

## **Influence of Personality Types on Academic Performance Among Adolescent Students: A Clinical and Behavioral Study**

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### **Abstract**

The study aimed to investigate the effect of home environment to student personality and student personality to the academic achievement of Grade Ten students in Paniabonan High School, Mabinay District II, Division of Negros Oriental. It specifically aimed to show the profile/home environment of the respondents in terms of parents' occupation, birth order, family size, family type and family income; academic achievement; and personality type. It further sought to determine the relationship of the personality types and academic achievement; and profile/home environment and personality types of the respondents. The study utilized one hundred thirty eight Grade 10 students as respondents. Descriptive-correlation design was employed in the study construing mainly personality types to be related to academic achievement. Students' profile/home environment was also construed to have a relationship with personality types. Percentage, mean, chi-square and Pearson's contingency coefficient were the statistical tools used in the study.

Significant findings showed that in terms of parents' occupation, majority of the respondents' parents are working as laborers and/or any servicing jobs. Their parents' occupations are classified as blue-collar jobs. When it comes to birth order, most of the Grade 10 students are middle children in their family. Also, majority of the respondents have small family size (1 to 3 siblings) only. Majority of the students have nuclear type of family. Majority of the respondents belong to the poverty level. A number of Grade 10 students belong to "Approaching Proficiency" level in terms of their academic achievement. Respondents whose dominant

personality type falls on agreeableness outnumbered the personality types such as conscientiousness, extraversion, emotional stability/neuroticism and openness, respectively.

In general, the study revealed that there is a low degree of relationship between personality type and academic achievement. This means that personality type is not a strong determinant of students' academic achievement.

Furthermore, home environment in terms of fathers' occupation, birth order and birth size has a low association to students' personality types. This connotes that the jobs of the fathers, the position of a child in the family and the size of the family somehow affect the personality type of a person.

*Keywords: personality types, home environment, academic achievement*

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## **CHAPTER 1**

### **The Problem and Its Scope**

#### **Introduction**

Academic achievement is a major issue among students, teachers, parents, school administrators, and community at large. Attempts have been made by researchers to unravel the complexities surrounding academic achievement. Psychologists have put forward a lot of reasons why these disparities in achievement exist ((Eyong, 2014).

Moreover, understanding the factors influencing academic performance has also been a great concern for counseling and educational psychologists. Many researchers are anxious to know who will perform well or not in any academic activity. Thus, identifying the factors determining academic success is a major concern of researchers for the purpose of developing an education curriculum aimed at improving levels of academic performance. This calls for examining the reasons for individual differences in students' academic performance(Singh, et al 2010).

In relation, multiple studies have shown that academic achievement is strongly correlated with various measures of individual personality types. The term “Personality” is considered the most meaningful term that carry a lot of meanings with several psychological concepts, which is one of the most difficulty terms to be understood because, as (Abdel-Qawi, 2010) shows, “personality” represents the personal traits of the individual and the patterns of behavior, through which one can identify the individual’s adaptation to the surrounding environment and predict their responses in various situations.

Furthermore, students differ in their personal values; they receive and process information differently; their personality is different and hence, so also is their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career(Hough, 2007).

On a different note, in this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002).

Academic achievement has great importance for both the student, and those around him or her. There is a certainty that it is affected by two broad factors: subjective factors or individual factors and objective factors or environmental factors. The subjective factors are related to the individual himself and the objective factors pertain to the environment of the individual. Social maturity is one of the individuals and non-cognitive factors may affect the academic achievement of the students (Singh, et al 2010).

For many children, interior of the home and its immediate surroundings are the first environments they experience throughout their early years. Young children, spend the majority of their time in the home. Home environments have been shown to be a major factor that influences the overall development of children. Within the home, children also have their early interactions with the members of their family, and availability and quality of resources for learning and playing largely determine the nature of these interactions. Availability of stimulating objects, books and play materials within the home are critical indicators for the overall quality of the home environment ( Iltus, 2006)

It has been observed that with changed and positive family environment, children have managed to improve remarkably in intelligence as well as in physical growth (Case and Paxson, 2002). A positive, supportive and predictable home environment helps a child to cope with the stresses and uncertainties of the schoolroom. Parents who are well educated take more of an interest in their children's educations, and will provide whatever effort, time and money are necessary to ensure that those educations are effective.

As the above mentioned researches indicate the importance of home environment for individuals' development, the researcher, found it interesting to explore the influences of students' profile to their personality and personality types to their academic achievement.

### **Theoretical Background of the Study**

This study is anchored on Five Factor Model (FFM) of personality by Paul Costa and Robert McCrae. This system includes five broad traits that can be remembered with the acronym OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each of the major traits from the Big Five can be divided into facets to give a more fine-grained analysis of someone's personality (Diener & Lucas, 2016).

The five factor model delineates five broad traits that encapsulate most of the differences in personalities across individuals. These traits, sometimes designated as domains, were originally derived from a categorization of the adjectives that are commonly used to describe individuals but then verified and refined through factor analyses, a statistical technique that is conducted to identify sets of correlated dimensions. The theory based on the Big Five factors is called the Five Factor Model (FFM).

The Big Five framework of personality traits from Costa & McCrae (1992) emerged as a robust model for understanding the relationship between personality and various academic behaviors. The Big Five factors are:

**1. Openness to experience***(inventive/curious vs. consistent/cautious)*

Appreciation for one's emotion, art, adventure, unusual ideas, tends to be curious at anything and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety. Openness to experience is the final trait, which relates the extent to which individuals are open to fantasies, aesthetics, feelings, as well as novel actions, ideas, and values (Costa & McCrae, 1992).

**2. Conscientiousness** – *(efficient/organized vs. easy-going/careless)*.

The tendency to show one's good virtues such as disciplining oneself, commitment and aim for achievement (planned rather than spontaneous behavior; organized, and dependable). The six facets that correspond to conscientiousness relate to the degree to which individuals are competent, methodical--preferring order and structure, dutiful, motivated to achieve goals, disciplined, and deliberate or considered (Costa & McCrae, 1992).

**3. Extroversion** *-outgoing/energetic vs. solitary/reserved)*.

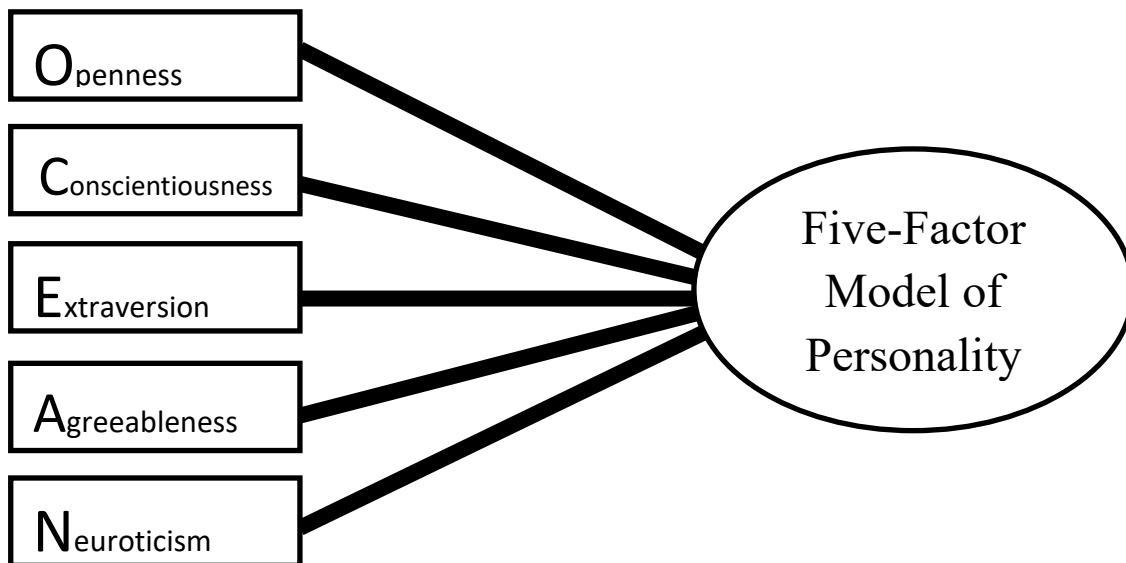
Energy, positive emotions, the sense of being urgent assertiveness, sociability and the tendency to find it stimulating in the company of others, and talkativeness. Costa and McCrae (1992) identify six facets that correspond to each trait or domain.

**4. Agreeableness** *-(friendly/compassionate vs. cold/unkind)*.

Characterized by being compassionate and very cooperative than being doubtful and antagonistic towards others. Six facets defined the trait that is often referred to as agreeableness: trust in other individuals, straightforward and honest communication, altruistic

and cooperative behavior, compliance rather than defiance, modesty and humility, as well as tender, sympathetic attitudes (Costa & McCrae, 1992).

**5. Neuroticism** (*sensitive/nervous vs. secure/confident*). Refers to the degree of emotional stability and impulse control, and is sometimes referred by its low pole – "emotional stability". The six facets that underpin neuroticism, as defined by Costa and McCrae(1992), relate to the extent to which individuals exhibit anxiety, depression, and hostility as well as feel self-conscious, act impulsively, and experience a sense of vulnerability, unable to accommodate aversive events.



*Figure 1:* Theoretical Framework of the Study Based on Five- Factor Model by Costa and McCrae

Behavior involves an interaction between a person's underlying personality and situational variables. The situation that a person finds himself or herself plays a major role in how the person reacts.

The theoretical basis for the FFM was provided by the lexical hypothesis as stated by Gordon Allport and his colleague Henry Odbert (n.d). The hypothesis has the idea that there is an

evolutionary advantage in being able to identify the valuable differences between people and that natural languages will therefore have developed in ways that would aid this identification (Saucier & Goldberg, 1996). A corollary of the lexical hypothesis is that the more valued the feature of personality, the more descriptors for that feature of personality will be found within natural languages. This in turn implies that it should be possible to determine which features of personality are most valued and important by finding the largest groups of personality descriptors that have similar meanings.

The lexical hypothesis inspired factor analyses of comprehensive sets of personality descriptors, first in English and subsequently in other languages, resulting in the development and validation of the FFM. The fact that FFM has also been obtained from analyses of varied item-sets and confirmed within different cultures provides evidence not only for the FFM but also for the lexical hypothesis (Hendricks et al., 2003). Admittedly, other models of personality have been developed on the basis of lexical hypothesis (e.g., Ashton et.al.,2004; Saucier,2003), but these models do not contradict the FFM- rather, they add to and in the case of Saucier (2003), re-orient the FFM dimensions. The FFM remains by far the most widely researched personality model based on the lexical hypothesis, and hence forms the theoretical basis of this study.

Importantly, these stable patterns can have broad-ranging consequences for many areas of our life (Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007). For instance, think about the factors that determine success in academic performance. If one is asked to guess what factors predict good grades in school, he might guess something like intelligence. This guess would be correct, but he knows much more about who is likely to do well.

Education includes the influences deliberately planned, chosen and employed by the community for the welfare of its coming generations. The purpose is to modify the behavior of

the child and to shape his personality in a desirable way. This study explores the factors which influence the students' academic achievement and in the end, output of this study will help the teachers, parent, administrators, curriculum planners and policy makers to coordinate in an effective way so that our students can have a better academic achievement after completing their formal education.

### **Review of Related Literature and Studies**

This chapter exhibits reviews of current related literature and related studies obtained from books, journals, working papers and internet resources relevant to personality and academic achievement presented in thematic arrangement.

### **Related Literature**

#### **Personality**

Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life. While most agree that people can be described based upon their personality traits, theorists continue to debate the number of basic traits that make up human personality (Poropat, 2009).

#### **Home Environment**

The environment of the home in which a child is reared can advance or hinder wholesome personality adjustment. Among the various social groups, the home occupies the first and the most significant place for the development of the individual.

Education is a unique investment and academic achievement is a vital aspect of it. In this world of industrialization and globalization the educational status of an individual is highly portrayed through the academic achievement. Adolescent achievement is the result of a long

history of cumulative effects. Early on, positive educational environments, both family and school, lead to personal traits that support achievement -- intelligence, confidence in one's own abilities, the desire to succeed and high educational aspirations. A person's education is closely linked to their life chances, income, and well-being (Farooq et al., 2011). Therefore, it is important to have clear understanding of what benefits or hinders one educational attainment. There are many factors that affect and contribute to academic achievement of students.

Campbell and Verna (2007) concluded, "A positive climate generates curiosity and encourages the child to pursue their academic interests. It also generates positive behaviors, attitudes, beliefs, and values that lead to children having higher levels of achievement." These parents are concerned not only about their child's academic performance but social demeanor as well. Students who have a lack of family involvement tend to not have someone curious about their academic achievements.

Moreover, according to the pioneer theory of Alfred Adler, cited by Ha et al (2011), each birth order has a set of personality traits. Eldest are always seen as leaders, high-achievers, ambitious, and conforming. They attempt to please their parents via traditional ways, which are through academic performance and responsible behaviors. Middle children, on the other hand, may experience difficulty finding a position of privilege and significance in the family because they never have the opportunity to monopolize parents' attention. Thus, they constantly fight to stay ahead of their younger siblings. In contrast, youngest and only children are frequently viewed as the spoiled kid of the family. It is because both of these birth positions are the only focus of the family. However, unlike the only children, the later-born children, including the middle children and last-born children, are aware of the higher status of the firstborn, so they will seek alternative strategies to stand out from their siblings.

Further, Frank Sulloway's theory is about differences within families: Siblings in different birth-order positions generally differ in size, strength, and status within the family, and these disparities lead siblings to adopt different strategies for maximizing their parents' investment in their welfare (Walcutt, 2009).

Sulloway posits that competition between siblings promotes mutual differentiation as a way of avoiding direct conflicts and that siblings who are farther apart in age and ordinal position in the family have less need to compete (Healey et al., 2007). People are intrigued by the fact that children of a family behave differently although they were raised in the same environment, such as neighborhood, and share the same genetic pools from both of their parents. On top of behaviors, siblings do differ in terms of personality characteristics, intelligence, familial sentiment and others (Paulhus, et al., 2006).

Finally, structural elements such as, low family income, and family size are risk factors for personality development and school failure (James, 2004; Marks, 2006).

## **Related Studies**

### **Relationships of individual Five Factor Model (FFM) of Personality dimensions with academic achievement**

Multiple studies have shown that academic achievement is strongly correlated with various measures of individual personality traits. Since Costa and McCrae first proposed the Five Factor Model (FFM), it has appeared prominently in many studies on educational performance (Nye et al., 2013).

Poropat (2009) stated that it is important to consider why personality should be expected to be correlated with academic performance when most measures of personality, including the

FFM, were not designed to predict academic performance. He added that this contrasts with intelligence, the early empirical refinement of which was based partly on analyses of academic performance, while many intelligence tests were specifically constructed to predict academic success or failure. There are, nonetheless, good reasons to expect that the FFM dimensions should predict academic performance, based on the theoretical position that guided its initial development (Poropat, 2009).

Based on an analysis of close to two million graduating students, Woodfield and Earl-Novell (2006) found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. Personality researchers have also found the personality traits like conscientiousness play an important role in school and beyond, probably because highly conscientious individuals study hard, get their work done on time, and are less distracted by nonessential activities that take time away from school work (Diener & Lucas, 2016).

Also, Schniederjan et al. cited in the study of Chowdhury (2006) found extraversion to predict academic success since extraverts are usually sociable, talkative, communicative, and friendly. They are described as active, bold, assertive, exciting, and stimulating. Introverts on the other hand tend to be reserved, even-paced and independent.

Agreeableness or likeability refers to such traits as selflessness, good-natured, gentle, cooperative, flexible, tolerance, generous, sympathetic, courteous, striving for common understanding, and maintaining social affiliations. Students low in agreeableness tends to be more aggressive and less cooperative (Kumari, 2014).

The individuals who score high on neuroticism tend to experience effects such as fear, sadness, embarrassment, disgust and anger. Those who score low in this area are usually calm,

even-tempered and relaxed at work and in their personal lives. An emotionally intelligent person recognizes and understands the potential consequences of their different emotional states and is able to regulate and control them (Soto et al, 2009).

The individuals scoring high in openness to experience demonstrate imagination, innovativeness, rule breaking and those who score low tend to act more conventionally and have a conservative outlook (Steel, 2007).

The work of De Raad and Schouwenburg cited in the study of Kumari (2014) argued that agreeableness may have some positive impact on academic performance by facilitating cooperation with learning process. This is consistent with later research that found agreeableness was linked to compliance with teacher instructions, effort and staying focused on learning tasks (Wagerman & Funder, 2007).

Conscientiousness as the FFM dimension most closely linked to will to achieve- the *w* factor described by Edward Webb has often been linked to academic performance (Poropat, 2009). This factor is associated with sustained effort and goal-setting, both of which contribute to academic success (Steel, 2007), as well as compliance with and concentration on homework (Bidjerano & Dai, 2007).

People who are low on emotional stability are more anxious and tend to focus on their emotional state and self-talk, thus interfering with attention to academic tasks, thereby reducing performance (Mitrofan and Ion, 2013). More positively, emotional stability is associated with self-efficacy, which is positively correlated with academic performance (DeYoung, 2010), indicating that emotional stability should similarly be correlated. Poropat (2009) cited that students who are high on extraversion will perform better academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand. On the other

hand, Trautwein et al (2006) who suggested that these same students would be more likely to socialize and pursue other activities rather than studying, leading to lower levels of performance. Unfortunately, it is not clear from De Raad and Schouwenburg which of these effects is more likely to affect academic performance. Finally, they stated that openness appears to reflect “ideal student” (p.327), because of its association with being foresighted, intelligent and resourceful. Correspondingly, openness is positively correlated with approach to learning, learning motivation (Tempelaar, Gijsselaers, Vander Loeff, Nijhuis, 2007) and critical thinking (Bidjerano & Dai, 2007), but it also has the strongest negative correlation with absenteeism (Steel, 2007) of the FFM factors.

In the study of Richion the relationship of personality characteristics in academic performance of students in the community as cited in Barakat (2015), he found out the absence of high correlation between personality factors and academic performance and that personality factors cannot be relied on to predict the academic performance of the students.

Kumari (2014) emphasized that the idea that intelligence, socioeconomic status and personality each affect socially-valued behaviors is consistent with the proposal that performance in both work and academic settings is determined by factors relating to capacity to perform, opportunity to perform and willingness to perform. Capacity incorporates knowledge, skills and intelligence; opportunity to perform is affected by environmental constraints and resources, including socioeconomic resources; while willingness to perform reflects motivation, cultural norms and personality (Furnham et al., 2009).

In summary, a range of arguments supports associations between academic performance and each of the FFM dimensions. Most of these arguments depend on correlations between FFM measures and other constructs that have been associated with academic performance. Although

suggestive, such arguments are inconclusive because the correlations cited in various studies are not strong enough to definitively establish the corresponding FFM- academic achievement relationship. This emphasizes the importance of directly testing the relationships between the FFM dimensions and academic performance.

On the other hand, home environment has been considered a significant factor and plays an important role in children's development and academic achievement (Behera and Makunja, 2013).

Family environment also protects a child from depression and other psychiatric problems. Their responses are positive and behavior is normal and cooperative (Kaushik, 2010).

The environment and the personal characteristics of learners play an important role in their academic success. The members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Farooq et al., 2011).

Home environment plays an important role in learning. At home, parents can affect children's academic achievement by providing educational opportunities and monitoring and /or organizing daily activities. Many studies indicate that it is critical to a child's achievement that parents have a variety of learning resources and opportunities available at home, and that children with better school performance live in homes in which parents have provided a variety of educational objects, such as books, newspapers, a computer, magazines, and a place to study (Blevins, 2009).

Children from favorable environment homes are found to be warm-hearted, outgoing and socially more intelligent than children from unfavorable homes (Garzon, 2006).

Some factors can be parental, societal and economical. A child's behavior and personality is dependent upon the world around him. The interaction between heredity and the environment can also play an important role in the growth and development of a child (Farooq et al., 2011).

### **Occupation**

Parents' occupation as one component of socio-economic status encompasses both family income and educational level. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job.

Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Ogunshola, 2012).

### **Family size**

Available evidence indicates that children from small families (1-3 siblings) tend to accrue advantages in many developmental areas, while children from larger families (7 and more) are, as a group, relatively disadvantaged. Children from smaller families fare better on many measures of development than those from large families (Mountney et al, 2012).

### **Birth order**

Birth order is often believed to have a profound and lasting effect on psychological development. It is sometimes referred to as ordinal position, shows that first born children are more likely to go to college than children in any other position in the family. Since sibling relationships and birth order variables are likely to influence the child's socialization, it is helpful

to be sensitive to the impact of birth order and sibling relationships on personality and academic achievement of students.

Being the oldest child in the family has its perks: later bedtimes, no hand-me-downs, and, according to a new study, a higher IQ (Thompson, 2007).

### **Family type**

Most of the time when a person thinks of the definition of a family, the image of a mother, father and children is what comes into the mind. Extended family is when a nuclear family or single-parent family lives with any extended family members. The type of family in which children are raised will determine, to a large extent, the number and types of social relationships that they will experience and which affect both personality development and social behavior of the child. There are significant differences within and across family types, and simple comparisons between different family types can mask much of the variation that exists. Stepfamilies, for example, vary enormously and living in a more complex stepfamily, where both parent and step parent have brought children into the ‘new’ family has been associated with more adjustment problems than in a stepfamily where all the children are related to the mother. In terms of outcomes, the differences between children within family types can be greater than across family types. This suggests that family functioning, and not family type, is of greater significance. (Mooney, 2009).

### **Income**

Living on a low income can bring multiple stresses such as food and fuel poverty, debt, dispossession and restricted social opportunities which can affect family relationships, be detrimental to parents’ physical and mental health, lead to worries about future well-being, and

contribute to feelings of stigma, isolation and exclusion for the whole family. (Mountney et al, 2012).

Another study that has been reviewed is by Davis, Gordon, and Burns, (2011). In this study the authors showed another example of the low-income families and their children were suffering from asthma. These kinds of children are having problem with education since their preschool. The author presented that students absences affected their education and how their family are having problem with their medical cares. The author did not show methods or results but it showed facts about children from early childhood. These students are behind others from different family background that is suffering from asthma too. The family income can affect their children's education in their early years (Davis, Gordon, & Burns, 2011).

### **Home Environment and Personality**

The environment of the home has a wide influence on the development of personality. This influence, as a general rule, is according to the patterns found in a particular culture. In such circumstances much repression is observed in child's behavior. He becomes an introvert and often enjoys in his dreams, daydreams and imaginations things which are denied to him by his parents. The influence of the presence of the parental love is again not the same in the face of all children (Singh, 2014).

A child may become aggressive while another may become submissive in the same circumstances. On the other hand, if the parents show excessive suffocation towards her child, the child may become an extremist and excessively dependent upon the parents. A child excessively ignored shows different types of conflicts in his personality (Singh, 2014).

If the child is allowed freedom in the matters concerning his belongings, food, clothes, books, etc., he will develop a habit of free will, if all these are decided by his parents he will not get any opportunity to utilize his judgment and so become over dependent or submissive.

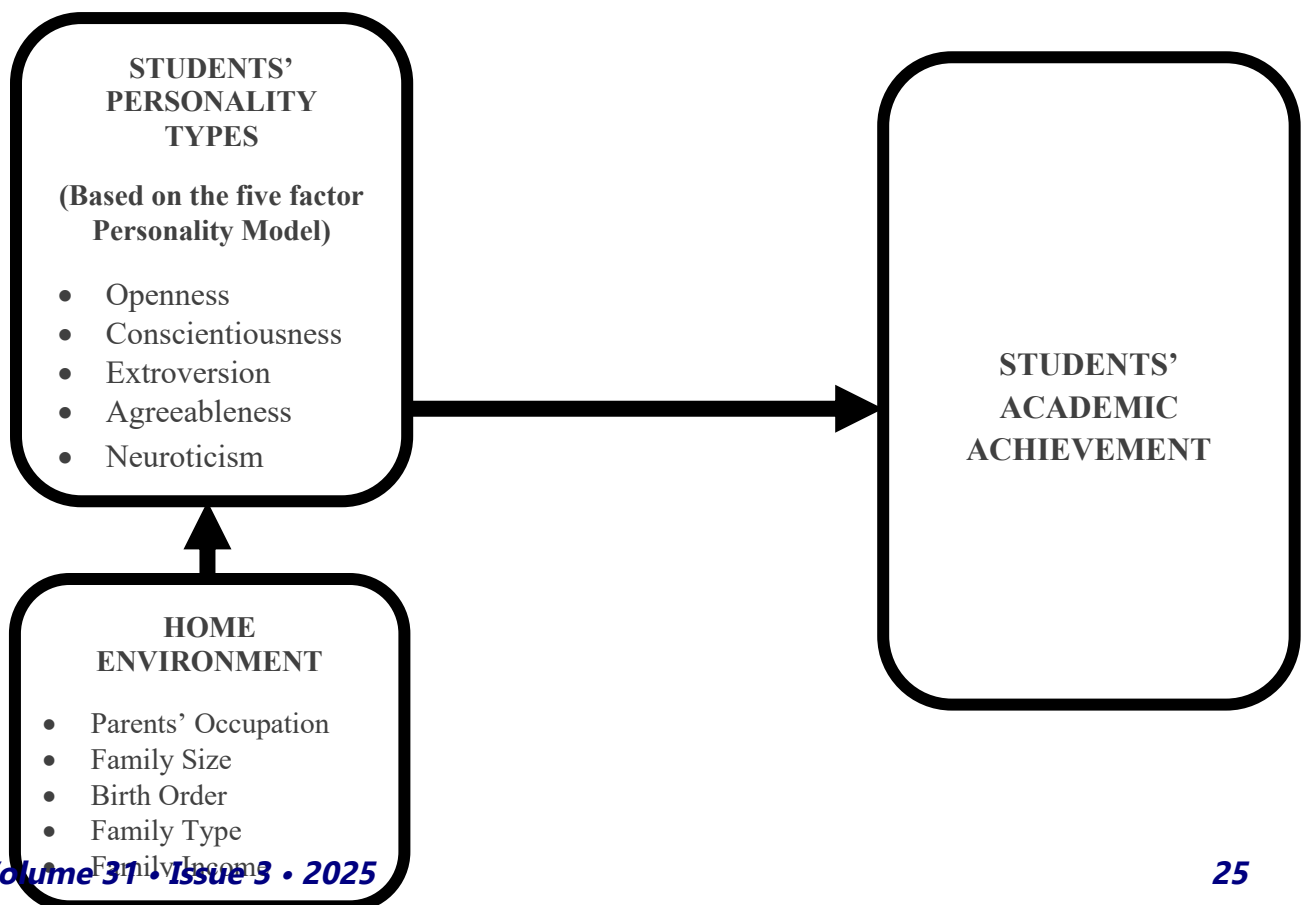
Perveen (2007) concluded that warm supportive parenting prepares adolescents for intimate peer relationships. Adolescents having warm relationships with their mothers and fathers select peers who reinforce rather than contradict parental values.

### **Conceptual Framework of the Study**

The variables of the study include the primary independent variable which is the students' personality, the secondary independent variable which is the home environment and the dependent variable which is academic achievement.

The arrows illustrate that there might be a relationship between the variables.

Primary Independent Variable



Dependent Variable

Secondary Independent Variable

*Figure 2.* Schematic Diagram of the Conceptual Framework of the study

## **The Problem**

### **Statement of the Problem**

Student's cognitive and affective development is the major aim of education. The understanding of factors affecting academic achievement like the types of personality that students possess may predict student academic achievement. Thus, this study aims to investigate the effect of home environment to student personality and student personality to the academic achievement of Grade Ten students in Paniabonan High School. Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 parents' occupation;
  - 1.2 birth order;
  - 1.3 family size;
  - 1.4 family type; and
  - 1.5 family income?

2. What is the academic achievement of the students in terms of their General Average in the first quarter?

3. What personality types do students exhibit based on the following Five-Factor Personality Model:

3.1 openness;

3.2 conscientiousness;

3.3 extroversion;

3.4 agreeableness; and

3.5 neuroticism?

4. Is there a relationship between the personality type of students and their academic achievement?

5. Is there a relationship between the profile of the students and their personality types?

### **Significance of the Study**

Academic achievement of students has always been important and the interest of modern education research. The identification of factors which affect student achievement such as home environment and the personality type of students may lead to findings useful to the following:

**Community.** The results of this study would benefit the community by providing information on the current home environment which will serve as their basis for planning and development in the community.

**Schools Heads/Administrators.** The results of this study will give feedback information as to the home environments of their students and use this as basis for improving methods of instruction, programs and activities.

**Teachers.** The results of this study will be useful to the teachers, by providing them deeper understanding of their students.

**Parents.** The parents will also benefit from this study. They will have a profound understanding on the personality of their children and can improve on their relationships at home.

**Future Researchers.** The result of this investigation may be used by other researchers to investigate the other factors in personality and students' profile that could affect students' academic performance.

## **Scope and Limitations of the Study**

### **Scope of the Study**

This study is focused on the influence of personality types to the academic achievement of Grade 10 students of Paniabonan High School during the current school year 2016-2017. Home environment of the respondents was also taken into account. It includes parents' occupation, birth order, family size, family type and family income. The study will cover Paniabonan High School, one of the schools in Mabinay District II in the Division of Negros Oriental.

### **Limitations of the Study**

The respondents of the study were limited to the Grade 10 students of Paniabonan High School in MabinayII district. This means that the results of the study cannot be construed as true to other schools or districts.

Another limitation is that the researcher's way of determining their personality types is dependent upon their perception of their behavior or actions. Hence, there may be a trace of bias. Another factor that limits the study is the respondents coming from different family background, situation and circumstances.

Teachers as assessors of students' achievement have varied standards of rating the students. Thus, it can also be considered as limitation of the study.

## **Research Methodology**

This chapter illustrates the research methodology which includes the following: research design, locale of the study, respondents of the study, sample size, sampling techniques, research instruments, data gathering procedures, and data analysis procedure.

### **Research Design**

According to Sanchez (1998), descriptive research is more of a survey or normative approach to study of conditions which is an essential guide to one's thinking. This design was described by Ardales (2008) as appropriate for behavioral studies which aim to find out what prevail in the present such as conditions, held opinions and beliefs, processes and effects, and developing trends. Both authors contend that the descriptive process goes beyond mere gathering of data to familiarize oneself with those things as the process involves classification, measurement, evaluation, comparison, and establishing relationship between or among variables. It also explores causes of phenomena, tests hypotheses, and develops generalizations, principles and theories as offshoots of analyzed data.

This study utilized the descriptive-correlation design. The type of personality and home environment of the respondents were correlated. Then, Personality types were correlated to academic achievement. The home environment contains the following: parents' occupation, family income, size of the family, birth order and family type.

### **Research Environment**

This study was conducted at Paniabonan High School, one of the six secondary schools in Mabinay District II, Division of Negros Oriental. The school is located at Barangay Paniabonan, one of the biggest barangays in the Municipality of Mabinay. The barangay is found at the Southern part of the Municipality, nine (9) kms. away from Mabinay, town proper.

Paniabonan High School ranks second among the schools with big number of student population. As of school year 2016-2017, the school has 33 teachers and principal 1 item serving 795 students.

The accessibility to the secondary school is critical for data collection, and since the researcher is a teacher in the said school, thus, the choice of the study locale.

### **Research Respondents**

The respondents of the study were 160 Grade 10 students enrolled at Paniabonan High School for school year 2016-2017. The total population of the respondents came from the three sections in Grade 10.

### **Research Instrument**

This study is focused on the three variables such as personality, home environment and academic achievement. An inventory was used to measure the family relations and personality

An inventory composed of two parts was used in the data gathering. The first part was the profile of the respondents in terms of parents' occupation, birth order, family income, family size, and family type. The second part of the questionnaire was the inventory of personality.

Secondary data like academic achievement of the respondents were determined using their average grades in eight subjects during the first quarter of their current year level.

In order to determine the personality type of students a 50- item International Personality Item Pool (IPIP) inventory of the domain constructs of the five factor model of personality was chosen. The test materials and underlying philosophy of this inventory is derived from Lewis R. Goldberg (Buchanan 2001). This inventory is intended to access the five domains of the Five Factor Model such as openness, conscientiousness, extroversion, agreeableness and neuroticism. To solicit the responses of the students five point Likert type scale was used, with the responses: very accurate, moderately accurate, neither accurate nor inaccurate, moderately inaccurate and very inaccurate.

This instrument was chosen for the reason that the test manual provided good support for both reliability and validity. Internal consistency coefficients were calculated at 0.86 to 0.95 for both forms (self and observer). While three of the subtests had good long-term test-retest reliability (Neuroticism, Extraversion, Openness), all of them had high short-term test-retest reliability. The authors and others gave evidence for construct, convergent, and divergent validity. Some of these evidences were provided through correlations with personality tests such as Myers-Briggs Type Indicator, Personality Research Form, Minnesota Multiphasic Personality Inventory, and the Self-Directed Search (Lani 2016).

Moreover, the questionnaire has 50 items with the responses ranging from very accurate to very inaccurate with a continuum of 5(very accurate), 4(moderately accurate), 3(neither accurate),2(moderately inaccurate) and 1(very inaccurate).

This test measures the level of extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

Reverse Scoring: For questions 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 29, 30, 32, 34, 36, 38, 39, 44, 46, 49, give 1 point if the respondent circled 5, 2 points if he circled 4, 3 points if he circled 3, 4 points if he circled 2, and 5 points if he circled 1.

For all the other questions, give the respondent 5 points if he circled 5, 4 points if he circled 4, 3 points if he circled 3, 2 points if he circled 2, and 1 point if he circled 1(IPIP 2016).

### **Research Procedure**

Prior to the actual data gathering, permissions from the School Division Superintendent and the Principal of the school were secured as regard to the conduct of the study. The use of the instrument does not need to be requested and approved by the owner because he has given his consent to anyone who may wish to use the tool.

When all formalities were satisfied, the researcher reproduced the necessary number of copies according to the number of respondents for final administration. The researcher made arrangements as to the schedule of the data gathering at Paniabonan High School.

After the retrieval of the questionnaires, the data were tabulated, and with the help of the statistician, the researcher prepared the statistical tables for the various data analyses and interpretations.

### **Statistical Treatment of Data**

The tools that were used in analyzing the data will be the following:

**Percent.** This was used to show how a part is related to a whole. It is used in presenting the profile and academic achievement of the students.

Formula:

$$\text{Percentage} = \frac{\text{part}}{\text{whole}} \times 100$$

Where:

part = frequency of students in a particular category

whole = total number of students

**Mean  $\mu$ .** This was used to get the overall academic achievement of the students.

**Formula:**

$$\text{Mean } \mu = \frac{\sum x}{N}$$

Where **Mean  $\mu$**  = population mean/average

x = rating

N = number of pupils

The level of proficiency at which the student is performing shall be based on the following criteria (DepEd Order No. 73, s.2012):

<b>Rating</b>	<b>Verbal</b>	<b>Explanation</b>
90% and above	Advanced Equivalent	The student at this level exceeds the core requirements in terms of knowledge, skills and understanding, and can transfer them automatically and flexibly through authentic performance tasks.

85% - 89%	Proficient	The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.
80% - 84%	Approaching Proficiency	The student at this level has developed the fundamental knowledge and skills and core understandings, and with little guidance from the teacher and/or with some assistance from peers, and can transfer these understandings through authentic performance tasks.
75% - 79%	Developing	The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.
74% down	Beginning	The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.

**Chi-square.** This was used to determine the relationship between the (a) profile and personality types of the students; and (b) personality types and academic achievement of the students.

Formula:

$$x^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where:

$x^2$  = chi- square

fo = observed frequency

$f_e$  = expected frequency

**Pearson's Contingency Coefficient (c).** This was used in identifying the degree or strength of association between the two variables.

**Formula:** 
$$C = \sqrt{\frac{\chi^2}{\chi^2 + N}}$$

where:  $\chi^2$  = chi-square value

N = grand total of observations

To interpret the contingency coefficient (c) obtained, the researcher used the following classifications:

Legend:

.5 and above	high association
.3 < .5	moderate association
.1 < .3	low association
0 < .1	little if any association

### **Operational Definition of Terms**

The following terms are the operational definitions of the key terms

**Academic Achievement.** This implies the desire to realize the highest positive goal and the desire to excel in this regard. In this study, it refers to the students' general average grades in the first quarter of their current year level, as reflected in their school report cards duly certified by their advisers and schools principals.

**Birth Order.** This word refers to the ordinal position of the student in a family: the birth order of a child with respect to his/ her siblings.

**Family size.** Operationally, this refers to the actual number of family members in a household during the conduct of this study.

**Family Income.** Operationally, the term refers to the combined salary of the working family members.

**Home Environment.** This term is used interchangeably with profile. It is determined through parents' occupation, birth order, family size, family type and family income of the students.

**Personality.** This pertains to the Five Factor Model of Personality which includes five broad traits such as;

**(i) Agreeableness:** it indicates how helpful, trusting, kind and cooperative a person is.

**(ii) Conscientiousness:** this state reflects how methodical, well – organized, diligent and dutiful a person is.

**(iii) Extroversion:** this factor measures the extent to which an individual is sociable, active, optimistic and fun loving.

**(iv) Neuroticism:** it indicates one's capacity to remain calm and composed and being free from traits which carry negative and emotional tone.

**(v) Openness:** this factor indicates how creative, original and imaginative a person is.

## **Chapter II**

### **Presentation, Analysis and Interpretation of Data**

This chapter presents the gathered data in tabular form. The tables are arranged accordingly in correspondence to the order of statement of the problem. The data pertain to the Grade 10 students' personality types in relation to their academic achievement.

Furthermore, this chapter reveals the analysis and interpretation of the data gathered. The findings serve as guidelines for parents, teachers, school organizations and community to formulate appropriate action to improve the performance of students.

#### **Home Environment/ Profile of the Respondents**

The home environment of the respondents includes their parents' occupation, birth order, size of the family, family type and family income. These variables are described in the following table.

Table 1  
*Profile of the Respondents in Terms of Parents' Occupation*

Occupation	Father		Mother	
	Frequency	Percent	Frequency	Percent
Farming	53	38.41	16	11.59
Transportation	13	9.42	0	0.00

OFW	3	2.17	2	1.45
Business	5	3.62	11	7.97
Peace and Order	9	6.52	0	0.00
Servicing/Laborers	55	39.86	109	78.99
Total	138	100.00	138	100.00

As depicted in Table 1, 55 or 39.86% of the respondents' fathers are into servicing or laborers. 53 or 38.41% of the fathers are farmers, 13 or 9.42 % are drivers, 9 or 6.52 % are police officers, 5 or 3.62 % are small business owners, and 3 or 2.17 % of the fathers are Overseas Filipino Workers. Furthermore, out of 138 mothers of the respondents, majority (109 or 78.99% ) are working as laborers , 16 or 11.59 % of the mothers are farmers, 11 or 7.97 % are small business owners, 2 or 1.45 % are Overseas Filipino Workers and 0 % are drivers and police officers.

This data shows that the occupations of the parents' respondents are more classified as blue collar jobs. The parents belong to a working class who performs manual labors or jobs involving physical work.

Table 2  
*Profile of the Respondents in Terms of Birth Order*

Birth Order	Frequency	Percent
First	35	25.36
Middle	65	47.1
Youngest	38	27.54
Total	138	100.00

Table 2 shows that out of the 138 respondents, 65 or 47.1% are the middle children in their family, 35 or 25.36 % are the first children and 38 or 27.54% of the respondents belong to the youngest order.

The results may link to the idea that middle children are perceived more likely to be understanding, cooperative and flexible, yet competitive. He/She is concerned with fairness. The eldest is perceived to have so much control and attention from their first-time parents, they are over-responsible, reliable, well-behaved, careful and smaller versions of their own parents. While youngest children tend to be the most free-spirited, outgoing, attention-seeker, and self-centered due to their parents' increasingly laissez-faire attitude towards parenting the second (or third, or fourth, or fifth...) time around (Gross, 2014).

Table 3  
*Profile of the Respondents in Terms of Size of the Family*

Household Size	Frequency	Percent
1-3 siblings	65	47.10
4 to 6 siblings	60	43.48
7 and more siblings	13	9.42
Total	138	100.00

Table 3 depicts that 65 or 47.10% of the respondents belongs to a family with 1-3 siblings, 60 or 43.48% belongs to a family with 4-6 siblings and 13 or 9.42% belongs to 7 and more siblings.

This means that the respondents are dominated by students who belong to a small family size and only a few who belong on big family size.

Table 4  
*Profile of the Respondents in Terms of Family Type*

Family Type	Frequency	Percent
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Nuclear	97	70.29
Joint/Extended	41	29.71
Total	138	100.00

As shown in table 5, great majority (97 or 70.29%) of the respondents have nuclear type of family and only 41 or 29.71% have joint/extended type of family.

This goes to show that a number of the respondents are living with their parents and siblings only.

Table 5  
*Profile of the Respondents in Terms of Family Income*

Family Income	Frequency	Percent
5,000 and below	98	71.01
5,001 – 15,000	30	21.74
15,01 – 25,000	7	5.07
25,001 – 35,000	3	2.17
Total	138	100.00

Table 5 reveals that majority (98 or 71.01%) of the respondents fall between the income bracket 5,000 and below, 30 or 21.74% declared to have 5, 001 to 15,000 family income bracket, and 7 or 5.07% and 3 or 2.17% fall between 15,001-25,000 and 25,001-35,000 family income bracket, respectively.

The computed minimum wage per month issued by Department of Labor and employment is equivalent to Php 5,214.00 (Credo, 2013). Further, in the study of Merced, she

disclosed that in 2007, the National Statistics Coordinating Board (NSCB) defined middle class as families having an annual income ranging from Php 204, 280.00 to Php 25,238.00 or a monthly income to Php 17,023.33 to Php 20,936.50.

With the aforesaid data, it can be inferred that most of the Grade 10 students' families fall on the poverty line.

### **Academic Achievement**

The following table presents the academic achievement of the Grade 10 students. The verbal equivalents which are based on the new K to 12 Curriculum are given in each rating with the corresponding percentile score.

Table 6  
*Academic Achievement the Students Based on Their GPA*

Rating	Verbal Equivalent	Frequency	Percent
90% and above	Advanced	5	3.62
85%-89%	Proficient	24	17.39
80%-84%	Approaching Proficiency	58	42.03
75%-79%	Developing	51	36.96
Total		138	100.00

*Average Grade = 81.00% (Approaching Proficiency)*

As shown in Table 6, the academic achievement of the respondents, 58 or 42.03% of the students have approaching proficiency level in their academic achievement, 51 or 36.96% of the respondents have developing level, 24 or 17.39% have proficient level and only 5 or 3.62% got advanced level.

The data show that the academic achievement of most of the Grade 10 students is in the Approaching Proficiency level. This means that they have developed the fundamental knowledge and skills and core understandings, and with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks(DepEd Order No.73,s.2012).

### **Personality Type**

The following table presents the dominant personality types of the Grade 10 students based on the Five-Factor Model of Personality. It is the primary independent variable of the study.

Table 7  
*Students' Personality Type*

Rating	Frequency	Percent
Extraversion	36	26.09
Agreeableness	42	30.43
Conscientiousness	38	27.54
Emotional Stability	15	10.87
Openness	7	5.05
Total	138	100.00

Table 7 reflects the respondents' personality types based on the Five-Factor Model of Personality. It reveals that out of 138 respondents, 42 or 30.43% have agreeableness type of personality, 38 or 27.54% of the respondents have conscientiousness, 36 or 26.09% of the respondents have extraversion, 15 or 10.87% have emotional stability and 7 or 5.05% of the respondents have openness.

This finding reveals that the biggest number of Grade 10 students is characterized by being compassionate and very cooperative than being doubtful and antagonistic towards others (Costa & McCrae, 1992). They also have the tendency to agree with their classmates and peers rather than to enter conflict (Nye, 2013). This might be because Grade 10 students are already well-adjusted to their classmates and peers and there is already a strong bond of relationship among them.

### **Personality Types of Students and their Academic Achievement**

The following table presents the relationship between students' personality types and their academic achievement. The variables are tested whether they show relationship between each other.

Table 8

*Relationship Between the Personality Type of Students and Their Academic Achievement*

Variables	Computed $\chi^2$	Coefficient of Contingency	Degree of relationship or Association
Personality Type	7.78	0.2310	Low

vs

Academic

Achievement

Legend: .5 and above	high association
.3 < .5	moderate association
..1 < .3	low association
0 < .1	little if any association

The data in Table 8 indicate that there is a low relationship between the personality type of the students and their academic achievement with 0.2310 coefficient of contingency. This means that the academic achievement of the students somehow depend on their personality type

but of low degree only. An explanation for the relatively low association between the personality types and academic achievement lies on the criterion that was collected, as it was focused in just one quarter only and not the overall achievement of the students in an academic year.

Anent to this, an alternative explanation relates to the increasing variety of learning environments and activities experienced by students as they progress through their educational careers. Any interactions between personality and learning environments would tend to cloud and reduce overall relationship between personality and academic achievement, potentially leading to declines in relationship. This would include cases in which different learning environments produced different levels of academic performance (Poropat, 2009).

There might be other factors that their academic achievements depend on like study habits, learning styles, multiple intelligences, cognitive ability and the like.

Although academic achievement of the students does not highly depend on personality types, it does not mean that personality types will be taken for granted by teachers and parents.

### **Home Environment and Personality types**

The table below presents the relationship between home environment and the personality types of the students. The variables under home environment such as parents' occupation, birth order, family size, family type and family income are tested whether they show relationship to personality types.

Table 9  
*Relationship Between the Profile of the Students and Their Personality Types*

Variables Being Related to Students' Personality Types	Computed $\chi^2$	Coefficient of Contingency	Degree of Association
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Fathers' Occupation	10.30	0.2635	Low
Mothers' Occupation	0.62	0.0669	Little if any
Birth Order	8.23	0.2372	Low
Family Size	7.15	0.2219	Low
Family Type	0.35	0.0503	Little if any
Family Income	0.98	0.0840	Little if any
<hr/>			
Legend: .5 and above	high association		
.3 < .5	moderate association		
.1 < .3	low association		
0 < .1	little if any association		

As revealed in Table 9, the occupation of the fathers of the students, their birth order and family size have a low relationship with their personality types. This means that the personality types of the students in some way depend on the occupation of their fathers but of low degree of association only.

The association of fathers' occupation to personality supports the idea that Fathers' with better occupational status are more concern and responsible for their children's proper personality development (Dayal, 2012).

Birth order and family size affect personality because firstborns have been shown to be more conscientious, ambitious, academically oriented, conforming, conservative, inclined toward leadership, and respectful of their parents than their later-born siblings. Conversely, children born later in the birth order tend to be more unconventional, flexible, and rebellious (Suloway, 1997). Only children, being firstborn themselves, tend to exhibit traits more similar to those of other firstborn children.

Furthermore, children who have many siblings must compete for parental attention and familial resources. Children who have few siblings seldom deal with this kind of competition. On the other hand, not having siblings has repercussions for the only child's later social interactions (Koontz,1989).

### **Chapter III**

#### **Summary of Findings, Conclusions and Recommendations**

##### **Restatement of the Problem**

Student's cognitive and affective development is the major aim of education. The understanding of factors affecting academic achievement like the types of personality that students possess may predict student academic achievement. Thus, this study aims to investigate the effect of home environment to student personality and student personality to the academic achievement of Grade Ten students in Paniabonan High School. Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 parents' occupation;
  - 1.2 birth order;
  - 1.3 family size;
  - 1.4 family type; and
  - 1.5 family income?

2. What is the academic achievement of the students in terms of their General Average in the first quarter?

3. What personality types do students exhibit based on the following Five-Factor Personality Model:

3.1 openness;

3.2 conscientiousness;

3.3 extroversion;

3.4 agreeableness; and

3.5 neuroticism?

4. Is there a relationship between the personality type of students and their academic achievement?

5. Is there a relationship between the profile of the students and their personality types?

### **Summary of Findings**

Based upon the data gathered in the study, the following are the summary of the significant findings.

#### **1. Home Environment/ Profile of the respondents**

**Parents' Occupation.** The findings show that 55 or 39.86% of the respondents' fathers are into servicing or laborers. Furthermore, out of 138 mothers of the respondents, majority (109 or 78.99%) are working as laborers.

This data shows that the occupations of the parents' respondents are classified as blue collar jobs.

**Birth Order.** Out of the 138 respondents, 65 or 47.1% are the middle children in their family, 35 or 25.36 % are the first children and 38 or 27.54% of the respondents belong to the youngest order.

The results may link to the idea that most of the students are more likely to be understanding, cooperative and flexible, yet competitive because they are middle children. He/She is concerned with fairness. The eldest is perceived to have so much control and attention from their first-time parents; they are over-responsible, reliable, well-behaved,

careful and smaller versions of their own parents. While youngest children tend to be the most free-spirited (Sulloway, 1997).

**Family Size.**Results show that 65 or 47.10% of the respondents belongs to a family with 1-3 siblings, 60 or 43. 48% belongs to a family with 4-6 siblings and 13 or 9.42% belongs to 7 and more siblings.

This means that the respondents are dominated by students who belong to a small family size and only a few who belong on big family size.

**Family Type.**The findings show that great majority (70.29%) of the respondents have nuclear type of family and only 29.71% have joint/extended type of family.

This goes to show that a number of the respondents are living with their parents and siblings only.

**Family Income.**Result reveals that majority (98 or 71.01%) of the respondents fall between the income bracket 5,000 and below. This means that most of the Grade 10 students' families fall on the poverty line.

## **2. Academic Achievement**

Out of 138 respondents, 58 or 42.03% of the students have approaching proficiency level in their academic achievement, 51 or 36.96% of the respondents have developing level, 24 or 17.39% have proficient level and only 5 or 3.62% got advanced level.

The data show that the academic achievement of most of the Grade 10 students is in the Approaching Proficiency level. This means that the students have developed the fundamental knowledge and skills and core understandings, and with little guidance from the teacher and/or

with some assistance from peers, can transfer these understandings through authentic performance tasks (DepEd Order No.73, s.2012).

### **3. Personality Types**

It reveals that out of 138 respondents, 42 or 30.43% have a dominant personality type of agreeableness, 38 or 27.54% of the respondents have conscientiousness, 36 or 26.09% of the respondents have extraversion, 15 or 10.87% have emotional stability and 7 or 5.05% of the respondents have openness.

This finding means that a number of Grade 10 students are dominant in agreeableness. They are characterized by being compassionate and very cooperative than being doubtful and antagonistic towards others. This might be because Grade 10 students are already well-adjusted to their classmates and peers and there is already a strong bond of relationship among them.

### **4. Personality and Academic Achievement**

The findings posit that there is a low relationship between the personality type of the students and their academic achievement with 0.2310 coefficient of contingency. This means that the academic achievement of the students somehow depend on their personality type but of low degree only. There might be other factors that their academic achievements depend on like study habits, learning styles, multiple intelligences, cognitive ability and the like.

### **5. Home environment and Personality Types**

Results show that the occupations of the fathers of the students, their birth order and family size have a low relationship with their personality types. This means that the personality

types of the students in some way depend on the occupation of their fathers, their birth order and size of the family but of lower degree.

This finding connotes fathers' with better occupational status are more concern and responsible for their children's proper personality development.

Further, birth order and family size affect personality because firstborns have been shown to be more conscientious, ambitious, academically oriented, conforming, conservative, inclined toward leadership, and respectful of their parents than their later-born siblings. Conversely, children born later in the birth order tend to be more unconventional, flexible, and rebellious.

Furthermore, children who have siblings must also contend with something that does not affect only children, namely sibling rivalry. Children who have many siblings must compete for parental attention and familial resources. Children who have few siblings seldom deal with this kind of competition. On the other hand, not having siblings has repercussions for the only child's later social interactions.

### **Conclusions**

Based upon the significant findings of the study, the following conclusions are drawn:

1. Most of the respondents' parents are working as laborers and/or any servicing jobs and classified as blue-collar jobs. In terms of birth size, most of the Grade 10 students are the middle children in their family. Also, respondents who have small family size (1 to 3 siblings) outnumbered large family. Most of the students have nuclear type of family. Majority of the respondents belong to the poverty level.

2. Most of the Grade 10 students belong to “Approaching Proficiency” level in terms of their academic achievement.

3. Respondents whose dominant personality type fallson agreeableness outnumbered the personality types such as conscientiousness, extraversion, emotional stability/neuroticism and openness, respectively.

4. There is a low degree of relationship between personality type and academic achievement. This means that personality type is not a strong determinant of students’ academic achievement.

5. Home environment in terms of fathers’ occupation, birth order and birth size has a lowassociation to students’ personality types. This connotes that the jobs of the fathers, the position of a child in the family and the size of the family somehow affect the personality type of a person. The family type and family income conversely show little or no association to students’ personality type.

### **Recommendations**

In the light of the findings and conclusions drawn, the following recommendations are suggested to improve the achievement of the Grade 10 students:

1. Parents need to understand the importance of having a decent job because somehow it affects the innate characteristics of students. Parents should also bear in mind that every child has his/her own characteristics depending on her position in the family. Hence, comparing siblings must be avoided.

2. Since the size of family somehow affects the academic achievement of students, rural health workers should exert more effort in encouraging rural families to seriously consider family planning.

3. Personality types somehow affect the academic achievement of the students. Hence, teachers and school administrators are encouraged to understand students' personality types in which students gather and process information (manners and ways) and can lead to more effective teaching instruction.

4. To increase academic achievement among high school students, schools should endeavor to engage more time in family intervention such as home visitation, peer coaching and mentoring. It is highly recommended to other researchers whose endeavor is to improve the students' academic performance to consider other student factors in view of the fact that students' innate characteristics somehow determine their potentialities.

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## **APPENDICES**

### **Letter of Request to the Schools Division Superintendent**

Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region XVIII, Negros Island Region  
Schools Division of Negros Oriental  
MABINAY DISTRICT II  
PANIABONAN HIGH SCHOOL  
Paniabonan, Mabinay, Negros Oriental

August 15, 2016

**LELANIE T. CABRERA, CESE**  
OIC- Schools Division Superintendent  
Division of Negros Oriental

Thru: **PASTORA S. SOMOZA**  
District Supervisor  
Mabinay District II

Madam:

May I have the honor to ask permission from your good office to conduct my research study entitled, **“THE INFLUENCE OF PERSONALITY TYPES OF GRADE TEN STUDENTS IN THEIR ACADEMIC ACHIEVEMENT”** at Paniabonan High School, Mabinay District II starting August, 2016, in partial fulfillment of the requirements for the degree of Master of Arts Major in English at Foundation University, Dumaguete City.

In addition, to collect relevant data of the study, I would like to ask permission to administer a survey to Grade 10 students in Paniabonan High School using the attached questionnaires.

The researcher assures that confidential matters will be strictly kept in secrecy in accordance to the ethics of research.

I fervently hope for your positive response in this regard.

Thank you and more power.

Respectfully yours,

**(Sgd.)JENNY ROSE S. SUMAGAYSAY**  
Researcher/ Teacher I

**APPROVED:**

**(Sgd.)LELANIE T. CABRERA, CESE**  
OIC- Schools Division Superintendent

**Letter of Request to the School Head**

Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region XVIII, Negros Island Region  
Schools Division of Negros Oriental  
MABINAY DISTRICT II  
PANIABONAN HIGH SCHOOL  
Paniabonan, Mabinay, Negros Oriental

September 1, 2016

**LETICIA P. TE-AD**  
School Principal I  
Paniabonan High School

Madam:

The undersigned is presently conducting a study entitled, **“THE INFLUENCE OF PERSONALITY TYPES OF GRADE TEN STUDENTS IN THEIR ACADEMIC ACHIEVEMENT”** in partial fulfillment of the requirements for the degree of Master of Arts Major in English at Foundation University, Dumaguete City.

In view of this, I would like to request permission from your good office to conduct my research in your school, wherein the respondents are all Grade 10 students.

The researcher, being an English teacher herself in the said school, believes that this study could contribute to the pool of knowledge and could provide insights and baseline data to improve students' competence in order to attain quality education.

The researcher assures that confidential matters will be strictly kept in secrecy in accordance to the ethics of research.

I fervently hope for your positive response in this regard.

Thank you and more power.

Respectfully yours,

**(Sgd.)JENNY ROSE S. SUMAGAYSAY**  
Researcher/ Teacher I

## **SURVEY QUESTIONNAIRE ON STUDENTS' PROFILE**

### **A. Kindly answer the information that best reflects you.**

Name: \_\_\_\_\_

#### 1. Father's occupation:

- |   |   |
|---|---|
| <input type="checkbox"/> Farming                  | <input type="checkbox"/> Fishing                        |
| <input type="checkbox"/> Transportation           | <input type="checkbox"/> Business                       |
| <input type="checkbox"/> Teaching                 | <input type="checkbox"/> Allied Medical/Health Services |
| <input type="checkbox"/> OFW                      | <input type="checkbox"/> Peace and Order                |
| <input type="checkbox"/> Servicing/Laborers _____ |   |

#### 2. Mother's occupation:

- |   |   |
|---|---|
| <input type="checkbox"/> Farming        | <input type="checkbox"/> Fishing                        |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Business                       |
| <input type="checkbox"/> Teaching       | <input type="checkbox"/> Allied Medical/Health Services |
| <input type="checkbox"/> OFW            | <input type="checkbox"/> Peace and Order                |

Others \_\_\_\_\_

3. What is your birth order (position in siblings):

- first child                       youngest child  
 second child                       middle child

4. What is your household size?

- 1 to 3 siblings                       7 and more siblings  
 4 to 6 siblings

5. What is the type of your family?

- Nuclear                                       Joint or Extended

6. Family's monthly income:

- php 5,000 and below                       php 15,000 to 25,000  
 php 5,000 to 15,000                       php 25,000 to 35,000

### INTERNATIONAL PERSONALITY ITEM POOL

B. Please answer this survey as honestly as possible. Any questions you may object to can be left blank.

Please describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age

Below are phrases describing people's behaviors. Please read each statement carefully, and then indicate how accurately each statement describes you by marking the appropriate number on the scale beside each question.

Use the following format:

	1	2	3	4	5
	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate

1.	...I am the life of the party.	1	2	3	4	5
2.	... I feel little concern for others.	1	2	3	4	5
3.	... I am always prepared.	1	2	3	4	5
4.	... I get stressed out easily.	1	2	3	4	5

5. ... I have a rich vocabulary.	1	2	3	4	5
6. ... I don't talk a lot.	1	2	3	4	5
7. ... I am interested in people.	1	2	3	4	5
8. ... I leave my belongings around.	1	2	3	4	5
9. ... I am relaxed most of the time.	1	2	3	4	5
10. ... I have difficulty understanding abstract ideas.	1	2	3	4	5
11. ... I feel comfortable around people.	1	2	3	4	5
12. ... I insult people.	1	2	3	4	5
13. ... I pay attention to details.	1	2	3	4	5
14. ... I worry about things.	1	2	3	4	5
15. ... I have a vivid imagination.	1	2	3	4	5
16. ... I keep in the background.	1	2	3	4	5
17. ... I sympathize with others' feelings.	1	2	3	4	5
18. ... I make a mess of things.	1	2	3	4	5
19. ... I seldom feel blue.	1	2	3	4	5
20. ... I am not interested in abstract ideas.	1	2	3	4	5
21. ... I start conversations.	1	2	3	4	5
22. ... I am not interested in other people's problems.	1	2	3	4	5
23. ... I get chores done right away.	1	2	3	4	5
24. ... I am easily disturbed.	1	2	3	4	5
25. ... I have excellent ideas.	1	2	3	4	5
26. ... I have little to say.	1	2	3	4	5
27. ... I have a soft heart.	1	2	3	4	5
28. ... I often forget to put things back in their proper place.	1	2	3	4	5
29. ... I get upset easily.	1	2	3	4	5
30. ... I do not have a good imagination.	1	2	3	4	5
31. ... I talk to a lot of different people at parties.	1	2	3	4	5
32. ... I am not really interested in others.	1	2	3	4	5
33. ... I like order.	1	2	3	4	5
34. ... I change my mood a lot.	1	2	3	4	5
35. ... I am quick to understand things.	1	2	3	4	5
36. ... I don't like to draw attention to myself.	1	2	3	4	5
37. ... I take time out for others.	1	2	3	4	5
38. ... I shirk my duties.	1	2	3	4	5
39. ... I have frequent mood swings.	1	2	3	4	5
40. ... I use difficult words.	1	2	3	4	5
41. ... I don't mind being the center of attention.	1	2	3	4	5

42. ... I feel other's emotions.	1	2	3	4	5
43. ... I follow a schedule.	1	2	3	4	5
44. ... I get irritated easily.	1	2	3	4	5
45. ... I spend time reflecting on things.	1	2	3	4	5
46. ... I am quiet around strangers.	1	2	3	4	5
47. ... I make people feel at ease.	1	2	3	4	5
48. ... I am exacting in my work.	1	2	3	4	5
49. ... I often feel blue.	1	2	3	4	5
50. ... I am full of ideas.	1	2	3	4	5

**Source: International Personality Item Pool (IPIP)  
Inventory  
(Developed by Lewis R. Goldberg)**

## **CURRICULUM VITAE**

### **Personal Profile**

Name: **JENNY ROSE S. SUMAGAYSAY**

Age: 23

Date of Birth: August 4, 1993

Place of Birth: Camingawan, Kabankalan City

Home Address: Poblacion, Mabinay, Negros

Oriental

Mother: Vilma S. Sumagaysay

Father: Danny B. Sumagaysay

Sisters: Dhyssa- Wency S. Sumagaysay  
Frenzy June S. Sumagaysay

### **Educational Background**

**Graduate Studies:** Master of Arts in Education  
Major in English  
Foundation University  
Summer 2015- Present

**Tertiary** Bachelor in Sec. Education  
Major in English

March 22,2014

Foundation University

Cum Laude

Outstanding Student of the Year

Ten Outstanding Students of the  
Philippines- Region VII

**Secondary**

Mabinay National High School

2009-2010

Class Salutatorian

Elementary

ERAMS- West

2006-2015

Class Salutatorian

**WORK EXPERIENCES**

**Secondary School Teacher 1**

Paniabonan High School

Paniabonan, Mabinay, Neg. Or.

July 14, 2015- Present

**English Teacher**

Saint Louis School- Don Bosco

Dumaguete City

June 1,2015- March 30,2016

**The Influence of Personality Types of Grade Ten Students  
in Relation to Their Academic Achievement**