pursuing personal advancement.

5.3 Conscientiousness and Career Choice

Conscientiousness has been widely recognized as one of the most robust personality predictors of career achievement and occupational stability (Barrick & Mount, 1991). Individuals high in conscientiousness

typically demonstrate strong goal commitment, perseverance, and self-discipline, which align well with the demands of structured and achievement-oriented professions such as engineering, medicine, administration, and law.

Empirical evidence further indicates that conscientiousness is positively associated with key career development processes, including career decision-making self-efficacy, systematic career planning, and sustained long-term career commitment (Betz & Hackett, 2006).

5.4 Neuroticism and Career Choice

Neuroticism is characterized by heightened emotional reactivity, anxiety, and sensitivity to stress. In much of the existing literature, elevated levels of neuroticism have been linked to career-related difficulties, including indecision, avoidance tendencies, and reduced occupational satisfaction (Hirschi & Valero, 2015). Nevertheless, evidence from socio-economically constrained and collectivist settings suggest a more nuanced role of this trait.

In such contexts, moderate levels of neuroticism may serve an adaptive function, as concerns about job security and future uncertainty can motivate individuals to prioritize stable and socially valued career options (Sharma & Mittal, 2017).

5.5 Openness to Experience and Career Choice

Openness to Experience is closely linked to creativity, intellectual engagement, and receptiveness to novel ideas and experiences. Individuals scoring high on this trait are therefore more inclined toward careers that emphasize inquiry, innovation, and creative expression, such as research, the arts, academia, design, and other innovation-oriented domains (McCrae & Costa Jr., 1999). In addition, openness facilitates adaptive career exploration by supporting flexibility and curiosity, which enables individuals to consider emerging occupations and non-traditional career trajectories (Savickas, 2005).

Table 2
Summary of Big Five Traits and Career Choice Tendencies

Personality Trait	Career-Related Tendencies
Extraversion	Leadership, networking, people-oriented careers
Agreeableness	Helping professions, service-oriented roles
Conscientiousness	Structured careers, goal stability, persistence
Neuroticism	Career anxiety; preference for security
Openness	Creativity, exploration, innovation-oriented careers

6 Cultural Context and Personality–Career Relationships

A substantial portion of research examining the relationship between personality and career development has been carried out in Western settings. However, growing scholarship from Asian and other developing contexts indicates that cultural norms, economic limitations, and parental influences play a significant moderating role in shaping personality–career linkages (Fouad & Byars-Winston, 2005; Arulmani, 2013).

In collectivist societies, the effects of personality traits on career choice are often indirect, operating through family expectations, perceived social status, and concerns related to economic security, thereby highlighting the importance of culturally responsive and context-sensitive career guidance approaches.

7 Linking Personality with Career Decision-Making Self-Efficacy through SCCT

7.1 Social Cognitive Career Theory (SCCT) as an Integrative Framework

Social Cognitive Career Theory (SCCT), developed by Lent, Brown, and Hackett (1994), provides a comprehensive framework for explaining how individuals develop occupational interests, arrive at career decisions, and achieve vocational outcomes. Central to the theory is the reciprocal interaction among self-efficacy beliefs, outcome expectations, and choice goals, all of which operate within specific personal characteristics and environmental conditions.

In this model, personality traits are viewed as distal personal factors that do not exert direct or deterministic effects on career behavior. Instead, personality influences how individuals engage with and interpret learning experiences, evaluate their competencies, and form expectations about future outcomes. These influences are transmitted indirectly through key cognitive mechanisms, particularly Career Decision-Making Self-Efficacy (CDMSE), which plays a central role in guiding career-related judgments and choices.

7.2 Career Decision-Making Self-Efficacy (CDMSE)

Career Decision-Making Self-Efficacy (CDMSE) denotes the perceived capability of individuals to manage the tasks required for making informed career decisions, such as self-assessment, occupational exploration, goal determination, planning, and problem-solving (Betz & Hackett, 2006).

Studies grounded in Social Cognitive Career Theory consistently indicate that Career Decision-Making Self-Efficacy functions as a key intervening mechanism linking personality characteristics to career-related outcomes (Lent et al., 2000). Individuals with stronger CDMSE tend to demonstrate greater initiative in career exploration, maintain persistence in decision-making efforts, and formulate more well-defined career goals.

7.3 Big Five Personality Traits and CDMSE: Trait-Specific Pathways

Each Big Five trait influences CDMSE through distinct psychological mechanisms:

Extraversion enhances CDMSE by promoting social confidence, help-seeking behavior, and active career exploration. Extraverted individuals are more likely to seek career information and feedback, strengthening efficacy beliefs.

Agreeableness contributes to CDMSE through cooperative learning experiences and supportive social interactions; however, excessive agreeableness may sometimes reduce assertiveness in independent decision-making.

Conscientiousness is the strongest positive predictor of CDMSE. Goal orientation, persistence, and self-discipline enhance planning, decision consistency, and confidence in career-related tasks.

Neuroticism is generally negatively associated with CDMSE due to anxiety and self-doubt. However, in socio-economically constrained contexts, moderate neuroticism may motivate careful planning and preference for secure career choices, indirectly supporting goal clarity.

Openness to Experience positively influences CDMSE by encouraging curiosity, flexibility, and openness to learning, facilitating informed exploration and adaptive decision-making.

Taken together, the results indicate that Career Decision-Making Self-Efficacy emerges from the combined operation of distinct personality-related mechanisms rather than from a single, global personality effect. In line with Social Cognitive Career Theory, personality traits influence CDMSE in an indirect manner by shaping individuals' learning experiences, while contextual factors condition the strength and direction of these relationships.

Table 3 Integration of Big Five Personality Traits, CDMSE, and Career Choice within SCCT

Personality Trait	Influence on CDMSE	SCCT Mechanism	Career Choice Outcome
Extraversion	Positive	Active exploration, social learning	People-oriented and leadership careers
Agreeableness	Moderately positive	Supportive interactions, value alignment	Helping and service professions
Conscientiousness	Strongly positive	Goal setting, persistence, planning	Stable, achievement-oriented careers
Neuroticism	Generally negative (context-dependent)	Anxiety affecting efficacy beliefs	Preference for security-focused careers
Openness to Experience	Positive	Curiosity, adaptive learning	Creative and innovative career paths

7.4 SCCT Mediation Model: Personality → CDMSE → Career Choice

Within the SCCT framework, personality traits shape learning experiences, which influence CDMSE and outcome expectations, ultimately leading to career choice goals. This mediational pathway clarifies why personality does not exert a direct determining influence on career outcomes, instead operating through cognitive mechanisms and contextual conditions.

Empirical evidence from Indian studies lends support to this framework by demonstrating that Career Decision-Making Self-Efficacy plays a significant mediating role between personality characteristics and career choice goals among adolescents and young adults (Sharma & Mittal, 2017; Kushwaha & Hasan, 2005). This pattern is especially salient in collectivist and resource-limited settings, where environmental supports and constraints interact closely with individual dispositions to shape career development trajectories.

8 Integrative Conceptual Framework Linking Personality and Career Choice

This review proposes an integrative conceptual framework that brings together the Big Five Personality Model and Social Cognitive Career Theory (SCCT) to elucidate the pathways through which personality shapes career choice via cognitive and contextual mechanisms. Instead of viewing personality traits as direct or deterministic determinants of vocational outcomes, the framework positions personality as a set of distal personal inputs whose influence on career development operates indirectly through learning experiences, self-efficacy beliefs, and outcome expectations.

In this conceptual model, the Big Five personality traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience - function as core dispositional characteristics that shape individuals' engagement with career-related experiences. These traits influence patterns of career exploration, responses to feedback, management of uncertainty, and sustained persistence in goal pursuit through cognitive mechanisms emphasized in Social Cognitive Career Theory (SCCT).

Within this framework, the Big Five personality traits are conceptualized as stable dispositional influences guiding individuals' involvement in career-related experiences. Through cognitive

mechanisms central to Social Cognitive Career Theory, these traits affect patterns of exploration, feedback interpretation, tolerance of uncertainty, and sustained effort toward career goals.

Career Decision-Making Self-Efficacy (CDMSE) occupies a key mediating position, as personality traits shape individuals' confidence in performing essential career decision-making tasks, such as self-appraisal, occupational information gathering, goal selection, planning, and problem-solving, thereby influencing career choice goals.

Outcome expectations operate alongside CDMSE as complementary cognitive mediators, reflecting beliefs about anticipated career outcomes such as economic security, social recognition, and personal fulfillment, which influence the perceived desirability and feasibility of career options.

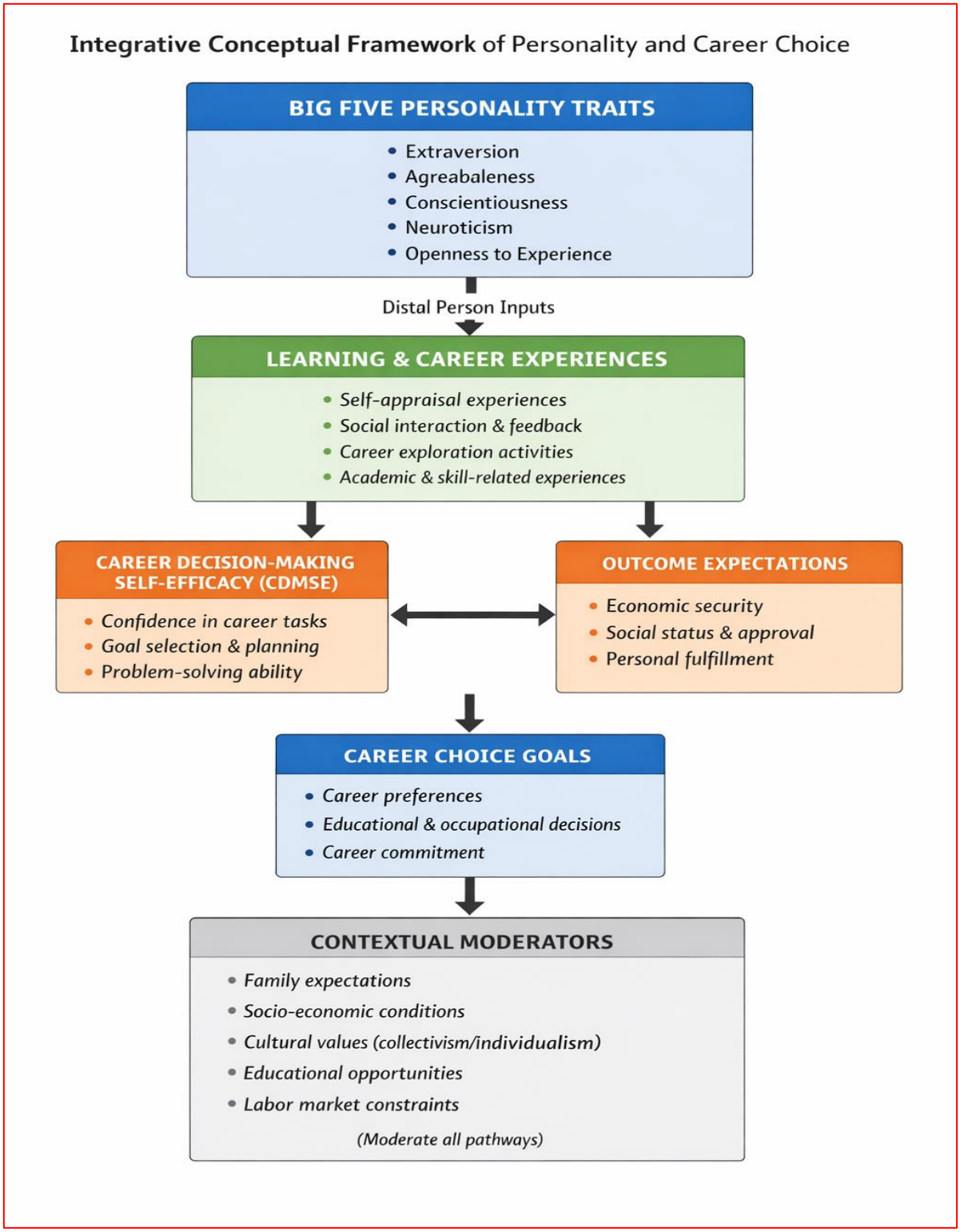

Figure 1: The figure presents the integrative conceptual framework linking personality traits with career choice through learning experiences, Career Decision-Making Self-Efficacy, and outcome expectations within the SCCT framework. (This figure is generated using ChatGPT, Open AI)

Contextual factors constitute a critical moderating layer in the framework, as cultural values, family expectations, socio-economic conditions, educational opportunities, and labor-market constraints interact with personality traits and cognitive beliefs to facilitate or constrain career decision-making.

Overall, the framework posits a sequential pathway: **Personality Traits → Learning Experiences → CDMSE and Outcome Expectations → Career Choice Goals**, with contextual supports and barriers moderating each stage, offering a process-oriented and culturally responsive explanation of career choice.

9 Key Findings of the Review

The synthesis of literature yields the following key findings:

1. Personality traits significantly influence career choice, shaping vocational interests, exploration behavior, and career commitment.
2. Conscientiousness and extraversion emerge as the strongest positive predictors of career planning, adaptability, and decision-making confidence.
3. Neuroticism, though traditionally viewed as maladaptive, may function as a motivating factor in socio-economically constrained and collectivist contexts by encouraging preference for secure careers.
4. Openness to experience consistently predicts career exploration, creativity, and adaptability to emerging occupational fields.
5. Within the SCCT framework, personality traits influence career outcomes indirectly through CDMSE and outcome expectations, rather than through direct determination.
6. Cultural and contextual variables significantly moderate personality–career relationships, underscoring the limitations of universal trait-based interpretations.

10 Implications for Career Guidance and Educational Practice

The integration of personality assessment with interventions designed to enhance Career Decision-Making Self-Efficacy (CDMSE) has the potential to significantly improve the effectiveness of career guidance programs. From the perspective of Social Cognitive Career Theory (SCCT), personality traits are best understood as distal personal influences that shape learning experiences and affect career behavior indirectly through cognitive processes (Lent et al., 1994; Lent et al., 2000). Accordingly, career counseling practices should move away from labeling individuals based on fixed personality characteristics and instead emphasize the development of CDMSE, particularly among students who experience heightened anxiety or low confidence in making career decisions.

Empirical evidence suggests that strengthening CDMSE contributes to more positive outcome expectations and supports the formation of clearer, more adaptive career choice goals, thereby encouraging sustained engagement in career exploration and planning (Betz & Hackett, 2006; Lent et al., 1994). A nuanced understanding of personality differences can further enhance counseling and educational practice by promoting self-reflection, realistic goal formulation, and informed consideration of occupational alternatives (Betz & Hackett, 2006; Savickas, 2005). Consistent with SCCT's emphasis on contextual supports and barriers, personality assessment should therefore be used as a facilitative tool rather than a deterministic predictor of career outcomes. Integrating personality insights with cognitive, contextual, and skill-based interventions can help students develop adaptive decision-making capacities and exercise greater career agency within their specific socio-cultural environments.

11 Directions for Future Research

Future research may benefit from longitudinal and mixed-method studies examining how personality traits interact with CDMSE and contextual supports over time. Greater attention is needed to culturally grounded models of career development, particularly in developing and collectivist societies. Empirical testing of SCCT-based mediation models in Indian educational settings would further strengthen the applicability of personality-informed career guidance.

12 Conclusion

This narrative review demonstrates that personality, as conceptualized within the Big Five framework, plays a meaningful yet non-deterministic role in shaping career choice and vocational development. The synthesized evidence indicates that extraversion and conscientiousness are reliably associated with active career exploration, systematic planning, and greater confidence in career decision-making, whereas openness to experience facilitates adaptability and engagement with innovative and non-traditional career trajectories. Agreeableness is most closely aligned with service-oriented and helping occupations, while neuroticism, often viewed as maladaptive - may assume a contextually adaptive function in socio-economically constrained and collectivist settings by encouraging preferences for stability and security.

A central contribution of this review lies in its theoretical integration of Social Cognitive Career Theory (SCCT), which extends understanding beyond simple trait–outcome relationships. From an SCCT perspective, personality traits function as distal personal influences whose effects on career behavior are expressed indirectly through Career Decision-Making Self-Efficacy (CDMSE) and outcome expectations. This mediation-based and process-oriented explanation accounts for individual and cultural variability in career outcomes and challenges deterministic or trait-matching interpretations of career choice.

The synthesis further underscores the critical role of cultural and contextual factors in shaping personality–career relationships, particularly in non-Western and Indian contexts where family expectations, economic conditions, and social values exert substantial influence on career decisions. These findings expose the limitations of universal models and reinforce the need for culturally responsive approaches to career development.

From an applied standpoint, the review supports the use of personality assessment as a facilitative rather than prescriptive component of career guidance. When combined with interventions aimed at strengthening CDMSE, personality-informed approaches can enhance students' confidence, adaptability, and capacity for informed decision-making. Overall, this study contributes to career development scholarship by offering a theoretically grounded and context-sensitive synthesis of personality and career choice, while also outlining clear directions for future research and educational practice.

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