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CLASSROOM SEATING PREFERENCE AND ITS CORRELATES

by

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ABSTRACT

This study aimed to examine if there is a significant relationship between classroom seating preference of DLSU students with three specific variables, namely, academic performance, liking for the teacher and Cattell's 16 personality factors. Classroom seating preferences were divided into action and non-action seats based on the studies done by Sommer, 1967 and Adam, 1969. The respondents of this study were DLSU students, second and third year students belonging to the College of Liberal Arts and College of Business and Economics who were enrolled during the third trimester of schoolyear 1983-1984 when this study was conducted. There was a total of 202 students who participated out of eight chosen classes. Of these 98 students actually sat in their preferred non-action seats while 104 students actually sat in their preferred action seats. The data were gathered by using the following: 1) academic performance, measured in terms of the cumulative GPA of students as of the first trimester of schoolyear 1983-1984 which were copied from the Business Office; 2) liking for the teacher, measured by the sum of scores from a self-constructed Likert-type questionnaire with 11 statements; 3) personality traits, measured by Cattell's 16 PF Test. The results of the study were subjected to statistical analysis using the point-biserial correlation coefficient and t-test of significance. Significant relationships were obtained at $p < .05$ between: 1) classroom seating preference and academic performance ($r = 0.525$, $t = 8.724$) 2) classroom seating preference and liking for the teacher ($r = 0.279$, $t = 4.109$) 3) classroom seating preference and each of the six personality factors, namely: Factor A ($r = 0.357$, $t = 5.405$), Factor L ($r = 0.155$, $t = 2.219$), Factor M ($r = 0.420$, $t = 6.545$), Factor N ($r = 0.311$, $t = 4.628$), Factor Q_2 ($r = 0.364$, $t = 5.527$) and Factor Q_3 ($r = 0.276$, $t = 4.061$). From these results, the researchers have arrived at the following conclusions: 1) classroom seating preference is significantly related to students' academic performance 2) classroom seating preference is significantly related to students' liking for the teacher 3) classroom seating preference is significantly related to each of the six personality factors, namely, Factor A, Factor L, Factor M, Factor N, Factor Q_2 and Factor Q_3 .



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