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THE RELATIONSHIP OF PERSONALITY FACTORS AND ACADEMIC
ACHIEVEMENT OF GRADE SIX PUPILS OF AN ELEMENTARY
SCHOOL: AN ANALYSIS

ABSTRACT

SUMMARY

The objective of this study was to investigate the relationship between personality factors of grade six pupils and their academic achievement. The personality factors or characteristics considered in this investigation were limited to those measured by the Children's Personality Questionnaire (CPQ) while academic achievement was operationally measured by the average grade of the pupils in five school learning areas - Filipino, English, Science, Social Studies and Mathematics.

Specifically, the researcher attempted to determine the dominant personality traits of grade six boys and girls; whether there is a significant difference in the personality traits of high and low achievers - of boys and girls; and to what extent the personality factors measured by CPQ are related to academic achievement. The high and low achievers were identified on the basis of their average grades.

The subjects of this study were 97 sixth grade pu-



pils enrolled at the Imus Pilot Elementary School, in Imus, Cavite in school year, 1986-1987, composed of 145 boys and 125 girls, whose ages ranged from 11 to 12 years.

Methodology

Answers gathered were analyzed by computing the mean score in each of the fourteen factors of the IPI, applying the t-test for the significance of differences in means, and computing Pearson's product-moment correlation coefficient as a measure of the extent of relationship between each of the factors and academic achievement.

Findings

The significant findings of this research are summarized below:

1. The dominant characteristics of grade six pupils are: phlegmatic, undemonstrative, deliberate, emotionally placid, inactive; obedient, mild, accommodating, submissive and conforming; sober, restrained, prudent, taciturn and serious; forthright, natural, artless, open and naive; self-assured, secure, feels free of guilt, unembarrassed, self-satisfied; relaxed, tranquil, carefree, low drive and unfrustrated.

a. Of these six boys are generally phlegmatic, undemonstrative, placid, inactive and deliberate; obedient, mild, conforming and submissive; sober, prudent,



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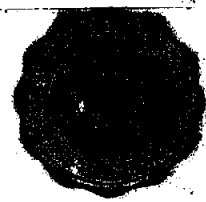
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taciturn, and serious; forthright, natural, artless, open and naive; self-assured, secure, feels free of guilt, untroubled, self-satisfied; relaxed, tranquil, composed, has low anxiety, unfrustrated.

b. The dominant characteristics of girls are the following: calm, placid, inactive, rather shy; obedient, mild, conforming, submissive; sober, taciturn, prudent, serious; conscientious, moralistic, staid, rule-bound, persistent; vigorous, cheerful, goes readily with group; forthright, natural, artless, open, naive; self-assured, untroubled, self-satisfied; relaxed, composed, tranquil, unfrustrated.

c. The significant differences existed between the boys and girls in each category are in factors 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. The computed t 's are less than the critical value of t at 0.05 level of significance. Significant differences occur in factors 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100 between the two sexes. Girls are warmer, more outgoing, easygoing, participating, lover of people; more conscientious, persistent, moralistic, staid and rule-bound, more vigorous, goes readily with the group; more forthright, natural, artless, open and naive; more relaxed, tranquil, composed and unfrustrated than boys.

3. The significant differences existed between the boys and girls in factors 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100 while the computed t 's are less than the critical value of t at 0.05 level of significance.



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higher mean scores on factors B, C, D, and E. All the factors indicate a high level of achievement. The mean score on factor A was 10.00 (S.D. 0.00) which is lower than the mean score on factor B (10.50) which is higher than the mean score on factor C (10.25). The standard deviation for factor A is 0.00 and for factor B is 0.00 which differ in a significant manner.

1. The mean scores are significantly different from the mean scores of the other groups. The mean scores are significantly different from the mean scores of the other groups. The mean scores are significantly different from the mean scores of the other groups. The mean scores are significantly different from the mean scores of the other groups. The mean scores are significantly different from the mean scores of the other groups. The mean scores are significantly different from the mean scores of the other groups.

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- g. Low achievers are deliberate, inactive, stodgy, more excitable and show greater tendency to exhibit distress on slight provocation and overreact to various kinds of stimuli. (Factor D)
- h. Low achievers are more obedient, mild, conforming and submissive. (Factor E)
- i. Low achievers are sober, prudent, serious and restrained. (Factor F)
- j. Low achievers are more naive, sentimental and youthfully awkward. (Factor H)
- k. Low achievers typically feel entirely adequate and self-confident. (Factor O)

4. The coefficient of correlation between the average grades and sten scores in Factor A is .411 and Factor G is .406 which indicate a substantial positive relationship between the two variables. In general, children with better academic achievement are more warmhearted, participating, outgoing, conscientious, persevering, rule-bound and with stronger super ego strength.

There is a low positive correlation between average grades and scores in Factor B ($r = 0.333$), Factor F ($r = 0.313$), Factor K ($r = 0.367$), Factor Q3 ($r = 0.341$) and Factor Q4 ($r = .224$) which shows that academic achievement is slightly and directly allotted to the following persona-



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lity traits:

- a. more intelligent, abstract thinking, bright
- b. happy-go-lucky, impulsively lively, enthusiastic, headless
- c. broad, casual tang, astute
- d. controlled, socially precise, compulsive, high self-concept control
- e. tense, driven, overwrought and fretful

There is low negative correlation between average grades and sten scores in Factor D ($r = -.240$) and negligible negative correlation in Factor O ($r = -.110$). Academic achievement, therefore, is found to be inversely related to these personality characteristics.

- a. excitable, impatient, demanding and overactive
- b. apprehensive, prone to feel guilty, worrying, troubled and insecure.

The magnitude of correlation coefficient between average grade and all other factors range from .061 to .195 indicating a indifferent or negligible relationship with academic achievement. These factors are Factor C ($r = .132$) (Affected or fearful vs. emotionally stable); Factor E ($r = .07$) (reserved, calm, conforming, submissive vs. assertive, aggressive, unconcern, dominant), Factor H, $r = .087$ (shy, reserved, timid-sensitive, timid vs. venture-some, socially bold and uninhibited, spontaneous); Factor I $r =$



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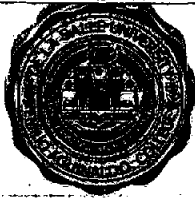
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.195 (top-minded, realistic, self-reliant vs. tender minded, sensitive, overprotected) and Factor J $r = .051$ (zestful, goes readily with the group vs. circumspect, individualistic and reflective)

CONCLUSIONS

Based on the foregoing findings, these conclusions can be made:

1. The grade six boys like girls manifest same dominant characteristics: phlegmatic, obedient, sober, conscientious, forthright and relaxed.
2. The hypotheses that grade six boys and girls do not differ in personality traits as measured by the Children's Personality Questionnaire are rejected in some factors. Significant differences existed in Factor A (reserved vs. warmhearted) Factor C (expedient vs. conscientious), Factor J (zestful vs. circumspect), Factor H (forthright vs. shrewd) and Factor Q4 (relaxed vs. tense) but no significant differences existed in nine other factors.
3. High achievers significantly differ from the low achievers in all the personality factors except in Factors H, J, & Q4. Both the high and low achievers can either be extrovert or introvert, zestful or circumspect, or relaxed or tensed since they do



not differ in these personality factors.

4. The extent of relationship between academic achievement by the average grades in the five subject areas and each of the fourteen personality scales in the CFI ranges from negligible to substantial correlation. High achievers tend to be warmhearted and conscientious while low achievers tend to be excitable and apprehensive.

RECOMMENDATIONS:

Based on the findings and conclusions of this study, the following recommendations are offered:

1. Individual differences should be considered in dealing with children. Teaching strategies, procedures and instructional materials should be adjusted, simplified and adapted accordingly to suit the characteristics of learners.
2. Promotion of desirable traits of boys and girls like: obedience, accommodating, prudence, natural, serious, self-satisfied should be a combined and concerted efforts of not only the teachers and other school personnel but also parents, home and community.
3. Remedial and developmental guidance should be given to both high and low achievers.