

NON INTELLECTIVE PREDICTORS OF ACADEMIC PERFORMANCE OF FIRST YEAR HIGH SCHOOL STUDENTS

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Abstract

This study examines several predictors of academic performance of first year high school students. A total of 143 freshmen students, twenty-two (22) of whom are males and 121 females, with ages ranging from eleven (11) to thirteen (13) were included in the study. Their IQ (OLSAT), personality (16PF), admission test scores and first year academic subject grades were analyzed through regression procedures.

Introduction

Performance finds its way in all aspects of life. It plays a significant role in the advancement of science and technology and in the improvement of life. It is the way or means to have access to a great many occupations, careers and professions. People who function effectively achieve successes in all avenues of life.

So much expectation has been placed upon the school to enable the individual to cope with changes in this diversified universe. The school has to equip itself with the most updated methods and techniques to measure up to the demands that the individual might need if he or she is to maximize learning and cope adequately with environmental changes.

Consequently, education has geared on the individual as its focal point of interest. Recognizing man's unique quality and potential is the point of education. Something is done towards this objective when the school begins with the analysis of students in terms of personality differences, intellectual capacity, interests and socioeconomic background.

Academic performance is a result of several factors. The strength and direction of the student's potentialities and characteristics represent an important aspect of his or her achievement. An adequate approach therefore to directing a student within an educational setting, requires a thorough understanding of the determinants of the achievement.

Most of the researches have used intelligence and ability as determinants. Some researchers have studied the relationship between

scholastic achievement and other variables such as personal characteristics and sociological determinants. Now, factors like sex, ability, and socio-economic status are called basic correlates of academic achievement.

Knowledge of non-intellective factors serves as guide not only to the school but also to its mentors in the formulation of course objectives and adoption of methods and techniques of teaching. At present, there seems to be an evident need to study the intellective and non-intellective factors. Although much improvement has been made in use of intellectual measures, perfect predictors of academic success have not yet been developed.

Educators are also concerned with the different factors affecting their whole learning process.

Lehman-Mehrens¹, writing about education and psychology in general, say:

Personality characteristics are, or should be of concern to classroom teachers. It is generally agreed that educators must be concerned with attitudes, values, and interests to the same degree as it is concerned with the development of cognitive skills and knowledge. What value will society acquire from individuals who can solve the quadratic equation or are able to detect the components of LSD, but who are hostile or aggressive? Education should be concerned with developing a well-rounded individual.

With much reason, the same authors argue for a certain total approach in the education of the students. According to them:

This totality goes beyond academic skill and knowledge. A student's mental health has direct relevance to his ability to learn, his interest in learning, and his attitude toward the values of an education. Quite frequently, learning difficulties are related to the student's total strengths and weaknesses in both cognitive and non-cognitive areas. Whether an educator realizes or not, he is influenced by the student's attitudes, values, and in general makeup.²

¹ William Mehrens and Irvin Lehman, Measurement and Evaluation in Education and Psychology (New York: Holt, Rhinehart, and Winston, Inc., 1973), pp. 556-557.

² *Ibid.*, p. 519.

Biddle ³ pointed out that poor academic performance could be more of a function of personality rather than of inadequate I.Q., poor teaching, and uncooperative environment or some other factors. He emphasized that the student with a great need for achievement avoids failure, expects success, takes risks and persists.

The writer is also aware that there are tools, which can be used in order to establish the relationships of these existing factors to the academic achievement of students:

Kelly stated:

In his effort to attain greater control over his environment, man has sought to discern and employ relationships between observed events. The accumulation of experience has yielded not only class concepts and generalizations of a descriptive nature but also relationships, which have some useful predictive value. In statistics, these are the parallel quantitative processes of correlation and regression.⁴

These statistical processes of correlation and regression can be used in predicting academic achievement.

How do the following non-intellective factors predict student academic performance:

Age,
Sex,
Educational attainment of father,
Educational attainment of mother,
Parents' average income, and
Sixteen personality factors

³ B.J. Biddle, Contemporary Research on Teacher Effectiveness (New York: Holt Rinehart and Winston, 1974), p98.

⁴ W.A. Kelly, Educational Psychology (Milwaukee: The Bruce Publishing Company, 1965) , p. 376

METHOD

Method

This study made use of the descriptive method of research because it aimed to determine the factors that are significant predictors of students' academic performance.

Respondents

The respondents of this study were the freshmen students enrolled in Saint Francis Institute Learning & Business High School in Queen's Row Subdivision, Molino 3, Bacoor, Cavite for the school year 2000-2001. A total of 143 students, twenty-two (22) of whom are males and 121 females, with ages ranging from eleven (11) to thirteen (13).

The researcher utilized all freshman students with complete records who were enrolled during the school year 2000-2001. Students who did not have records on mental ability were not included.

Instruments

Questionnaire. The questionnaire was used to survey the age, sex, and educational attainment of parents and income level of parents.

Interview. Interviews were conducted among the respondents to get first hand information.

Observation. Observation was used also as an additional tool in gathering data.

Sixteen Personality Factor Test Profile Questionnaires. The sixteen Personality Factor Test Profile questionnaires is an instrument that is intended to assess the personality traits of the students. The data were needed in order to establish whether a relationship exists between personality traits and academic performance. The 16 P.F. is an objectively scorable test devised by basic research in psychology to give the most complete coverage on personality possible in such a brief time. This test, which is designed, for sixteen-year-olds and over yields sixteen traits namely;

Factor A – Reserved vs. Outgoing

Factor B – Less Intelligent vs. More Intelligent

Factor C – Affected by feeling vs. Emotionally Stable

Factor E – Humble vs. Assertive

Factor F – Sober vs. Happy-go-lucky

Factor G – Expedient vs. Conscientious
Factor H – Shy vs. Venturesome
Factor I – Tough-minded vs. Tender minded
Factor L – Trusting vs. Suspicious
Factor M – Practical vs. Imaginative
Factor N – Forthright vs. Shrewd
Factor O – Placid vs. Apprehensive
Factor Q₁ – Conservative vs. Experimenting
Factor Q₂ – Group Dependent vs. Self-Sufficient
Factor Q₃ – Undisciplined vs. Controlled
Factor Q₄ – Relaxed vs. Tense

The researcher administered the Sixteen Personality Factor Test Profile to the first year high school students and took the following into consideration:

1. The physical situation where the test was given was provided with good ventilation and lighting.
2. The directions were given clearly following the instructions given by the manual of directions.

After the administration of the 16 PF test profile, the answer sheets were grouped according to sex and were scored by the researcher with the use of standard scoring keys. The raw scores of the respondents were recorded and were converted to sten scores. As a result, the distinct personality traits of each respondent were determined. Average limit is between sten scores of 5 and 6. Deviations from this limit are either low or high with the corresponding description.

Data from the different instruments and grade point averages were statistically analyzed for relationship and predictive value. The Chi-Square and regression

Results and Discussion

Profile of the Freshman Students

What was previously described was the profile of freshman students in intellectual factors. This was followed by the discussion on non-intellectual factors such as age, sex, father's educational attainment, mother's educational attainment, and parents' average income and sixteen personality factors.

Non-Intellective Factors

Frequency and Percentage distribution of Freshman Students according to Sex

Sex	Frequency	Percentage
Male	22	15.4
Female	121	84.6
Total	143	100.0

The above table shows the data on the students' age. From the data, one would note that the largest group of respondents numbering 134 or 93.72 percent fell in the 16 – 18 year old group, while the second largest group of respondents fell in the 13 – 15 and 19 – 21 year old groups, both of which had a frequency of 4. There was only one freshman student who fell in the age group of 22 – 24 which was represented by .7%.

Tabular values show that majority of the respondents had ages within the range 16 – 18 years old. This is in fact the typical age of the students when they enter in the school.

From the same table, it can be seen that there were more female students than male, with 121 respondents or 84.6 percent of the former against twenty-two freshmen or 15.4 percent of the latter. This showed a ratio of 5 to 1 in favor of the female group.

Frequency and Percentage Distribution of the Fathers' Educational Attainment

Fathers' Educational Attainment	Frequency	Percentage
Beyond college	21	14.6
College graduate	57	39.9
High School graduate	57	39.9
Elementary graduate	7	4.9
Did not complete	1	.7
Total	143	100.00

Father's Educational Attainment. For father's educational attainment, the above table reveals that out of 143 respondents, 114 or 79.8 percent had fathers who were college and high school graduates. There were twenty-one or 14.6 percent whose fathers attained beyond college schooling. There were only few respondents with fathers belonging to elementary or did not complete elementary schooling bracket. However it is interesting to note that there was a high motivation among elementary graduates parents to send their children to high school.

Frequency and Percentage Distribution of Mothers' Educational Attainment

Mothers' Educational Attainment	Frequency	Percentage
Beyond college	13	9
College graduate	66	46.2
High School graduate	55	38.5
Elementary graduate	8	5.6
Did not complete	1	.7
Total	143	100.00

Mothers' Educational attainment. The above table shows that a large number of the respondents had mothers who were college and high school graduates. Sixty-six or 46.2 percent had acquired college degrees while fifty-five or 38.5 percent had acquired secondary schooling only. This was followed by beyond college, elementary graduate and did not complete elementary schooling only. This was followed by beyond college, elementary schooling respectively which showed a small percentage responses on this line. Nevertheless, there was the desire of mothers to let their children achieve higher learning.

Frequency and Percentage Distribution of Parent's Average Income

Parents' Average Income	Frequency	Percentage
Below -3,000	15	10.4
3,000 – 6,000	35	24.5
6,001 – 9,000	26	18.2
9,001 – 12,000	27	18.9
12,001 – 15,000	20	14.0
15,000 – above	20	14.0
Total	143	100.0

Parents' average income. The summary of parents' average income categories is shown in the above table. Tabular data show that the 3,001 –

6,000 average income of parents ranked first among the respondents, followed by 9,001 – 12,000 and 6,001 – 9,000 respectively. These first three had 24.5, 18.9, and 18.2-recorded percentages. The fourth one was represented by 12,001 – 15,000 and above incomes with 14.0 percentages. The last bracket had only fifteen respondents or 10.4 percentages whose parents had below 3,000 average incomes. This simply shows that the students of SFHBHS are well off or may even be considered rich.

Sixteen Personality Factors. Tabular data shows that out of the sixteen personality factors. Factor L (Trusting vs. suspicious) had the highest mean sten score of 7.01. It revealed an average score description although it was nearing the tendency to be in a high score description. This shows that the freshman students were neither easy-to-get-on-with and free of jealous tendencies nor hard-to-fool and self-opinionated but tended to be mistrusting and doubtful.

Factor B (Intelligence) had the lowest mean sten score of 3.85 out of the sixteen personality factors. It revealed an average score description although it was nearing the tendency to be in a low score description. This shows that the respondents were neither slow nor fast learners, but they tend to be dull and this may be simply a reflection of low intelligence.

Factor E (humble vs. assertive), Factor M (practical vs. imaginative), Factor N (forthright vs. shrewd), Factor O (placid vs. apprehensive), Factor Q₁ (Conservative vs. experimenting), and Factor G (expedient vs. conscientious) fell on mean sten scores of 6.39 – 6.66 which means an average score description. The first year college students were neither mild nor conforming to others now a law to themselves who disregarded authority which is shown by a mean score of 6.66 on Factor E. The respondents showed neither natural, simple nor unsophisticated behaviors nor shrewd, and calculating as revealed in their mean sten score of 6.50 on Factor N. They were not worriers neither were they matured, confident and secured in themselves as shown in their mean score of 6.45 in Factor O. Their mean sten score in Q₁ (conservative vs. experimenting) revealed an average result.

This means that the freshman students didn't accept the "tried and true", despite inconsistencies when something else might be better, neither did they doubt fundamental issues, inclined themselves more in experimenting and were more tolerant of inconveniences and changes in life. The last variable, which had a mean sten score belonging within the 6.39 – 6.66 is Factor G (expedient vs. conscientious). This factor show that the respondents didn't belong in high or low level score descriptions but still on the average description level. They neither lacked effort for any group

undertakings, nor their freedom from group influence led to anti-social acts nor were they dominated by a sense of duty.

The other sixteen personality factors belonged to a mean sten scores between 5.48 – 5.73. These are factors Q₃, A, Q₂, Q₄ and H. The respondents got 5.73 as their mean sten score on Factor H (shy vs. venturesome). This shows that they were still on the average score description of being shy, in expressing themselves, on being pushy and sociable. This was followed by Q₄ (relaxed vs. tense) with mean sten score of 5.68. This manifested a neither calm, quiet and satisfied behaviors of the respondents not restlessness. The third one, Q₂ (group dependent vs. self-sufficient) revealed another average score description of 5.62. Freshman students didn't prefer to go along with the group and just depended on social approval and admiration, neither did they go their own way and discounted public opinion. Factor a (reserved vs. outgoing) has a mean score of 5.52 which means an average score description of the respondents.

This shows that they were neither stiff, aloof and liked things rather than people nor easy-going, adaptable, generous in personal relations and liked occupations dealing with people. The respondents also got an average mean score of 5.48 on Factor Q₃ (undisciplined vs. controlled). This means that the freshman students didn't follow their own urges, didn't have strong control of their emotions and were not well disciplined in their actions. Factor C (emotional stability), Factor I (tough-minded vs. tender minded) and Factor F (sober vs. happy-go-lucky) also fell on average score description bracket. The respondents' mean score of 4.90 on Factor C shows that they were neither so much affected by feeling, changeable and plastic nor emotionally mature, stable and realistic about life. They were not self-reliant, and responsible, neither were they over-protected, impatient and impractical as revealed in their mean score of 4.56 on Factor I. Lastly, they were neither serious and sometimes pessimistic, nor impulsively lively, talkative and carefree as shown in their mean sten score of 4.38 on Factor C

Sixteen Personality Factors Test Scores of the College Freshmen

Factors	Description	Mean Sten Scores	S.D	V.I.
A	Reserved vs. Outgoing	5.52	2.72	Average
B	Intelligence	3.85	1.84	Average
C	Emotional Stability	4.90	3.01	Average
E	Humble vs. Assertive	6.66	2.95	Average
F	Sober vs. happy-go-lucky	4.38	3.39	Average
G	Expedient vs.	6.39	3.69	Average

	Conscientious			
H	Shy vs. venturesome	5.73	2.73	Average
I	Tough-minded vs. tender minded	4.56	2.32	Average
L	Trusting vs. Suspicious	7.01	2.02	Average
M	Practical vs. imaginative	6.64	3.24	Average
N	Forthright vs. Shrewd	6.50	2.40	Average
O	Placid vs. Apprehensive	6.45	2.87	Average
Q ₁	Conservative vs. Experimenting	6.43	2.22	Average
Q ₂	Group dependent vs. Self-sufficient	5.62	2.26	Average
Q ₃	Undisciplined vs. Controlled	5.48	2.34	Average
Q ₃	Relaxed vs. Tense	5.68	3.08	Average

Students' Performance in Academic Subjects

Performance in the different subjects. The following table shows the performance of the respondents of the Elementary Dept. in their academic subjects. Science and Social Studies students performed best in Physical Education with mean scores of 1.64 and 1.53. The computed grade scores revealed very satisfactory and superior grade ratings. Students on both courses performed barely and fairly satisfactory in Science with mean grade scores of 3.07 and 2.66 respectively. Mean scores of 2.03 and 2.06 showed very satisfactory performance in Mathematics and Filipino and 2.24 and 2.26 showed satisfactory grade ratings in History and English among Biology students. Social Studies freshman students, English and Mathematics with mean grade scores of 2.03, 2.07, 2.11, and 2.12 respectively. This group of first year high school students was homogeneous as revealed in their standard deviations.

Science students performed very satisfactorily in Physical Education with a mean grade score of 1.64, followed by English and Filipino subjects with satisfactory grade rating of 1.82 and 2.0. They performed satisfactorily in Social Studies, History and Mathematics with grade ratings of 2.23, 2.34, and 2.45. Chemistry students performed fairly satisfactorily in Chemistry with a mean grade score of 2.66.

Chemistry students had superior performance in Physical Education with mean grade of 1.43. In Filipino, English, and History they had a satisfactory performance with mean scores of 2.39, 2.46, and 2.57. They

had just a fairly satisfactory performance in Laboratory Technology, Chemistry and Mathematics with mean scores of 2.79, 2.82 and 2.96 respectively.

Chemistry and Technology freshman students were homogeneous as shown in their tabulated standard deviations.

Performance of the Freshman Students in Their Academic Subjects

Course / Subjects	Mean	Standard Deviation
Science		
Chemistry	3.07	.92
History	2.24	.29
English	2.26	.63
Mathematics	2.03	.45
Filipino	2.06	.25
Physical Education	1.64	.32
Social Studies		
Chemistry	2.66	.60
History	2.07	.43
English	2.11	.62
Mathematics	2.12	.56
Filipino	2.03	.37
Physical Education	1.53	.41
Chemistry		
Chemistry	2.66	1.24
History	2.34	0.44
Psychology	2.23	0.55
English	1.82	0.50
Mathematics	2.45	1.02
Filipino	2.00	0.32
Physical Education	1.64	0.38
Chemical Technology		
Chemistry	2.82	0.24
History	2.57	0.35
Laboratory Technology	2.79	0.30
English	2.46	0.42
Math	2.96	0.09
Filipino	2.39	0.24
Physical Education	1.43	0.19

Respondents' mean performance. In order to get a concise description of the student's academic performance, the mean and standard deviation of each group were ascertained.

Tabular data Show that the typical SFILBHS freshmen school year 2001-2002 made a satisfactory achievement in academic subjects as indicated by their performance ratings ranging from 2.25 to 2.5. The first year psychology students had the highest computed mean of 2.16, which is interpreted as satisfactory. This group of students was homogeneous as revealed by a standard deviation of .39. Chemistry freshman students had performance grade rating of 2.23 which was described as satisfactory. A standard deviation of .56 indicated that they belonged to a homogeneous group. The other groups of students coming from two different courses namely, the biology and chem.-tech students had computed mean scores of 2.33 and 2.57 respectively which were both interpreted as satisfactory. It also reveals that these two groups of freshmen were homogeneous as shown by their standard deviations of .39 and .21 respectively.

Academic Performance of the Freshman Students

Subject	Mean	Standard Deviation
Science	2.33	0.39
Social Studies	2.16	0.36
Chemistry	2.23	0.56
Chemical Technology	2.57	0.21

Correlation of Academic Performance with Non-Intellective Factors

Relationship of the Non-Intellective Factors to academic performance. The relationship between achievement grade in academic subjects and non-intellective factors such as age, sex, fathers' educational attainment, mother's educational attainment, parent's average income and the sixteen personality factors were determined through chi-square (X^2).

The computed chi-square (X^2) value between performance grade in academic subjects and each of the non-intellective factors are given in table 14. It can be noted that Factor N (forthright vs. shrewd) significantly affected the academic performance of freshman students. The computed chi-square value of 760.327 indicated that the performance of the students was dependent on Factor N. The chi-square value reached the level of significance at 0.05. This implies that students who are simple, sentimental and unsophisticated perform better than those who are shrewd or

hardheaded. Hence, forthright or artlessness affects performance in academic subjects.

The correspondence between performance grade in academic subjects and Factor B (intelligence) was given by chi-square of 534.950. It was found to be significant at 0.05 levels. This signifies that the success or failure of students in terms of grades in academic subjects has a bearing on their intelligence.

These results have similarity to the findings of Castro⁵ concerning personality characteristics. In her study, she found out that eight personality variables are concededly related to academic achievement namely cyclothymia, shrewdness, intelligence, super-ego strength and high self-concept formation. Two of the mentioned related personality factors such as shrewdness and intelligence were related to academic performance in this study.

The chi-square (X^2) between academic performance and Factor E (humble vs. assertive) was found to be 888.374. It bears significance at .05 levels. This implies that a student who is mild and docile performs better in academic subjects than a student who is aggressive and stubborn.

As noted in the table, the computed chi-square of Factor Q₂ group dependent vs. self-sufficient) was 775.243 when this value was tested for significance, it was found to be significant at .05 level. This result showed that the performance grade of the students was dependent on Factor Q₂. These findings further showed that a student who is self-sufficient and independent may do better in academic subjects than a student who prefers to work and make decisions with others. The chi-square value of 720.046 in Factor Q₃. (Undisciplined vs. controlled) was found to bear significance at .05 level. This shows that a student who has a strong control of his emotions and behavior performs better than a student who has not been considerate and socially precise. Will power, which is usually associated with Factor Q₃, suggests self-discipline, which is carried on in school in terms of persistence, endurance, regularity in study and willingness to postpone impulsive pleasure gratification in order to achieve long-range goals.

The relationship between performance grade in academic subjects and Factor Q₁ (conservative vs. experimenting) was given by chi-square of

⁵ Josefina C. Castro, "the Relationship of Intellectual and non-intellectual Factors to Academic Achievement in College" (unpublished Doctor's dissertation, University of San Agustin, Iloilo City, 1971).

719.390. It reached the level of significance at .05. This implies that a student who respects established ideas may perform better than a student who is critical and liberal.

With reference³ to the same table, it can be noted that the other personality factors such as Factor A (reserved vs. outgoing), Factor C (emotional stability), Factor F (sober vs. happy-go-lucky), Factor G (expedient vs. conscientious), Factor H (shy vs. venturesome), Factor I (tough-minded vs. tender minded), Factor L (trusting vs. suspicious), Factor M (practical vs. imaginative), Factor O (placid vs. apprehensive), and Factor Q₄ (relaxed vs. tense) have no bearing on academic achievement of freshman students.

The chi-square value between academic performance and age characteristic of freshmen was 317.208. It was found to be not significant even at .05 levels. This indicates that age has no significant bearing on academic grade performance of first year high school students. The computed chi-square (X^2) value of 104.040 further reveals that the sex of a student does not in any way affect the student's performance. This Chi-square value failed to reach the .05 level of significance. The result show that the academic performance of freshman students of different sexes does not differ significantly.

The relationship between performance grade in academic subjects and fathers' educational attainment is given in the result of chi-square, which was 247.591. This value was found to be not significant at .05 levels. It indicates that there are students whose fathers have earned degree who may not perform well in academic subjects as well as there are also students whose fathers have just finished high school who may not also perform well un academic subjects. Hence, getting a superior or satisfactory grade in academic subjects has no bearing on father's educational attainment. With reference to the same table, the chi-square value of mothers' educational attainment was 251.942. When this value was tested for significance, it was found to be not significant at .05 levels. This indicates that the success or failure of students in academic subjects has nothing to do with mother's educational attainment.

The chi-square value of 273.483 in the average income of parents was found to be not significant at .05 levels. This indicates that performance of the students' academic subjects is independent of the parent's average income.

Relationship of the Non-Intellective Factors to Academic Performance

Non-Intellective Factors	Chi-Square	Verbal Interpretation
Age	317.208	P > .05 not significant
Sex	104.040	P > .05 not significant
Fathers' educational attainment	247.591	P > .05 not significant
Mothers' educational attainment	251.942	P > .05 not significant
Income level of Parents	273.483	P > .05 not significant
Factor A (reserved vs. outgoing)	679.435	P > .05 not significant
Factor B (intelligence)	534.950	P > .05 significant
Factor C (Emotional Stability)	713.349	P > .05 not significant
Factor E (humble vs. assertive)	888.374	P > .05 significant
Factor F (Enthusiasm)	875.524	P > .05 not significant
Factor G (Superego strength)	712.587	P > .05 not significant
Factor H (Sociability)	665.015	P > .05 not significant
Factor I (tough-minded vs. tender minded)	572.228	P > .05 not significant
Factor I (trusting vs. suspicious)	453.279	P > .05 not significant
Factor M (practical vs. imaginative)	766.204	P > .05 not significant
Factor N (forthright vs. shrewd)	760.327	P > .05 significant
Factor O (Confidence-adequacy)	734.480	P > .05 not significant
Factor Q₁ (conservative vs. experimenting)	719.390	P > .05 significant
Factor Q₂ (Self-sufficiency)	775.243	P > .05 significant
Factor Q₃ (Self-concept)	720.046	P > .05 significant
Factor Q ₄ (Relaxed vs. tense)	755.893	P > .05 not significant

Independent Variables Entered	R	R ²	Adjusted R ²	Se
Overall Entrance Examination	.36	.13	.12496	.365
Elementary Grade Point Average	.41	.17	.16	.357

Predictive ability of non-intellective factors. The data show that none of the non- intellective factors can predict academic performance. Age, sex, fathers' educational attainment, mothers' educational attainment, parents' average income, and the sixteen personality factors are not significant predictors of academic performance of freshman students.

Conclusions

Non-Intellective factors.

Age. The largest group of respondents numbering 134 or 93.72 percent had ages falling under the 16 – 18 year age group. A mean of 17 years showed that the students represent the typical freshman student. There was only one freshman student who belonged to the age group of 22 – 24, which was represented by .7 percent.

Sex. Most of the freshman students in the high school of Science are females. In the study, there were 121 females constituting 84.6 percent and the rest were males.

Father's educational attainment. Most of the respondents had fathers who were college and high school graduates numbering 114 or 79.8 percent. Another relatively large percentage of 14.6 attained beyond college schooling.

Mother's educational attainment. Most of the respondents had mothers who had acquired a college degree and they yield about 66 or 46.2 percent in the statistical finding; mothers who acquired secondary schooling are fifty-five in number, or about 38.5 percent while mothers who pursued graduate studies are represented by the thirteen or 9 percent of them and only 1 mother in the group or .7 percent did not complete her elementary schooling.

Parents' average income. Most of the parents' average income ranged from Php 3,000 –Php6,000 followed by Php9,001 – Php12,000 and Php6,001 –Php 9,000. Only fifteen or 10.4 percent had parents with below Php3,000 average income.

Sixteen personality factors. The mean score of Factor L (trusting vs. suspicious) was 7.01 which revealed an average score description although it was nearing the tendency to be in a high score description. The mean score of Factor B (Intelligence) was 3.85. It revealed an average score description although it was nearing the tendency to be in a low score description.

Factor E (humble vs. assertive), Factor M (practical vs. imaginative), Factor N (forthright vs. shrewd), Factor O (placid vs. apprehensive), Factor Q₁ (Conservative vs. experimenting), and Factor G (expedient vs. conscientious) fell on mean scores from 6.39 – 6.66 which means an average score description.

The other sixteen personality factors belonged to mean sten scores between 5.48 – 5.73. They revealed an average score description. These were Factor Q₃ (undisciplined vs. controlled), Factor A (reserved vs. outgoing), Factor Q₂ (group dependent vs. self – sufficient), Factor Q₄ (relaxed vs. tense) and Factor H (shy vs. venturesome).

Factor C (emotional stability), Factor I (tough-minded vs. tender minded) and Factor F (sober vs. happy-go-lucky) fell on average score description bracket with mean sten scores ranging from 4.38 – 4.90.

The relationship between the achievement grade in academic subjects non-intellective factors.

Age and Academic performance. Age does not affect student's academic performance or age has no significant bearing on academic grade performance of first year college students.

Sex and academic performance Sex or gender difference has no significant bearing on academic grade performance among first year college students.

Fathers' educational attainment and academic performance. Based on the findings, the students' performance is not affected by their fathers' educational attainment. Hence, students' performance is independent of their fathers' educational attainment.

Mothers' educational attainment and academic performance. The hypothesis that the educational attainment of the respondents' mothers does not affect their performance in academic subjects was accepted. Indeed, the educational attainment of the respondents' mothers has nothing to do with the students' performance in academic subjects.

Parents' average income and academic performance. Based on the findings, achievement grade in academic subjects is not affected by parents' average income. Hence, student's performance is independent of parents' average income.

16 personality factors and academic performance. The achievement grade in academic subjects is affected by Factor N (reserved vs. outgoing), Factor B (intelligence), Factor E (humble vs. assertive), Factor Q₂ (group dependent vs. self-sufficient), Factor Q₃ (undisciplined vs. controlled) and Factor Q₁ (conservative vs. experimenting). These are strong intervening factors in the academic performance of the students.

Indeed, these factors have something to do with the performance in academic subjects of the freshman students.

The other sixteen personality factors namely Factor A (reserved vs. outgoing), Factor C (emotional stability), Factor F (sober vs. happy-go-lucky), Factor G (expedient vs. conscientious), Factor H (shy vs. venturesome), Factor I (tough-minded vs. tender minded), Factor L (trusting vs. suspicious), Factor M (practical vs. imaginative), Factor Q₄ (placid vs. apprehensive) and Factor Q (relaxed vs. tense) have no significant bearing on academic grade performance of first year high school students.

In view of the foregoing findings, the researcher presents the following conclusions:

The personality factors such as intelligence, submissiveness, artlessness, conservatism, self-sufficiency and high self-concept formation significantly affect the performance of the students in academic subjects. The personal characteristics of the students do not affect the academic performance of the students.

References

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