

# PERSONALITY CHARACTERISTICS OF POLYTECHNIC UNIVERSITY OF THE PHILIPPINES (PUP) ENTRANCE SCHOLARS FROM PUBLIC AND PRIVATE HIGH SCHOOLS FROM THE URBAN AND RURAL AREAS: A COMPARATIVE STUDY

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### ABSTRACT

*This is a study on the Personality Characteristics of the Scholars from Public and Private High Schools from the urban and rural areas in the polytechnic University of Philippines. The PUP has been a second home to its students and they have witnessed diverse cultures, physiques, and attitudes of students. Since the university caters to different demographic profiles of students, there are points of distinction that are prevalent. In order to understand the behavioral patterns of these students, the academia divests premium in research and student development.*

### INTRODUCTION

For a century, the Polytechnic University of the Philippines (PUP) has been a second home to all its students. These students hailed from both private and public high schools in the urban and rural areas. PUP as a second home, has witnessed diverse cultures, physiques and attitudes of students. Therefore, this University, with its adequate school facilities and spacious campus is an environment conducive to healthy learning. The Ninoy Aquino Learning Resources Center (NALRC), one of its facilities, is where text and reference books, research materials, audio-visual facilities, function rooms and information technology center are found and are available to students. Simulating a park is the lagoon where scholarly students stay for group studies, meetings, team/group rehearsals, and other school related activities during their leisure periods. Likewise, the University has different facilities for athlete scholars such as spacious track and field oval, modern gymnasium, olympic-sized swimming pool, basketball, volleyball and tennis courts, and newly-built physical education building. The Student Development Center Building is another place where group of scholars are usually found. Herein located are the offices under the Vice President for Student Services namely: Guidance and Counseling Office, Office of the

Scholarship and Financial Assistance and Placement Office.

Entrance Scholars are incoming freshmen who qualify for an one-semester scholarship with full or partial tuition fee discount. They are the valedictorians, salutatorians, first honorable mentions, editor-in-chief of official student newspapers or magazines, awardees for best debater, best orator, best artist, best actor, best actress, and outstanding journalists provided each of them belonging to a graduating class of not less than 100 students, duly certified by the head/principal of the school he graduated from. Those who passed the interview with a special screening committee have qualified for admission in the University. (Jao, L.V., 1981 OSFA Brochure, p.1)

A mere glance at the students does not give an observer enough information regarding the type of the person. College students on a campus today provide a picture of varied personalities. Since the university caters to different demographic profiles of students, there are points of distinction that are prevalent. Although, entrance scholars are recognized among these groups of academic scholars, athletes, cultural group members, student council officers, and publication staff members, a very limited and distinguishing characteristics exist

between them. Surrounding these entrance scholars is a college life where there is a cluster of factors that influence their growth and development at different extent and degrees.

Thus, in order to understand the biological patterns of these students, the academia divests premium in research and student development.

At present the modern study of personality seek answers for these basic questions: *What are the basic qualities of people in general? What are the important differences between individuals?* Personality lies at the heart of psychology while they were asked for the reason for the different fruits of behaviour .

Personality can be defined as the unique patterning of behavioral and mental processes that characterizes an individual and the individual's interaction with the environment. The key word in the definition of personality is "individual". The goal is to understand what psychology can tell us about the personality characteristics of the individual with special emphasis on understanding what makes a person unique. (Andrew B. Cider, George R. Geothals, Robert D. Kavanaugh and Paul R. Solomon, 1989)

In this study, the in PUP Entrance Scholars, who came from different public and private high schools from the urban and rural areas strongly aim to identify some variables such as age, gender, ordinal position and socio-economic status of the family that are of great importance in determining their personality characteristics. Many of these PUP Entrance Scholars came from very poor families who don't have enough fund for their education, and the only thing that these scholars can be proud of is the level of their intellectual (>). These variables, in one way or another, are interrelated with each other. It is also very timely that these scholars should be recognized together with their abilities because they are assets of the PUP and maybe the future assets of the country.

In line with the PUP's commitment to democratizing access to educational opportunities, the university has increasingly pursued its program of scholarship and

financial aid. The less-privileged students who meet the requirements set by the Board of Regents will have a better chance towards pursuing their chosen academic careers. The recipients of scholarships and financial aids are chosen on the basis of academic performance and exemplary personality qualities, including right attitudes towards work, skill in public relations and willingness to work (in the case of student assistants). As incentives for academic excellence, scholarships are granted by the university in the following categories: entrance scholarships, resident scholarships, presidential scholarships and special grants such as those sponsored by a public or private institution, foundation, industrial firm or an individual/individuals. (Loreto V. Jao, 1981).

## Statement of the Problem

This study is conducted to determine the personality characteristics of the PUP Sta. Mesa Entrance Scholars from Public and Private High Schools from Urban and Rural Areas, for the 1<sup>st</sup> semester of SY 2005-2006. Specifically, this study aims to answer the following questions:

- What is the personal profile of scholars from public and private high schools with regards to the following variables:
  - age
  - gender
  - ordinal position in the family
  - socio-economic status
  - type of school
  - location of school
- Is there a significant difference between scholars from public and private high schools in terms of the following variables:
  - age
  - gender
  - ordinal position in the family
  - socio-economic status
  - type of school
  - location of school
- Is there a significant difference between scholars

from public and private high schools in terms of their personal traits as revealed by the 16-Personality Factor Test?

## Hypothesis

The following hypothesis, in the null form is tested:

- There is no significant difference between scholars from public and private high schools in terms of the following variables:
  - age
  - gender
  - ordinal position in the family
  - socio-economic status
  - type of school
  - location of school
- There is no significant difference between scholars from public and private high schools from rural and urban areas in terms of their personal traits as revealed by the 16-Personality Factor Test.

## Basic Assumption

It is assumed that age, gender, ordinal position in the family/birth order and socio-economic status of the family are dependent variables influenced by personality characteristics.

## Significance of the Study

This study is important to psychology because it aims to understand the personality characteristics of every student especially the scholars who came from public and private high schools from different parts of the country. It also helps in providing better services and facilities which are relevant and convenient to the learning conditions necessary for the fulfillment of the student's dreams.

The researcher deemed it important to conduct this study in order to establish priorities for further research considering that there are few studies done specifically about the PUP entrance scholars. It is also important to strengthen the information regarding these entrance scholars and the study being conducted.

Likewise, this study is significant to the Guidance

Counselors in assessing its effect upon the scholar's efficiency in studying. It may also help them in acquiring facts about some aspect of their personalities necessary in helping them in their personal, psychological, and social aspects of their lives as students of this University.

From the result of this study, school administration, professors, and guidance counselors may gain perspective on the personality characteristics of PUP entrance scholars.

Firstly, school personnel may then be motivated to create a well-balanced and well-planned curriculum and teaching methods not only for the students, but for their parent as well. Secondly, the students and parents will benefit from this study by having a proper coordination and guidance for them to have good working relationships and better rapport. Thirdly, the students may then be encouraged and motivated to study efficiently and continue to assert themselves to develop their full potentials. And finally, the parents may gain trust and confidence to continue to support their children and to understand their needs.

## Scope and Limitation of the Study

This study covered the personality characteristics of PUP entrance scholars from public and private high schools in the urban and rural areas. The researcher confined her study to the entrance scholars during the first semester of the school year 2005-2006.

This research investigation of PUP entrance scholars from public and private high schools from urban and rural areas dealt mainly with the personality characteristics of these students. These are specified on the 16-Personality Factor Test devised by Cattell. The variables considered were age, sex, ordinal position in the family/birth order, and the socio-economic status of the family of the entrance scholars. The respondents were given sufficient time to avoid hurrying or pressuring them, thus, ensuring the authenticity of their responses.

## Definition of Terms

***Below are the important terms that are present in the study:***

*Personality Characteristics:* defined as the unique

patterning of behavioral and mental processes that characterizes an individual and the individual's interaction with the environment. (Andrew B. Cider, George R. Geothals, Robert D. Kavanaugh and Paul R. Solomon, 1989)

*Entrance Scholars:* refer to students who are valedictorians, salutatorians, first honorable mentions, editor-in-chief of official student newspapers or magazines, awardees for best debater, best orator, best artist, best actor, best actress, and outstanding journalist provided each of them belonged to a graduating class of not less than 100 students, duly certified by the head/principal of the school he graduated from, passed the interview with a special screening committee, and has qualified for admission in the University. (Jao, L.V., 1981 OSFA Brochure, p. 1)

*Public High School:* is a secondary school maintained by public taxes and supervised by local authorities.

*Private High School:* is a secondary school owned and controlled by private enterprise; a proprietorship, a partnership or a corporation.

*Comparative Study:* is a term used to research being undertaken to analyze and compare the personality characteristics of PUP Entrance Scholars from public and private high schools from urban and rural areas.

*Urban Area :* constituting a city within Metro Manila.

*Rural Area:* constituting a province outside Metro Manila.

*Chi-Square:* a nonparametric test of hypothesis and requires no assumption about the exact shape of the population distribution.

*Factor A - Warmth:* A person who scores low is reserved, detached, critical, aloof, and stiff, while a person who scores high is outgoing, warmhearted, easy-going, and participating. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor B - Intelligence:* A person who scores low is less intelligent, concrete-thinking, and dull, while a person who scores high is more intelligent, abstract thinking, and bright. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor C - Emotional Stability:* A person who scores low is affected by feelings, emotionally less stable, changeable, and easily upset, while a person who scores high is emotionally stable, faces reality, calm and mature. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor E - Dominance:* A person who scores low is humble, mild, accommodating, easily led, and docile, while a person who scores high is assertive, independent, aggressive, competitive and stubborn. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor F Impulsivity:* A person who scores low is sober, prudent, serious, and taciturn, while a person who scores high is happy go lucky, impulsively lively, and enthusiastic. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor G Conformity:* A person who scores low is expedient, disregards rules, and feels few obligations, while a person who scores high is conscientious, persistent, moralistic, and staid. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor H Boldness:* A person who scores low is shy, timid, and threat sensitive, while a person who scores high is venturesome, uninhibited, and socially bold. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor I Sensitivity:* A person who scores low is tough-minded, self-reliant, and realistic, while a person who scores high is tender-minded, sensitive, clinging, and over protected. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor L Suspiciousness:* A person who scores low is trusting and accepting conditions, while a person who scores high is suspicious and hard to fool. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor M Imagination:* A person who scores low is practical and "down to earth concerns", while a person who scores high is imaginative, bohemian, and absent-minded. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor N - Shrewdness:* A person who scores low is forthright, unpretentious, genuine but socially clumsy,



while a person who scores high is astute, polished, and socially aware. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor O Insecurity:* A person who scores low is self-assured, placid, secure, complacent and serene, while a person who scores high is apprehensive, self-reproaching, insecure, worrying, troubled. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor Q1 Radicalism:* A person who scores low is conservative and respecting traditional ideas, while a person who scores high is experimenting, liberal, and free-thinking. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor Q2 - Self-Sufficiency:* A person who scores low is group-dependent, a "joiner" and sound follower, while a person who scores high is self-sufficient, resourceful, and prefers own decision. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor Q3 - Self-Discipline:* A person who scores low is undisciplined self-conflict, lax, follows own urges, and careless of social rules, while a person who scores high is controlled, exacting will power, socially precise, compulsive, and following self-image. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

*Factor Q4 Tension:* A person who scores low is relaxed, tranquil, torpid, unfrustrated, and composed, while a person who scores high is tense, frustrated, driven, and overwrought. (Hall, Calvin S., Lindzey, Gardner, and Campbell, John B. 1998)

## Research Design

The researcher has used the descriptive method of research. The descriptive method includes all the studies that purport to present facts concerning the nature and status of anything a group of persons, a number of objects, a set of conditions, a class of events, a system thought or any other kind of phenomena which one may wish to study. (C.A. Sanchez, 1997, p.108) The purpose of the study is to determine the Personality Characteristics of PUP Sta. Mesa Entrance Scholars from Public and Private High School from the Urban and Rural Areas for the First Semester of School Year 2005-2006.

This will particularly make use of the Individual Inventory Record Form to be filled out by the entrance scholarship applicants and Psychological Test which consist of mental ability tests (verbal and non verbal) and the 16-Personality Factor Test.

## Description of the Subjects

The study involved 146 qualified entrance scholars enrolled in different courses during the School Year 2005-2006. Of the 243 total entrance scholarship applicants as of September 15, 2005, only 146 qualified for the scholarship and were given full and partial scholarship depending upon the honors they received, while 89 applicants were disapproved, the other 7 applicants submitted their application forms but did not take the psychological test and 1 applicant withdrew/cancelled her application.

## Description of the Instruments

The researcher came up with an Individual Inventory Record Form wherein the variables were considered and highly regarded. Then it was tallied and tabulated. The subjects/respondents were given psychological test as one criterion in selecting qualified entrance scholarship applicants. The 16-Personality Factor Test is one of the tests administered without time limit. The 16 Personality Factor questionnaire consists of 187 questions answerable with yes, no or uncertain/occasionally/in between. The scale has been shown to be a valid measure of people's standing on the 16 traits. Cattell has done great deal of research using the 16-Personality Factor, showing for example, that airline Pilots are more tough-minded, practical, self-assured, and controlled than artists or writers. In contrast, artists and writers showed sensitivity, imagination and intelligence. (A.B. Crider, G.R. Geothals, R.D. Kavanaugh & P.R. Solomon, "Measuring Personality Traits", 1989, pp. 491-491)

These entrance scholars were interviewed by the guidance counselors after releasing the result of the psychological test. After the interview from the Guidance and Counseling Office and the Office of the Scholarship and Financial Assistance they proceeded to the Office of the Director for Students Services, the Office of the Vice

President for Student Services and Admission and Registration Office for further interviews.

### Statistical Treatment

Simple statistical measures were used in this study, these are frequency count and percentage conversion. The formula used in getting the percentage is  $P = f / n \times 100$ . Percentage is equal to the frequency divided by the total number of respondents times 100. The demographic profile such as age, gender, socio-economic status, ordinal position in the family, type and location of school of entrance scholars will also be determined and tabulated. Chi-Square is used to determine the null hypothesis of no significant difference between the PUP entrance scholars from public and private schools. It is a nonparametric test of hypothesis and requires no assumption about the exact shape of the population distribution. The chi-square value ( $X^2$ ) should be at least 5.991 to be significant at .05 level of significance.

The formula for computing Chi-Square is

$$X^2 = \sum (f_o - f_e)^2 / f_e$$

Where,

- $X^2$  - Chi-Square
- $f_o$  - observed frequency
- $f_e$  - expected frequency
- $\sum$  - summation

In testing the null hypothesis, we need the expected frequencies using the formula:

$$f_e = RK/T$$

Where,

- $f_e$  - expected frequency
- R - the row total
- K - the column total
- T - the grand total of the obtained frequencies

### Findings

This chapter covers the comprehensive discussion of the data gathered, their obtained values after the statistical treatment and how computation were done, and their respective analysis and interpretation with corresponding

tables as bases for conclusions and the latter for recommendations.

The tables presented in the following pages revealed the results of the data gathered and collected from the respondents. These are the Individual Inventory Records and tests protocol particularly the 16 Personality Factor Test protocol.

The researcher used the Chi-Square as theoretical distribution since it is usually used in Statistics. Chi-Square is a nonparametric test of hypothesis and requires no assumption about the exact shape of the population distribution. Since this test is appropriate for normally measured variables, we make only the minimum possible assumption with respect to level of measurement. The chi-square value ( $X^2$ ) should be at least 5.991 to be significant at .05 level of significance. The expected frequencies ( $f_e$ ) were also obtained in testing the null hypothesis.

The succeeding pages showed the presentation and interpretation of different tables.

On age distribution of scholars from public and private schools, most of the respondents were 16 years old as reflected in Table 1: 64 or 59.81 percent from public schools and 20 or 51.28 percent from private schools. The least number was 18 years old.

Age	Public		Private		Total	%
	No.	%	No.	%		
15	14	13.08	4	10.26	18	12.33
16	64	59.81	20	51.28	84	57.53
17	27	25.23	14	35.90	41	28.08
18	2	1.87	1	2.56	3	2.05
Total	107	100.00	39	100.00	146	100.00
Mean	16.16		16.31		16.20	

Table 1. Distribution of Scholars from Public and Private Schools by Age

This implies that scholars graduated at age 16 both in public and private schools as shown by the computed mean of 16.20.

The number of scholars from public and private schools distributed by gender is shown in Table 2.

Of the 107 scholars graduated in public schools, about 76 percent were female and only 24 percent were male. A ratio of one male to three females or 1:3 was revealed.

Gender	Public		Private		Total	%
	No.	%	No.	%		
Male	26	24.30	13	33.33	39	26.71
Female	81	75.70	26	66.67	107	73.29
Total	107	100.00	39	100.00	146	100.00

**Table 2. Distribution of Scholars from Public and Private Schools by Gender**

Likewise, 26 or 66.67 percent of 39 scholars from private schools were female and 13 or 33.33 percent were male. A one male to three female or 1:3 ratio was computed.

The data indicate that scholars were predominantly female on a 1 to 3 or 1:3 ratio. More than seventy percent (73.29%) were female and almost twenty seven percent (26.71%) were male.

The ordinal position of scholars in the family is shown in Table 3.

Ordinal Position	Public		Private		Total	%
	No.	%	No.	%		
Eldest	34	31.78	15	38.46	49	33.56
Second	27	25.23	8	20.58	35	29.97
Third	16	14.95	4	10.26	20	13.70
Fourth	8	7.48			8	5.48
Fifth	2	1.87			2	1.37
Youngest	17	15.89	7	17.95	24	16.44
Only Child	1	0.93	4	10.26	5	3.42
NR	2	4.87	1	2.56	3	2.05
Total	107	100.00	39	100.00	146	100.00

**Table 3. Distribution of Scholars by Type of Schools and Ordinal Position in the Family**

It can be observed that greater percentage of scholars graduating from public and private schools were the eldest in their families, numbering, 34 or 31.78 percent and 15 or 38.46 percent, respectively. The least number was the only child.

From the 146 total respondents, 49 or 33.56 percent were the eldest followed by 35 or 29.97 percent, second and 24 or 16.44 percent, youngest. Two or 1.37 percent were fourth in their family.

As to the socio-economic status of the family of scholars, data revealed that majority belonged to the average/middle class family, sixty one or 57.01 percent came from public schools and 22 or 56.41 percent from private schools. A small percentage, 2.80 from public schools and 2.56 from private schools belonged to "very low" status.

Socio Economic Status	Public		Private		Total	%
	No.	%	No.	%		
Middle/Average	61	57.01	22	56.41	83	56.85
Low	41	38.32	15	38.46	56	38.36
Very Low	3	2.80	1	2.56	4	2.74
NR	2	1.87	1	2.56	3	2.05
Total	107	100.00	39	100.00	146	100.00

**Table 4. Distribution of Scholars from Public and Private Schools by Socio-Economic Status of the Family**

Overall total reveals that scholars belonged to middle/average class status, 83 or 56.85 percent out of 146. This is followed by 56 or 38.36 percent, low class status and 4 or 2.74 percent, very low class status.

The location of schools where scholars graduated from is shown in Table 5.

Location	Public		Private		Total	%
	No.	%	No.	%		
Urban	40	37.38	14	35.90	54	36.99
Rural	67	62.62	25	64.10	92	65.75
Total	107	100.00	39	100.00	146	100.00

**Table 5. Distribution of Scholars by Type of Schools and Location of Schools**

Of the 107 scholars from public schools, 67 or 62.62 percent graduated in schools located in rural areas and 40 or 37.38 percent were in urban areas. Moreover, 64.10 percent of the 39 scholars graduated in private schools located in rural areas and 35.90 percent were in urban areas.

From the total respondents of 146, majority, 92 or 65.75 of scholars were graduates from different schools in rural areas.

Since the computed chi-square of 1.76 is less than the chi-square table value of 3.84 at 0.05 level of significance, the null hypothesis of no significant difference is accepted. There is no significant difference between the type of school the scholars graduated and their age. This implies that age does not affect scholars' decision in selecting their school.

Computed Chi-Square	Chi-Square Table Value (? = .05)	Decision
1.76	3.84	Accept Ho

**Table 6. Chi-Square Value and Significant Difference between Type of Schools and Age of Scholars**

The decision to accept the null hypothesis was concluded since the computed chi-square of 1.18 is less

than the tabular value at .05 level of significance which is 3.84. Therefore, it can be concluded that there is no significant difference between the type of schools graduated from and the gender of the scholar-respondents.

Computed Chi-Square	Chi-Square Table Value ( $\alpha = .05$ )	Decision
1.18	3.84	Accept Ho

**Table 7. Chi-Square Value and Significant Difference between Type of Schools and Gender of the Scholars**

The null hypothesis of no significant difference was accepted since the computed chi-square of 0.07 is less than the tabular value of 3.84 at .05 level of significance. This means that the type of schools graduated from and the ordinal position in the family of the scholars were not significantly different.

Computed Chi-Square	Chi-Square Table Value ( $\alpha = .05$ )	Decision
0.07	3.84	Accept Ho

**Table 8. Chi-Square Value and Significant Difference between Type of Schools and Ordinal Position in the Family of the Scholars**

The computed chi-square of .008 is less than the tabular value at .05 level which is 3.84, the null hypothesis of no significant difference is accepted. This means that there is no significant difference between the type of school and the socio-economic status of the family of scholars.

Computed Chi-Square	Chi-Square Table Value ( $\alpha = .05$ )	Decision
0.008	3.84	Accept Ho

**Table 9. Chi-Square Value and Significant Difference between Type of Schools and Socio-Economic Status of the Family of Scholars**

It can be observed from the data that scholars graduated both in public and private schools were on the same level of being warmth (average/outgoing).

The computed value of chi-square which is 0.09 is less than the tabular value of 5.99 at .05 level, therefore, the null hypothesis of no significant difference is accepted. It can be concluded that there is no significant difference between the type of schools the scholars graduated from and one of their personality trait warmth.

Description	Type of School		Total
	Public	Private	
Reserved	27	9	36
Average	41	15	56
Outgoing	39	15	54
Total	107	39	146

$$X_c^2 = 0.09 \quad X_{.05(2)}^2 = 5.99 \quad \text{Decision} = \text{Accept } H_0$$

**Table 10. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Warmth**

The data shows that scholars graduated in private schools were more intelligent than those who came from public schools. Fifty eight or 54.20% of 107 from public schools were on the average level whereas 24 or 61.54% of 39 from private schools were more intelligent.

Since the computed chi-square of 4.80 is greater than the tabular value of .05 level which is 3.84, the null hypothesis is rejected. There is significant different between the type of schools and the level of intelligence of scholars.

Description	Type of School		Total
	Public	Private	
More Intelligent	44	24	68
Average	58	13	71
Less Intelligent	5	2	7
Total	107	39	146

$$X_c^2 = 4.80 \quad X_{.05(1)}^2 = 3.84 \quad \text{Decision} = \text{Reject } H_0$$

**Table 11. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Intelligence**

This implies that the level of intelligence of scholars could be attributed to the type of schools they came from.

On the emotional stability, scholars were affected by their feelings as reflected by the data, 39 or 36.45% from public schools and 16 or 41.03% from private schools.

The computed chi-square of 0.85 is less than the tabular value of 5.99 at .05 level, therefore, the null hypothesis of no significant difference is accepted. It can be concluded that there is no significant difference between the type of school and one of the personality traits of the scholars emotional stability.

Description	Type of School		Total
	Public	Private	
Affected by Feelings	39	16	55
Average	35	14	49
Emotionally Stable	33	9	42
Total	107	39	146

$$X_c^2 = 0.85 \quad X_{.05(2)}^2 = 5.99 \quad \text{Decision} = \text{Accept } H_0$$

**Table 12. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Emotional Stability**



This means the type of school where the scholars came from does not affect their being emotionally stable.

As to being dominant of scholars, revealed greater percentage, 51 or 47.66% from public schools and 17 or 43.59% from private schools were assertive.

Since the computed chi-square of 3.40 is less than the tabular value of .05 level which is 5.99, the null hypothesis is accepted. There is no significant difference between the type of schools of the scholars and personality trait dominance.

Description	Type of School		Total
	Public	Private	
Humble	14	10	24
Average	42	12	54
Assertive	51	17	68
Total	107	39	146

$$X_c^2 = 3.40 \quad X_{.05(2)}^2 = 5.99 \quad \text{Decision} = \text{Accept } H_0$$

**Table 13. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Dominance**

This means the type of school where the scholars came from does not affect their personality trait of being dominant.

As to being impulsive of scholars, a greater percentage, 76 or 71.03% from public schools and 28 or 71.79% from private schools were sober.

Since the computed chi-square of 0.08 is less than the tabular value of .05 level which is 3.84, the null hypothesis is being accepted. There is no significant difference between the type of schools of the scholars and personality trait impulsivity

Description	Type of School		Total
	Public	Private	
Sober	76	28	104
Average	27	8	35
Happy-Go-Lucky	4	3	7
Total	107	39	146

$$X_c^2 = 0.08 \quad X_{.05(1)}^2 = 3.84 \quad \text{Decision} = \text{Accept } H_0$$

**Table 14. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Impulsivity**

This only implies that the type of school where the scholars came from does not affect their personality trait of being impulsive.

As to conformity of scholars, it is revealed that a greater percentage, 49 or 45.79% from public schools and 20 or 51.28% from private schools were conscientious.

Since the computed chi-square of 0.35 is less than the tabular value of .05 level which is 5.99, the null hypothesis is accepted. There is no significant difference between the type of schools of the scholars and personality trait conformity.

Description	Type of School		Total
	Public	Private	
Expedient	9	3	12
Average	49	16	65
Conscientious	49	20	69
Total	107	39	146

$$X_c^2 = 0.35 \quad X_{.05(1)}^2 = 3.841 \quad \text{Decision} = \text{Accept } H_0$$

**Table 15. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Conformity**

This means the type of school where the scholars came from does not affect their personality trait of conformity.

As to the boldness of scholars, the data revealed that 48 or 44.86% from public schools were on the average, whereas, 14 or 35.90% from public schools were shy.

Since the computed chi-square of 2.59 is less than the tabular value of .05 level which is 5.99, the null hypothesis is accepted. It can be concluded that there is no significant difference between the type of school and one of the personality traits of the scholars boldness.

Description	Type of School		Total
	Public	Private	
Shy	25	14	39
Average	48	13	61
Venturesome	34	12	46
Total	107	39	146

$$X_c^2 = 2.59 \quad X_{.05(2)}^2 = 5.99 \quad \text{Decision} = \text{Accept } H_0$$

**Table 16. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Boldness**

This only implies that the type of school the scholars came from does not influence their personality trait of courage or boldness.

On the sensitivity of the scholars, a greater percentage of 38 or 35.51% from public schools and 20 or 51.28% from private schools were more sensitive.

Since the computed chi-square of 6.83 is greater than the tabular value of .05 level which is 5.99, the null hypothesis is rejected. There is significant difference between the type of schools and one of the personality traits of the scholars sensitivity.

This implies that the sensitivity/tough-mindedness of scholars can be attributed to the type of schools they came from.

Description	Type of School		Total
	Public	Private	
Tough-Minded	38	20	58
Average	36	5	41
Tender-Minded	33	14	47
Total	107	39	146

$$X_c^2 = 6.83 \quad X_{.05(2)}^2 = 5.99 \quad \text{Decision} = \text{Reject } H_0$$

**Table 17. Chi-Square Value and Significant Difference between Type of Schools and Personality Trait Sensitivity**

## Conclusion

Based on the findings, it is therefore concluded that there is no significant difference between scholars from public and private high schools from the rural and urban areas in terms of their age, gender, ordinal position in the family, socio-economic status, location of school and type of school they graduated from.

However, based on the result of the data presented, it is revealed that the most entrance scholars who came from public high schools indicates that they only have an average level of intelligence. These scholars are expected to be intellectually superior and competitive.

As to the personality characteristics of these scholars based on the result of the 16-Personality Factor Test presented in the above tables, it was revealed that most scholars who came from public and private schools were affected by their feelings and easily upset rather than being emotionally stable or calm. Entrance scholars who scored low on emotional stability reveals that they tend to be low in frustration tolerance in unsatisfactory conditions, changeable and plastic. On the self-sufficiency of the entrance scholars, majority of them were group-dependent rather than self-sufficient or resourceful. Although they tend to go along with the group and prefer to work and make decisions with them, they are however lacking in individual resolution and rather needs group support. It was also revealed that the majority of these scholars are shrewd rather than being forthright which means natural or deals in a direct and very honest way. Shrewdness means having a good judgment and has an intellectual approach to situations however, the

tendency to become hardheaded is manifested. The scholars are again expected to have a well-rounded personality make-up, resourceful, independent and honest.

## Recommendations

The Polytechnic University of the Philippines as the second home to different college students, to mention the entrance scholars, has its commitment in broadening opportunities for the intellectually qualified and of promoting the welfare of its students through scholarship and development programs.

To realize these ideals of having them and to adhere to this research theoretical framework of "Striving for Superiority" of Alfred Adler, the researcher recommends to the administration that more strict admission policies and requirements be implemented in admitting and selecting entrance scholarship applicants. As proposed by the retired Chief of the Scholarship and Financial Assistance, Dr. Milagros Morales, that financial incentive other than tuition fee, benefits should be granted to the deserved and qualified scholarship applicants. Considering the budgetary limitations the university is now experiencing, it is again recommended that this proposal be considered. This will encourage topnotch students from different public and private schools to avail of this entrance scholarship. If this is to be made possible, entrance scholarship applicants should have, at least, obtained higher mental ability test score on both the verbal and non verbal tests with a superior IQ description to be qualified for the financial incentives.

The recommendation that may be derived from this study is to encourage concerned offices particularly the Guidance and Counseling Office and the Office of the Scholarship and Financial Assistance, to conduct future studies and research regarding this topic for further improvements and development of programs and services especially designed for the qualified entrance scholars.

The researcher recommends the inclusion of Value Education and Personality Development subjects in the curriculum to provide exposure to the core values of PUP

and brief historical background of the school itself. This will be of great help in enhancing and strengthening the personality characteristics not only of the entrance scholars but all the students of this University as well.

It is also recommended that comparison among scholars of different State Colleges and Universities and Private Schools and Universities should be taken into consideration in enriching the ideas on how these privileges and benefits can be availed of, encouraging them to maintain their status and finally, motivating them to do some changes in policies.

These recommendations are offered to promote changes and development for the benefit of not only the entrance scholars but also the whole PUP community. Thus, the researcher believed that this research will not be limited in these findings, but, is and will be opened to other researchers and students for further and continuous investigations and future researches.

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