

ASSESSING THE PERSONALITY OF THE BACHELOR IN ELEMENTARY EDUCATION STUDENTS

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ABSTRACT

This research aimed to assess the personality of the Bachelor in Elementary Education (BEEd) students. The researchers used the descriptive correlation method. The descriptive method was used to gather and analyze the students' profile while the correlation method was used to determine the relationship between the personal profile and the personality of the respondents.

The results of the study showed that most of the respondents are female within the age bracket of 17-18, Roman Catholic. Their parents were mostly working as farmers and housekeeper. Most of their fathers were high school graduates while most of their mothers were college graduates. Most of the respondents were good in dancing and in playing badminton. The respondents assessed themselves as somewhat law abiding, somewhat disturb by misdeeds committed, and somewhat conventional; performing well at work and better than most workers; somewhat physically active and takes to athletics regularly; somewhat appreciative of art, has some artistic talent, regular consumer of artistic commodity; very likely, cheerful, very enthusiastic, and fun to be with; very accommodating, empathetic, adaptable, and affiliates with others; somewhat enduring, prefer to execute ready made plans, and accepts but does not seek responsibility; somewhat eloquent, somewhat assertive, and somewhat effective in communication; somewhat religious, give seldom engage in church work, and somewhat benevolent; very ambitious, very highly aspiring, very optimistic and hopeful of the future; always loving and worthy of love, indispensable to peer attachment of goals, most highly

regarded by family, and recognized as leader in civic/social work. As a whole, there is no significant relationship between the personal profile and their personality aspects.

It is therefore recommended that a follow-up study on other personality aspects be conducted to know if there is progress within the students' behavior. Strengthening of most of the personality aspects of the respondents must be done especially so that they are future elementary teachers.

Introduction

The personal traits that an individual possess identifies the kind of person he is. Personality of an individual, be it positive or negative, is being viewed as factor that determines their attitude and behavior towards various situations in life. Family, peers and experiences are the variables that influence the personal traits of an individual.

According to Cherry (2014), personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personal character traits are the attitudes that an individual has toward his activities and the challenges he presents. These traits may be positive, negative, or often in between, depending on the situation. Positive personal character traits lead to achievement of goals and success. Negative personal character traits can lead to failure or frustration (Romo, 2011).

Personality is a crucial thing serving to guide a behavior. Most, if not all, would agree that behavior is not constant but personality is. According to Romo (2011), amidst the inconsistency of an individual's behavior, there is core of consistency which defines the individual's "true nature". The personality of an individual is an indicator of his way of thinking, acting as well as feeling.

Every person is unique. This is being manifested by the fact that the students vary in their learning styles and their way of

receiving different information. Personality has been recognized as a determining factor on how people learn (Chowdhury, 2006). It is believed that to avoid failures in life, the possession of cognitive capabilities should be accompanied by positive personal character traits.

Personality traits are expressed in learning styles, which are, in turn, reflected in learning strategies and eventually produce a learning outcome (De Raad & Schouwenburg, 1996). Therefore, an understanding of the students' personality traits becomes an important pedagogical tool. There have been many researches on the role personality as predictor of achievement as well as predictor of affect. However, few resarchers have examined the personality aspects of education students. The researcher, therefore, studied on this topic in order to find out the different personality aspects of the Bachelor in Elementary Educations students if there are to be developed or strengthened.

Statement of the Problem

This study assessed the personality of the Bachelor in Elementary Education (BEEd) students, College of Teacher Education, University of Northern Philippines, S.Y. 2013-2014.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following personal factors:
 - a. Age,
 - b. Sex,
 - c. Religion,
 - d. Father's educational attainment,
 - e. Mother's educational attainment,
 - f. Father's occupation,
 - g. Mother's occupation,
 - h. No. of children in the family,
 - i. Ordinal position,
 - j. Favorite subject,
 - k. Special skills and
 - l. Sports inclined to?

2. What is the assessment of the respondents on their personality along the following:
 - a. Conscience,
 - b. Achievement,
 - c. Physical,
 - d. Aesthetic,
 - e. Emotional warmth,
 - f. Personal relations,
 - g. Work,
 - h. Communication,
 - i. Religion,
 - j. Outlook of life and
 - k. Self-worth?

3. Is there a significant relationship between the profile of the respondents and their assessment of their personality?

Scope and Delimitation

This study focused only on the assessment of the 195 BEEd students of the College of Teacher Education, University of Northern Philippines, School Year 2013-2014 on their personality and the relationship of the students' profile which include age, sex, religion, father's educational attainment, mother's educational attainment, father's occupation, mother's

occupation, number of children in the family, ordinal position, favorite subject, sports inclined to, and special skills to the assessment of the personality.

The data gathered were analyzed through the frequency count and percentages, and the Pearson product moment of correlation.

Theoretical Framework

This section provides insights needed by the researchers in the conduct of this study.

On Personality

Personality is made up of the characteristic patterns of thoughts, feelings and behavior that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life (Cherry, 2014).

Also, Feist and Feist (2009) stated that although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior.

On the other hand, personality refers to individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons (Funder, D. C., 1997).

Personality is a critical psychological mechanism that guides a behavior. Genetic

and environmental influences determine the set psychological characteristics comprising personality (Schaffer, 2005). Among many personality theories, trait models emphasizing individual differences in thoughts, feelings and behaviours assume that personality consists of several dispositions. Since personality traits tend to form a stable pattern of reactions in any given situation, they can explain the mechanisms of an individual's information behavior with little variability (Phares 1991). A widely used personality model, McCrae and Costa's NEO Five Factor Model, or "Big Five Model" (1990), consists of the following personality components: neuroticism, extroversion, and openness to experience, agreeableness, and conscientiousness.

Some of the other fundamental characteristics of personality include: **Consistency-** There is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations; **Psychological and physiological-** Personality is a psychological construct, but research suggests that it is influenced by biological processes and needs; **It impacts behaviors and actions-** Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways; **Multiple expressions-** Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

Some of the major perspectives on personality include: **Type theories** are the early perspectives on personality. These theories suggested that there are a limited number of "personality types" which are related to biological influences; **Trait theories** viewed personality as the result of

internal characteristics that are genetically based; **Psychodynamic theories** of personality are heavily influenced by the work of Sigmund Freud, and emphasize the influence of the unconscious on personality; Psychodynamic theories include Sigmund Freud's psychosexual stage theory and Erik Erikson's stages of psychosocial development; **Behavioral theories** suggest that personality is a result of interaction between the individual and the environment. Behavioral theorists study observable and measurable behaviors, rejecting theories that take internal thoughts and feelings into account. Behavioral theorists include B.F. Skinner and John B. Watson, and **Humanist theories** emphasize the importance of free will and individual experience in the development of personality. Humanists theorists include Carl Rogers and Abraham Maslow.

On Related Studies

A study on Students' Personality Traits and Academic Performance: A Five-Factor Model Perspective was conducted by Chowdhury (2006) and the results of the study showed that all personality traits except extraversion positively and significantly predicted students' overall grade. Extraversion was positively related ($r = .140$) but not statistically significant. Openness ($r = .279$) and Neuroticism ($r = .341$) were positively related to students' academic achievement and were more important predictors of overall grade of the students than agreeableness ($r = .245$) and conscientiousness ($r = .237$).

Another study on Personality traits, gender, and information competency among college students was conducted by Kwon and Song (2011). The results of the study showed that three of the five personality traits were significant determinants of

information competency among the population sample. Those students, who are more conscientious, open to experience, and extroverted tended to report greater information competency than students who are not. Neither neuroticism nor agreeableness was identified as determinants. Revealing the moderating role of gender, the study uncovers gender-specific personality traits that affect information competency. Specifically, the study finds extroversion to be a male-specific trait and openness to experience a female-specific trait. The results identify conscientiousness as the most consistent and robust determinant of information competency across both genders.

Researchers have examined personality traits to explain information behaviours (Bellardo1985; Borgman 1989; Halder, Roy and Chakraborty 2010; Heinström 2002, 2003; Hyldegård2009). Findings suggest possible associations between personality traits and information competency. For example, browsing and wide enthusiastic exploration of information tend to be common among those who are outgoing and open to experience (Heinström 2002). This suggests that such traits increase the opportunity to encounter the information sought. However, researchers have yet to study a direct association between personality and information competency. Therefore, this research attempts to examine such associations.

Smith (2011) conducted a research on Personality Traits and Career Decidedness (CD): An Empirical Study of University Students and the results showed that CD correlated positively with the broad (Big Five) personality traits, openness, conscientiousness, and agreeableness. However, CD did not correlate as expected with the broad trait, extraversion, and correlated significantly and inversely with

the broad trait, neuroticism, only for low-achievement students. Results showed that the narrow traits of optimism and work drive correlated significantly and positively with CD, and that these narrow traits alone accounted for an additional 5.6% variance in CD above and beyond broad traits (5.8%). CD correlated positively with chronological age, as predicted. However, Career Decidedness only increased through the first three of four years of college, and contrary to predictions, showed a non-significant decline in the senior year. In an unexpected finding based only on the sub-group who completed the second set of questionnaires, the relationship of personality and CD strengthened over the 7-month span of this study, yet instability within CD warrants caution. Results suggest questions for future research and implications for practice in vocational psychology.

In the study of Kragness and Hendel (1977) on Personality characteristics of students enrolled in an elective studies degree program, Elected studies students are found to have in common with all three groups the general characteristics of intellectual liberalism. The comparison with traditional students in this study shows differences between the two groups on 7 of 14 OPI scales, with the most outstanding differences being the degree of intellectual liberalism. A finding unique to this study appears to be the greater degree of self-confidence shown by the elected studies students.

Gruen and Hooker (2000) conducted a research study on Personality and Situational Factors as Predictors of Alcohol Use by College Students. Main effects for personality were found. The dimensions of Extraversion, Agreeableness and Openness were found to both correlate with and predict alcohol use. Extraversion and Openness were found to positively correlate

with the quantity of alcohol consumed and binge frequency. Agreeableness was negatively correlated with alcohol use. Multiple regression analysis demonstrated that alcohol consumption and bingeing behavior could be predicted using all five personality dimensions with Extraversion, Openness and Agreeableness being the significant contributors. Conscientiousness and Emotional Stability were not found to be significant correlates with alcohol use.

On the other hand, it was found out in the study of Ibrahimoglu et al. (2013) on The relationship between personality traits and Learning styles: a cluster analysis, that majority of the participants adopted assimilating and diverging learning styles. The results revealed a meaningful relationship between learning styles and personality profiles.

In the related literature, it has been widely accepted that personality trait approach has decisive effects on concepts like business performance, work values, entrepreneurship, stress, depression, satisfaction, organizational citizenship, teamwork, organizational commitment, learning, concepts such as academic achievement (Miller, 1991; Barrick & Mount, 1993; Erdheim, Wang & Zickar, 2006; Organ & Lingl, 1995; Busato et al., 1998; Berings, De Fruyt & Bouwen, 2004; Chioqueta & Stiles 2005; Blickle, 1998; Molleman, 2005; Chamorro-Premuzic & Furnham, 2008).

In another study, a positive relationship between open and extroverted personality traits and active-minded and responsive-intuitively learning styles was found. Specifically, a positive interdependent relationship was found between the extraversion and active-

cautiousness and openness and sensitive-intuitive features (Sottolare, 2006).

In another study conducted by Rashid (2012), the participants were divided into four groups based on their learning styles as accommodating, converging, assimilating and diverging and the relationship between assimilating learning style and personality traits was examined. In the study, it was concluded that agreeable personality trait was associated with assimilating type of learning style (Rashid et al., 2012). Kamarulzaman (2012) examined the relationship between personality-learning styles in the related literature and came to the conclusion that personality has effects on learning styles. He stated that extroverted individuals are particularly suitable for accommodating learning style.

Furthermore, it was found out in the study of Estrada et al. (2009) on Relationship between personality profiles and stress in medical residents, that 50% of medical residents showed medium to high levels. Correlation analyses indicate that stress is associated with specific personality profiles, such as: C- (low emotional stability; $r = -0.337$; $P = 0.008$), H- (shyness; $r = -0.313$; $P = 0.014$), O+ (self-guiltiness; $r = 0.298$; $P = 0.02$) and Q4+ (recklessness; $r = 0.474$, $P = 0.001$). Factors H and Q4 were related to high levels of stress.

The above cited literatures and studies showed points that are helpful in the conduct of the present study. These provided the researchers with the proper direction in undertaking the study.

Conceptual Framework

The study is guided with the following research paradigm.

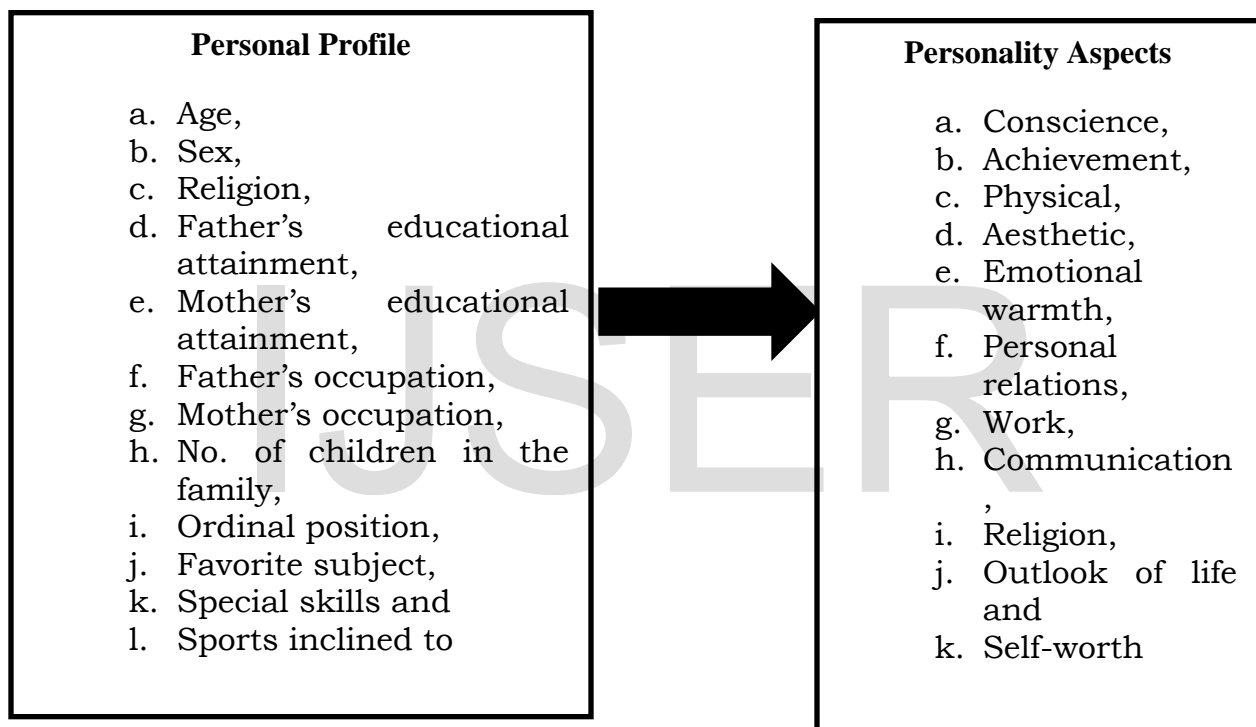


Figure 1. Conceptual Paradigm

Figure 1 shows that the students' profile significantly influence their personality.

Methodology

This part presents the research design, population and sample, data gathering instrument, and data gathering procedure.

Research Design

The study made used of the descriptive-correlation method of research. This was used to describe and analyze the assessment of the Bachelor in Elementary Education students, University of Northern

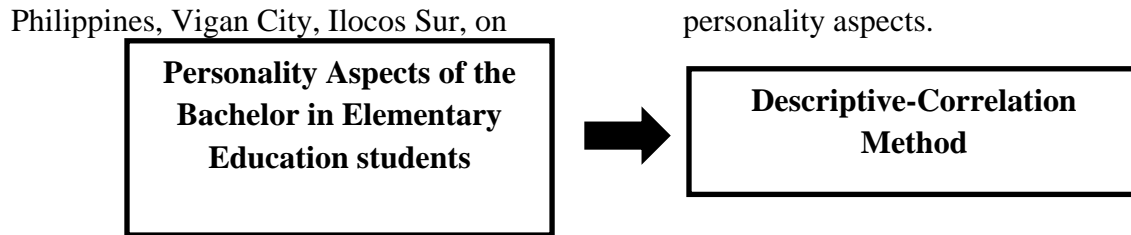


Figure 2. The Research Paradigm

Figure 2 shows that the researchers used the Descriptive-Correlation Method in order to determine the personality aspects of the Bachelor in Elementary Education students of the College of Teacher Education, University of Northern Philippines.

Population and Sample

The 195 Bachelor in Elementary Education (BEEd) students, College of Teacher Education, University of Northern Philippines, Vigan City, Ilocos Sur, Philippines were the respondents of the study. The student-researcher did a random sampling to determine the families who will answer the questionnaire. The researcher utilized only 15 students per section.

Data Gathering Instrument

The instrument used by the researcher in this study is a questionnaire adapted from the study on “Personality aspects of the Extensions Services Office personnel” authored by Romo (2011), College of Teacher Education, University of Northern Philippines.

The questionnaire asked the respondents to assess themselves in terms of the following personality aspects:

- a. Conscience,
- b. Achievement,
- c. Physical,

- d. Aesthetic,
- e. Emotional warmth,
- f. Personal relations,
- g. Work,
- h. Communication,
- i. Religious,
- j. Outlook of life and
- k. Self-worth

Data Gathering Procedure

The researcher prepared the materials needed in the conduct of the study. The researcher determine the number of sections of the Bachelor in Elementary Education (BEEd) program to know the number of questionnaires to be prepared. A random sampling was used by the student-researcher. After which, the questionnaires were distributed to the 15 sample students per section to gather the data needed for the study.

After the retrieval of the questionnaires from the respondents, the data collected were tabulated, analyzed and interpreted.

Statistical Treatment

The following statistical tools were used to analyze and interpret the data gathered in the study:

Frequency Count and Percentage.

These were used to determine the distribution of the personal profile and its distribution of the respondents along personality aspects.

Pearson Product Moment of Correlation. This was used to determine the relationship between the personal profile and personality traits of the respondents. The significance of the correlation coefficients was tested at the .05 probability level.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered, the analysis and interpretation of the data from the study.

Profile of the Bachelor in Elementary Education Students

Table 1 shows the profile of the Bachelor in Elementary Education students of the College of Teacher Education, University of Northern Philippines.

Table 1
Profile of the Bachelor in Elementary Education Students

PROFILE	F	%
AGE		
15-16	50	25.64
17-18	80	41.02
19-20	56	28.72
21-22	7	3.59
25-26	2	1.03
TOTAL	195	100
SEX		
Female	162	83.08
Male	33	16.92
TOTAL	195	100
RELIGION		
Roman Catholic	173	88.72
INC	6	3.08
Aglipayan	1	0.51
Pentecostal	4	2.05
Baptist	1	0.51
UCCP	1	0.51
COCC	1	0.51
Born Again	4	2.05
Church of Christ	1	0.51
Methodist	1	0.51
Iglesia Filipina Independiente	2	1.03

TOTAL	195	100
FATHERS' EDUCATIONAL ATTAINMENT		
College Graduate	44	22.56
College undergraduate	39	20
Vocational graduate	4	2.05
High school graduate	63	32.31
High school undergraduate	16	8.21
Elementary graduate	17	8.72
Elementary undergraduate	8	4.10
None	1	0.51
Deceased	3	1.54
TOTAL	195	100
MOTHERS' EDUCATIONAL ATTAINMENT		
Master's degree	1	0.51
College graduate	71	36.41
College undergraduate	32	16.41
High school graduate	49	25.13
High school undergraduate	14	7.18
Vocational graduate	1	0.51
Elementary graduate	18	9.23
Elementary undergraduate	9	4.62
TOTAL	195	100
FATHERS' OCCUPATION		
Fishing	7	3.43
Farming	87	42.65
Driver	27	13.24
Mechanic	2	0.98
Carpentry	12	5.88
Housekeeping	2	0.98
Electrician	2	0.98
Laborer	9	4.41
Foreman	1	0.49
Security guard	4	1.97
Teaching	2	0.98
Messenger	1	0.49
OFW	3	1.47
Government employee	6	2.94
Soldier	1	0.49
Vendor	2	0.98
Self-employed	2	0.98

Aircon technician	1	0.49
Cook	1	0.49
Bicycle repairing	1	0.49
Tiles maker	1	0.49
Guitarist	1	0.49
Painter	1	0.49
Partas station manager	1	0.49
Fireman	1	0.49
Gasoline boy	1	0.49
Brgy. Secretary	1	0.49
Warehouseman	1	0.49
Policeman	1	0.49
Maintenance worker	1	0.49
Vulcanizer	1	0.49
None	9	4.41
Deceased	11	5.39
TOTAL	204	100
MOTHERS' OCCUPATION		
Vendor	6	3.06
Housekeeping	133	67.86
Teaching	24	12.24
OFW	11	5.61
Brgy. Treasurer	2	1.02
Businesswoman	3	1.53
Organization secretary	1	0.51
Farming	6	3.06
Housemaid	1	0.51
Baby sitter	1	0.51
Hog raiser	1	0.51
Cook	1	0.51
Shore keeper	1	0.51
Caregiver	1	0.51
SB Member	1	0.51
Laboratory in charge	1	0.51
Weaver	1	0.51
Brgy.council	1	0.51
TOTAL	196	100
NO. OF CHILDREN		
12	1	0.51
10	1	0.51
9	1	0.51
8	7	3.59
7	5	2.56
6	12	6.15

5	20	10.26
4	41	21.03
3	60	30.77
2	42	21.54
1	5	2.56
TOTAL	195	100
ORDINAL POSITION		
8 th	3	1.54
7 th	1	0.51
6 th	4	2.05
5 th	10	5.13
4 th	22	11.28
3 rd	24	12.31
2 nd	52	26.67
Eldest	74	37.95
Only child	5	2.56
TOTAL	195	100
FAVORITE SUBJECT		
Rizal	1	0.43
Math	49	20.94
Science	36	15.38
English	48	20.51
Filipino	58	24.79
History	8	3.42
Computer	5	2.14
Psychology	5	2.14
Sociology	3	1.28
PE	1	0.43
MAPEH	6	2.56
Humanities	1	0.43
Art	1	0.43
Values	2	0.85
None	10	4.27
TOTAL	234	100
SPECIAL SKILLS		
Dancing	75	25.68
Cooking	28	9.59
Drawing	21	7.19
Singing	61	20.89
Designing	3	1.03
Reading novels/articles	8	2.74
Writing articles	13	4.45
Acting	20	6.85
Making scrapbook	1	0.34
Playing instruments	13	4.45

Swimming	1	0.34
Digital arts enthusiast	1	0.34
Story telling	1	0.34
Painting	1	0.34
Broadcasting	1	0.34
Photography	2	0.68
Ice skating	1	0.34
Baking	1	0.34
Computer literacy	4	1.37
Declaiming	1	0.34
Playing pinoyhenyo	1	0.34
Playing chess	1	0.34
Modeling	1	0.34
Speaking skills	1	0.34
None	31	10.62
TOTAL	292	100
SPORTS		
Table tennis	7	2.83
Chess	14	5.67
Swimming	4	1.62
Volleyball	46	18.62
Baseball	1	0.40
Badminton	75	30.36
Softball	7	2.83
Basketball	10	4.05
Sepak	3	1.21
Scrabble	4	1.62
Athletics	3	1.21
Taekwondo	1	0.40
Gymnastics	1	0.40
Games of the general	1	0.40
Long jump	1	0.40
High jump	1	0.40
Billiards	1	0.40
Soccer	1	0.40
None	66	26.72
TOTAL	247	100

Table 1 shows that most of the respondents (80 or 41.02%) are at the age bracket of 17-18 years old while least (7 or 3.59%) are at 25-26 years old. This implies that there are younger BEEd students than older ones.

The table also shows that most (162 or 83.08%) of the respondents are female while only 33 or 16.92% are male. This could mean that there more female then

male who wanted to be an elementary teacher in the future.

On the other hand, most of the respondents belong to the Roman Catholic religion as shown by the frequency distribution of 173 (88.72%). This is a manifestation that Roman Catholic is really the most dominant religion in the country which is a Christian nation.

It can also be gleaned in the table that the father's educational attainment of most of the respondents is "High School Graduate" as shown by the frequency distribution of 63 (32.31%) while one of the respondents' father (0.51%) does not have any educational attainment. On the other hand, the mother's educational attainment of most (71 or 36.41%) of the respondents is "College Graduate" while only 1 (0.51%) has earned a Master's Degree. This goes to show that the mothers' educational attainment of most of the respondents are higher than their fathers' educational attainment.

Also, the table reveals that the most common father's occupation of the respondents is farming. This could be due to the fact that the father's educational attainment of most of respondents is "High School Graduate". Meanwhile, the mother's occupation of most (133 or 67.86%) of the respondents fall under "housekeeping". This could mean that most of the respondents' mothers do not have job/work.

The table also reveals that 30.77% (60) of the respondents have 3 children in their respective families three of the

respondents have 12, 10, 9 children in their families respectively. This implies that many of the respondents belong to a small family and only few (3) belong a big family.

Furthermore, the table also shows that 37.95% (74) of the respondents are eldest among the children in their respective families while 0.51% (1) is the 7th child. This connotes that many of the respondents are being looked upon to be responsible at home and school since they are the eldest in the family.

On the other hand, the most favorite subject (58 or 24.79%) of the respondents is Filipino while the least favorite ones (1 or 0.51% each) are Rizal, P.E., Humanities and Art. This connotes that many of the respondents are inclined and interested to the subject matters under the Filipino course.

The table also shows that 75 (25.68%) of the respondents have special skills in dancing which implies that many of them are good in psychomotor skills and also, they are bound to have bodily-kinesthetic intelligence.

Meanwhile, it can also be gleaned from the table that 75 (30.36%) of the respondents are into the badminton sports. However, 66 (26.72%) of them do not have sports inclined to. This goes to show that many of the respondents are not sports-minded people.

Frequency Distribution of the respondents along Conscience Aspect

Table 2 shows the distribution of the respondents along conscience aspect.

Table 2
Distribution of the Respondents Along Conscience Aspect

Aspect	f	Percentage
Conscience		
• Strongly law-building, strongly disturbed with misdeeds committed, somewhat conventional.	79	40.51
• Somewhat law abiding; somewhat disturb by misdeeds committed, somewhat conventional.	91	46.67
• May disobey rules or law as long as no one else sees; not disturbed by misdeeds, indifferent to convention.	25	12.82
• Delight in misdeeds that flaunt rules and laws; does not care about conventions.	0	0
Total	195	100

Out of the 195 respondents, 91 or 46.67% assume that they “Somewhat law abiding; somewhat disturb by misdeeds committed, somewhat conventional” while 25 or 12.82% of them assume that they “May disobey rules or law as long as no one else sees; not disturbed by misdeeds, indifferent to convention”. This implies that

the respondents are somewhat law-abiding individuals.

Frequency Distribution of the respondents along Achievement Aspect

Table 3 shows the distribution of the respondents along achievement aspect.

Table 3
Distribution of the Respondents Along Achievement Aspect

Aspect	f	Percentage
Achievement		
• Performing outstandingly at work; recipient of awards and honors.	46	23.59
• Performing well at work; better than most workers	97	49.74
• Performing satisfactorily; as good as half of the Workers	51	26.15
• Performing barely satisfactorily; among the poorest in the unit.	1	0.51
Total	195	100

As shown in the table, almost half of the respondents (97 or 49.74%) believe that they are “Performing well at work; better than most workers” and one of them

(0.51%) think that they are “Performing barely satisfactorily; among the poorest in the unit.” This goes to show that the

respondents perform their work well and better than other workers.

Frequency Distribution of the respondents along Physical Aspect

Table 4 depicts the distribution of the respondents along physical aspect.

**Table 4
 Distribution of the Respondents Along Physical Aspect**

Aspect	f	Percentage
<i>Physical</i>		
• Very physically active, athletic-minded, energetic.	53	27.18
• Somewhat physically active, takes to athletics regularly	115	58.97
• Physically inactive, shuns athletics, too weak to do physically exercise	19	9.73
• Hardly physically active, join athletic only when required, lacking in energy.	8	4.10
Total	195	100

As seen in the table, most of the respondents (115 or 58.97%) think that they are “Somewhat physically active, takes to athletics regularly.” and least of them (8 or 4.10%) think that they are “Hardly physically active, join athletic only when required, lacking in energy.” This means

that the BEEd students are somewhat active and energetic individuals.

Frequency Distribution of the respondents along Aesthetic Aspect

Table 5 reveals the distribution of the respondents along aesthetic aspect.

**Table 5
 Distribution of the Respondents Along Aesthetic Aspect**

Aspect	f	Percentage
<i>Aesthetic</i>		
• Highly artistic, connoisseur of art; avid consumer of artistic commodity like records and tapes, art exhibits, plays, concert, etc.	38	19.49

• Somewhat appreciative of art, has some artistic talent, regular consumer of artistic commodity	115	58.98
• Likes certain forms of art, attend artistic performance if there is time.	40	20.51
• Don't care about art, don't understand art.	2	1.03
Total	195	100

In table 5, out of 195 students, 115 or 58.98% of them consider themselves as “Somewhat appreciative of art, has some artistic talent, regular consumer of artistic commodity.” and only two or 1.03% of them “Don't care about art, don't understand art.” The work of an elementary teacher needs being artistic since children are naturally inclined to artistically beautiful things. So, this means that the respondents should

strengthen their personality particularly along aesthetic aspect.

Frequency Distribution of the respondents along Emotional Warmth Aspect

Table 6 depicts the distribution of the respondents along emotional warmth aspect.

Table 6
Distribution of the Respondents Along Emotional Warmth Aspect

Aspect	f	Percentage
<i>Emotional Warmth</i>		
• Very likely, cheerful, very enthusiastic, fun to be with	99	50.77
• Somewhat lively, pleasant, somewhat enthusiastic, relaxing to be with.	87	44.62
• Hardly lively, occasionally pleasant, with little enthusiasm, quiescent.	8	4.10
• Grouchy, irritable, unenthusiastic, excitable, tense.	1	0.51
Total	195	100

It is depicted in table 6 that more than half of the respondents (99 or 50.77%) are “Very likely, cheerful, very enthusiastic, and fun to be with.” Least of them (one or 0.51 percent) are “Grouchy, irritable, unenthusiastic, excitable, tense.” This means that the respondents are most like cheerful and enthusiastic which they should really be considering the fact that they are future elementary pupils' educators.

Frequency Distribution of the respondents along Personal Relations Aspect

Table 7 depicts the distribution of the respondents along personal relations aspect.

Table 7
Distribution of the Respondents Along Personal Relations Aspect

Aspect	f	Percentage
<i>Personal Relations</i>		
• Very accommodating, empathetic, adaptable, affiliates with others	104	53.33
• Somewhat accommodating, considerate, cooperative.	86	44.10
• Hardly accommodating, somewhat self-directed.	3	1.54
• Stand-offish, hostile, insensitive to other, wishing harm done to others.	2	1.03
Total	195	100

Out of the 25 respondents, 104 or 53.33 percent assume that they are “Very accommodating, empathetic, adaptable, affiliates with others,” while two or 1.03 percent of them believe that they are “Stand-offish, hostile, insensitive to other, wishing harm done to others.” It has been said that extensionists mingle with other people in different communities. Hence,, they tend to

believe that they are very accommodating and this is a very nice start as a would-be-teachers.

Frequency Distribution of the respondents along Work Aspect

Table 8 shows the distribution of the respondents along work aspect.

Table 8
Distribution of the Respondents Along Work Aspect

Aspect	f	Percentage
<i>Work</i>		
• Very enduring, responsible, enterprising, preserving, planful.	91	46.67

• Somewhat enduring, prefer to execute ready-made plans, accepts but does not seek responsibility.	97	49.74
• Hardly enduring, short lived effort; seldom makes plans; if possible no responsibility	6	3.08
• Un-enduring, does not work up to completion of task, irresponsible, adverse to planning.	1	0.51
Total	195	100

As seen in the table, almost half of the respondents (97 or 49.74%) think that they are “Somewhat enduring, prefer to execute ready-made plans, accepts but does not seek responsibility.. ” and least of them (one or 0.51%) think that they are “Un-enduring, does not work up to completion of task, irresponsible, adverse to planning.” This implies that the work aspect of the respondents must be improved

especially so that their chosen field or profession is tough and that it requires responsibility and endurance.

Frequency Distribution of the respondents along Communication Aspect

Table 9 depicts the distribution of the respondents along communication aspect.

Table 9
Distribution of the Respondents Along Communication Aspect

Aspect	f	Percentage
Communication		
• Eloquent, forceful, assertive, persuasive, effective in communication.	53	27.18
• Somewhat eloquent, somewhat assertive, somewhat effective	125	64.10
• Hardly skillful and effective in communication.	14	8.81
• Faltering, awkward, ineffective in communication.	3	1.54
Total	195	100

In table 9, out of 195 BEEd students, majority (125 or 64.10%) of them consider themselves as “Somewhat eloquent, somewhat assertive, somewhat effective” and only three or 1.54 percent of them are “Faltering, awkward, ineffective in communication. The work of an elementary teacher needs a great deal of communication

skills that’s why the respondents should divert to being eloquent, forceful, assertive, persuasive, effective in communication.

Frequency Distribution of the respondents along Religion Aspect

Table 10 depicts the distribution of the respondents along religious aspect.

Table 10
Distribution of the Respondents Along Intellectual Trait

Aspect	f	Percentage
<i>Religious</i>		
• Very religious, give much time to church work, contemplative, very benevolent.	55	28.21
• Somewhat religious, give seldom engage in church work, somewhat benevolent.	128	65.64
• Hardly religious, seldom engages in church work hardly perform benevolent acts.	11	5.64
• Irreligious, does not perform church work, performs no benevolent work.	1	0.51
Total	195	100

It is depicted in table 10 that majority of the respondents (128 or 65.64%) are “Somewhat religious, give seldom engage in church work, somewhat benevolent.” Least of them (1 or 0.51%) are “Irreligious, does not perform church work, performs no benevolent work.” The BEED students are God-fearing individuals.

Frequency Distribution of the respondents along Outlook of Life Aspect

Table 11 depicts the distribution of the respondents along outlook of Life aspect.

Table 11
Distribution of the Respondents Along Outlook of Life Aspect

Aspect	f	Percentage
<i>Outlook of Life</i>		
• Very ambitious, very highly aspiring, very optimistic and hopeful of the future.	126	64.62
• Somewhat ambitious, somewhat highly	66	33.85

aspiring, quite hopeful of the future.		
• Hardly ambitious, uncertain about life goals and vague as to the future.	2	1.03
• Lacking in ambitious, makes no projection about the future, live by the day.	1	0.51
Total	195	100

As seen in the table that most of the respondents (126 or 64.62%) are “Very ambitious, very highly aspiring, very optimistic and hopeful of the future.” Least of them (1 or 0.51) are “Lacking in ambitious, makes no projection about the future, live by the day.” It is very impressive

that the respondents have an optimistic perspective towards life.

Frequency Distribution of the respondents along Self-worth Aspect

Table 12 depicts the distribution of the respondents along self-worth aspect.

**Table 12
Distribution of the Respondents Along Self-Worth Aspect**

Aspect	f	Percentage
<i>Self-Worth</i>		
• Always loving and worthy of love; indispensable to peer attainment of goals, most highly regarded by family; recognized as leader in civic/ social work.	117	60
• Most often loving and worthy of love; indispensable to peer attainment of goals, most highly regarded by family; recognized as leader in civic/ social work.	57	29.23
• Somewhat loving and lovable; seen by peers as cooperative; appreciated by community for civil/ social work.	20	10.26
• Unloving and unlovable, seen by peers as obstructive of group goals, uncivil minded	1	0.51
Total	195	100

It is manifested in table 12 that most of the respondents (117 or 60%) are “Always loving and worthy of love; indispensable to peer attainment of goals, most highly regarded by family; recognized as leader in civic/ social work.” Least of them (1 or

0.51%) are “Unloving and unlovable, seen by peers as obstructive of group goals, uncivil minded.” The respondents are bound to believe that they are Always loving and worthy of love; indispensable to peer attainment of goals, most highly regarded by

family; recognized as leader in civic/ social work.

Significant Relationship between the Profile and the Personality Aspects of the BEEEd Students

Table 13 shows the correlation coefficient showing the relationship between the personal profile of the respondents and their personality traits.

Table 13
Correlation Coefficient Showing the Relationship Between the Personal Profile of the Respondents and Their Personality Aspects

Profile/Aspects	conscience	achievement	physical	aesthetic	emotional warmth	personal relations	work	communication	religious	outlook of life	self-worth	overall
a. Age,	-0.8103943	-0.907929255	-0.87922	-0.85208	-0.830045944	-0.812819286	0.701714	-0.86569105	-0.85759	-0.849694098	-0.82341	-0.70792
b. Sex,	-0.6909382	-0.624396648	-0.71828	-0.70065	-0.570541851	-0.547372103	-0.51957	-0.570280054	-0.49189	-0.630862005	-0.74722	-0.61927
c. Religion,	-0.546672	-0.428285552	-0.69579	-0.5099	-0.609847249	-0.56243866	-0.55118	-0.664443836	-0.59268	-0.549910893	-0.65469	-0.57871
d. Father's educational attainment,	-0.9328262	-0.880121232	-0.8897	-0.87113	-0.873787288	-0.842960072	-0.89415	-0.854442986	-0.83525	-0.786348485	-0.84185	-0.86387
e. Mother's educational attainment,	-0.9183967	-0.820349949	-0.88087	-0.8354	-0.857580761	-0.831990924	-0.81949	-0.780705194	-0.7425	-0.79771065	-0.899	-0.83491
f. Father's occupation,	-0.8016832	0.896472152	-0.81431	-0.7744	-0.742419059	-0.710886459	-0.68245	-0.718899835	-0.64024	-0.789250484	-0.90413	-0.60747
g. Mother's occupation,	-0.6593856	-0.584548369	-0.77627	-0.64822	-0.687866597	-0.666449532	-0.6407	-0.721959561	-0.63471	-0.687041726	-0.77641	-0.68032
h. No. of children in the family,	-0.7613278	-0.855283573	-0.77118	-0.83929	-0.70801033	-0.68788479	-0.7448	-0.777048742	-0.78174	-0.620708946	-0.64263	-0.74454
i. Ordinal position,	-0.7378602	-0.819282293	-0.75056	-0.79755	-0.701848499	-0.697328894	-0.72449	-0.773717805	-0.79383	-0.62390883	-0.649	-0.73358
j. Favorite subject,	-0.8669321	-0.902786521	-0.81147	-0.82197	-0.832873612	-0.818926578	-0.86401	-0.815222422	-0.81583	-0.790399939	-0.77744	-0.8289
k. Special skills	-0.882044	-0.810592974	-0.79206	-0.75507	-0.933257934	-0.91845096	-0.91071	-0.759572272	-0.7641	-0.858715314	-0.87561	-0.84184
l. Sports inclined to	-0.8544828	-0.760414428	-0.88385	-0.80906	-0.740097055	-0.691289897	-0.70638	-0.827296191	-0.74918	-0.703960565	-0.85946	-0.7805
Overall	-0.7885786	-0.62479322	-0.8053	-0.76789	-0.757348015	-0.732399846	-0.61302	-0.760773329	-0.72496	-0.724042661	-0.78757	-0.73515
r value	0.195											

Profile/Aspects	conscience	achievement	physical	aesthetic	emotional	personal	work	communication	religious	outlook of	self-worth
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					warmth	relations		ion		life	
a. Age,	-0.8104	-0.9079	-0.8792	-0.8521	-0.8300	-0.8128	0.7017	-0.8657	-0.8576	-0.8497	-0.8234
b. Sex,	-0.6909	-0.6244	-0.7183	-0.7007	-0.5705	-0.5474	-0.5196	-0.5703	-0.4919	-0.6309	-0.7472
c. Religion,	-0.5467	-0.4283	-0.6958	-0.5099	-0.6098	-0.5624	-0.5512	-0.6644	-0.5927	-0.5499	-0.6547
d. Father's educational attainment,	-0.9328	-0.8801	-0.8897	-0.8711	-0.8738	-0.8430	-0.8942	-0.8544	-0.8353	-0.7863	-0.8419
e. Mother's educational attainment,	-0.9184	-0.8203	-0.8809	-0.8354	-0.8576	-0.8320	-0.8195	-0.7807	-0.7425	-0.7977	-0.8990
f. Father's occupation,	-0.8017	0.8965	-0.8143	-0.7744	-0.7424	-0.7109	-0.6824	-0.7189	-0.6402	-0.7893	-0.9041
g. Mother's occupation,	-0.6594	-0.5845	-0.7763	-0.6482	-0.6879	-0.6664	-0.6407	-0.7220	-0.6347	-0.6870	-0.7764
h. No. of children in the family,	-0.7613	-0.8553	-0.7712	-0.8393	-0.7080	-0.6879	-0.7448	-0.7770	-0.7817	-0.6207	-0.6426
i. Ordinal position,	-0.7379	-0.8193	-0.7506	-0.7975	-0.7018	-0.6973	-0.7245	-0.7737	-0.7938	-0.6239	-0.6490
j. Favorite subject,	-0.8669	-0.9028	-0.8115	-0.8220	-0.8329	-0.8189	-0.8640	-0.8152	-0.8158	-0.7904	-0.7774
k. Special skills	-0.8820	-0.8106	-0.7921	-0.7551	-0.9333	-0.9185	-0.9107	-0.7596	-0.7641	-0.8587	-0.8756
l. Sports inclined to	-0.8545	-0.7604	-0.8838	-0.8091	-0.7401	-0.6913	-0.7064	-0.8273	-0.7492	-0.7040	-0.8595

As a whole, there is no significant relationship between the personal profile and their personality aspects since the computed value does not exceed the r-value which is .195.

This connotes that the personal profile of the BEEd students do not affect their personality aspects.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations based on the research findings

Summary of Findings

This study aimed to look into the personality aspects of the Bachelor in Elementary Education (BEEd) students, University of Northern Philippines. The data collected were analyzed and interpreted through the frequency and percentages, and the Pearson Product Moment of Correlation.

Based on the data gathered, the salient findings of the study are the following:

1. Most of the respondents are 17-18 years old, female, belong to the Roman Catholic religion, their fathers are mostly high school graduates while their mothers are college graduates, farming is the most common occupation of their fathers while housekeeping for their mothers, most of them have three (3) children in the family and also most

of them are the eldest, their most favorite subject is Filipino, they are mostly inclined to dancing as well as badminton;

2. Given their assessment to their personality aspects and their profile, it was found out that there is generally no significant relationship between the profile and the personality aspects of the respondents.

Conclusions

Based on the findings, the following conclusions are forwarded:

1. The distributions of the respondents' assessment on their personality aspects are not that varied.
2. There is no significant relationship between the personal profile and their personality aspects.

Recommendations

Based from the conclusions, the following recommendations are forwarded.

1. A follow-up study on other personality aspects be conducted to know if there are progress within the students' behavior.
2. Strengthening of most of the personality aspects of the respondents must be done especially so that they are future elementary teachers.

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