



**Personality Types, Family Relations, Academic Performance
And School Behavior of Systems Technology Institute
(STI) Academy High School Students: Basis for a
Proposed Guidance Program**

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ABSTRACT

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OBJECTIVES OF THE STUDY

A. GENERAL

1. To determine the personality types, family relation, academic performance and school behavior of Systems Technology Institute (STI) Academy high school students which could serve as



basis for a proposed guidance and counseling program that will cater to the needs of the students in this aforementioned institution.

B. SPECIFIC

1. To determine the family relations, academic performance, and school behavior of the STI students as to personality types.

This study focused on the personality types, family relation, academic performance and school behavior of STI Academy High School students at B.F Resort Village Las Piñas City, Philippines. It involved 75 or 100% of first year and second year students in STI.

The Sixteen-Personality Factors Questionnaire (16 P.F) was administered as the basis in gathering the data needed to determine the different personality types of students. Likewise, the researcher based the school behavior on the deliberated grades on character given by the teachers in each subject area and the academic performance on the General Weighted Average (GWA) grade on the progress report from the 1st to the 4th quarter of the school year 2000-2001.

This study applied the descriptive method of research. The statistical tools used were frequency count, percentage, and chi-square.

Based on the gathered data, the findings of the study reflected that the personality types of students both in intact and broken



families were ambivert, they have fair academic performance and majority behaved very satisfactorily. The proposed guidance and counseling program was based on the results in personality types, family relations, academic performance and school behavior of the students.

It was concluded that personality types are not related to family relations nor to academic performance. These do not affect the school behavior of the students. Since regardless of the personality types the students exhibited very satisfactory school behavior. Furthermore, there was no significant difference in academic performance of the students when they were grouped as to personality types.

RECOMMENDATIONS

1. Guidance counselors should be vigilant in identifying students who are experiencing family relations phenomena, so that the latter can accept and become strong emotionally, socially and behaviorally.

2. The teachers who play a great role in molding the students to become better individuals, should give them enough attention not only on their academic performance but also on their school behavior.

3. Students who experienced broken homes, should undergo counseling with the help of the guidance counselor in order to become



better persons and to become responsible individuals. They should not consider what had happened to their families as a shortcoming on their part, but to take it as a challenge, and to make a difference in their lives, to achieve a better future.

4. Parents of the broken family should be aware of their role and responsibility not only to their children but also to the society where they belong. They should continuously give them financial, emotional and moral support although they are separated.

5. Systems Technology Institute (STI) Academy is encouraged to implement the proposed guidance and counseling program.

6. Researchers may conduct a similar study using a bigger population.



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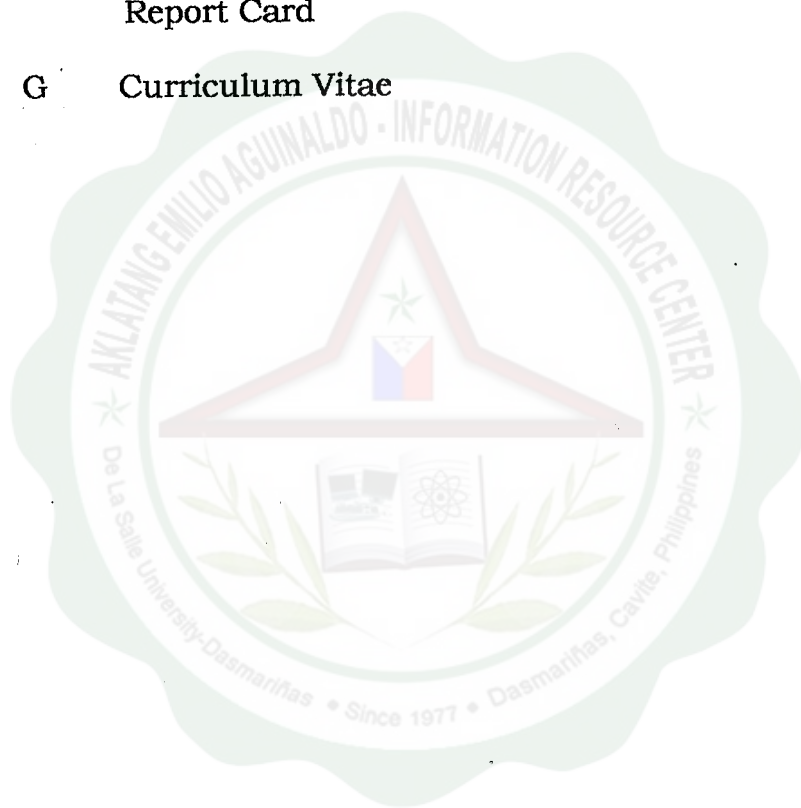
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FIGURE

FIGURE

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1 The conceptual paradigm of the study

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