PERSONALITY TRAITS EFFECT ON WRITTEN AND PERFORMANCE TASKS: BASIS FOR INTERVENTION PLAN

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ABSTRACT

This study was conducted to determine the personality traits of Grade 10 Students in overcoming the summative assessment. Specifically, this research sought to determine the personality traits among the respondents with the use of Eysenck Personality Questionnaire to identify the relationship between student's different personality trait and their academic performance.

The research design used in this study was descriptive method of research that utilized quantitative approach in gathering necessary data from the respondents.

The respondents were composed of Grade 10 students of Majayjay District, Division of Laguna. The Student were sought to answer the adapted questionnaire to determine their personality traits and to choose their preferred assessment from the checklist of summative assessment prepared by the researcher. Percentage, Mean, Standard Deviation and simple linear regression analysis were applied as statistical test to achieve the objectives. The population of the study was 425 Grade 10 Students; random sampling technique was employed in selecting one hundred thirty-five (135) students from four (4) Junior High School in Majayjay District. The result showed t-value of 17.796 is significant at 0.000 probability level. The F-value of 8.835 is significant with a p-value of 0.004. This means that the students' personality trait is significantly correlated with their scores in the written tasks. However, there is no significant relationship between personality traits and performance task. The performance task F-value of 0.036 is not significant with a p-value of 0.850. It means student personality traits has no significant relation in the academic performance particularly in terms of performance task.

Based on the findings of the study, it is concluded that the personality traits of Grade 10 students have significant effect to students written performance task, but does not have significant effect neither have an impact to student's performance task. It was found out that Grade 10 students who are introvert and extrovert both perform excellently in terms of performance task. In terms of written task, introvert students perform excellently, while extrovert students perform very satisfactory. More over most of them had excellent academic performance. According to the overall sample, Grade 10 student's personality traits was not responsible for their low and high academic rating in terms of performance task assessment. On the other hand, their personality traits are responsible for their low and high academic rating in terms of written task.

The researcher highly recommends that: every school, both public and private, may make every effort to establish a counseling program unit in which students are enlightened to understand their personality traits, allowing them to become more enthusiastic about their academic activities; parents may not regard introverted students as academically inferior to their extroverted counterparts; rather, they may view the difference in personality traits.; teachers may know how to address the difference in the student's personality traits by giving various form of activities.; and the extrovert students may be provided teaching and learning facilities that help improve their academic performance in terms of written task.

INTRODUCTION

Performance of students varies from their different personalities. Students who suffer from introversion or extroversion might affect their academic performance and also their development in dealing with their innate talents and skills. Personality plays a crucial role in everybody's life, because it is the source of motivation of every individual. According to Yahaya (2010), the study of personality is important because many people in our society who think that intelligent students have better behavior than other students. But the actual reality is not assumed, all the students in the class have the same good. Deped Secretary Briones (2019) presented the ongoing interventions of the Department that will improve the quality of learning in public school during the Multi-Stakeholder Panel Discussion: PISA and the Challenge of Education Quality in the Philippines held at SEAMEO Innotech on December 4, 2019. Because according to Program for International Student Assessment

(PISA) in the year of 2015 and 2018 mean performance declined and one of the interpretation on the performance of students is "weaker students became weaker and stronger students became stronger."

In the mentioned result, how the education curriculum addresses this problem. The K-12 curriculum grading system have the highest percentage on the performance task of the students, teachers have their difficulties to motivate other students to work in a group or perform in front of the class because it might affect their grades. The implementation of performance based benefited some students and some were not. Students need to be actively involved in the learning process in able to pass, and need to use their thinking skill in order to complete the task. But how introvert or extrovert students deal with this type of assessment? The system of education must also give focus on developing and knowing the personality of every student because it will lead to a better learning. It is like knowing the causes of a problem and giving the right and best solution in it by making intervention for personality development.

This study aims to determine the student's personality traits and how it affects their written and performance task in school. Knowing the Personality Traits of students would serve as a guide for teachers to find what needs to be done to support the development of students' personality. That is why, the researcher deemed it necessary to conduct a research that would determine the student's personality as well as their preferred assessment. Students should be aware with their personality, it will help them a lot to know what they need to develop and change. Personality traits provide essential integration on how certain individual deal with the people around them. Students must be well oriented with their personality traits.

According to Hazarti (2012) academic motivation is one of the effective factors on learners' achievement. Learners need to be interested in learning; otherwise, all efforts of the educational system would fail. So, understanding and developing the knowledge about factors that affect academic motivation can help to improve educational performance.

With the Program for International Student Assessment (PISA) results also reflecting the learners' performance in the National Achievement Test, DepEd recognizes the urgency of addressing issues and gaps in attaining quality of basic education in the Philippines. According to Briones (2019) DepEd will lead this national effort for quality basic education through Sulong Edukalidad by implementing aggressive reforms in four key areas: (1) K to 12 review and updating, (2) Improvement of learning facilities, (3) Teachers and school heads' upskilling and reskilling through a transformed professional development program; and (4) engagement of all stakeholders for support and collaboration. The mentioned reform in K to 12 review and updating must take into account. Address the problem in educational system and as well as the problem encountered by the students in applying what they have learned.

Individual academic performance may greatly influence by an individuals' personality type (Abott & Chell, 2011). Despite of this influence school must show their attention in dealing with the needs of students to improve their academic performance.

This study will serve as an opening eye to teachers and students, it will help them to be oriented enough to know the reason behind their action and behavior. And to determine the preferred assessment based on their personality, and how it will help the student to work in a group or to work with themselves.

RESEARCH METHODOLOGY

This study employed quantitative method research design in gathering necessary data. The descriptive method of research was used in the study for the reason that it fits in determining the personality traits of Grade 10 Students.

According to Sevilla et.al (2010) descriptive method is used to describe the nature of the situation as it exists at the time of the study and to explore the causes of the particular problem. On the other hand, Calderon (2010) cited that descriptive method focuses at present condition. I used descriptive method in my study to determine what is personality traits of Grade 10 students in learning Araling Panlipunan. This subject involves activities that may vary the interest of students and in the present condition of the Philippines who is facing pandemic. It will be helpful in determining what is the best assessment to be use to assess the learning of the students.

Descriptive research design ideas concern with describing characteristics of the population. It tries to find out the association of a certain characteristics in population. It seeks what matters than product relations and is a method that simplify books with intense accuracy of the phenomena of the moment. Catane, (2010)
In line with this, the researcher tended to assess the academic performance while dealing with process of determining whether there is a significant relation between personality traits and academic performance of Grade 10 students.

The respondents of the study consisted of Grade 10 students of Majayjay District. Grade 10 Students were included in the study with the total population of one hundred thirty-five (135) because they were

the ones who can give a clear picture of how personality traits influence their academic performance because they were old enough and encountered different assessment for the past three years in Junior High School.
The study was limited to Grade 10 students of Majayjay District and was consist of the following schools: Sta.Catalina Integrated National High School, Suba National High School, Sta.Catalina National High School Extension and Suba National High School Annex.

The researcher used the simple random sampling to Grade 10 Students of Majayjay District, GAS strand, residents of Sta.Catalina Integrated National High School selected the seventy-two (72) Grade 10 Students, Sta.Catalina National High School Extension selected the fifteen (15) Grade 10 Students, Suba National High School selected the thirty-three (33) Grade 10 Students and Suba National High School Annex selected the fifteen (15) Grade 10 Students. With the total of one hundred thirty-five (135) Grade 10 Students of Majayjay District.

Grade 10 Students were chosen by the researcher because they can decide if the personality mentioned in the questionnaire is appropriate with their doings. And as the mentioned statement in chapter 1, Grade 10 students already experienced variety of assessment tool. Therefore, they were in the best position to furnish the researcher with the information needed to answer the research question of this study. The researcher used four different kinds of instruments to collect the required data for the study. The students were first asked to fill out the modified questionnaire of Peter Shepherd (2013) in his study of Know your own mind. This questionnaire was based on the well-proven EPQ or also known as Eysenck Personality questionnaire. It provides the tools for a wide-ranging analysis of your personality, so you can know yourself better, it covers the areas of introversion/Extroversion. Secondly, the respondents answered the self-made checklist of the researcher about the preferred assessment. Thirdly, the students were provided with the necessary amount of data in the questionnaire (written and performance assessment result from 1st quarter). Lastly, they were observed in the classroom setting to see if the results of the questionnaire were supported by the reality in the classroom. The instruments in the course of data collection procedure are the following:

The researcher modified the Personality questionnaire, to be easily use by the respondents and as well as by the researcher. It was shorter but the researcher observed carefully that the slight changes won't affect the result of the study. The questionnaire covers Dichotomous Question – questions that make respondents answer with a simple "yes" or "no. According to Allen (2017) One popular and often-used format is a dichotomous question that provides only two possible answers. This type of question is especially prominent in educational assessments. The question becomes a closed-ended question because the choices are supplied by the investigator. Next, there is a Checklist of preferred assessment of introvert/extrovert students and result of written and performance task assessment.

In the quantitative data collection, the researcher administered the Personality Questionnaire to the Grade 10 Students of Majayjay District to determine if the students were experiencing introversion or extroversion. And after administering the Personality Questionnaire, the checklist of assessment was given to determine the preferred assessment of introvert and extrovert students. The table for the result of written and performance task assessment were included in the checklist of assessment. After collecting the necessary data, descriptive and inferential statistics were administered. It included the data summary gathered from the respondents with the use of tables and text to explain what the chart and tables were showing. The integration of quantitative result covers the interpretation and explanation of quantitative result as well as determining the relationship between independent and dependent variable. After the mentioned procedure, the intervention plan was plot to address the problem encountered by introvert and extrovert students.

STATISTICAL TREATMENT
The following statistical tools were used in treating the data gathered by the researcher.

Statement of the Problem	Statistical Treatment
1. What is the personality traits of Grade 10 students in terms of: Activity; Sociability; Risk-taking; Impulsiveness; Expressive; Reflectiveness; and Responsibility.	Frequency and Percentage
2. What is the preferred assessment of Grade 10 Students: Written Task; and Performance Task	Frequency and Percentage
3. What is the level of Performance in terms of: Written Task; and Performance Task?	Weighted Mean and Standard Deviation

4. Is there a significant relationship between personality traits such activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness and responsibility; and result of summative assessment in terms of written and performance task?	Simple Linear Regression Analysis

RESULTS AND DISCUSSIONS
Student's Personality Traits

Table 1. Frequency Distribution on the Summary of Students' Personality Traits

Personality Trait	Frequency	Percentage
Extrovert	106	78.52%
Introvert	29	21.48%

Typically, learners fall into two large groups extrovert and introvert. Out of one hundred thirty-five students (135), one hundred six (106) were extrovert and twenty-nine (29) were introvert.

As the table shown above most of the students fall into the personality trait of being extrovert. Extrovert learners have the following characteristics very outgoing, quite comfortable working in and being part of large crowds, have a wide base of friends, enjoy getting to know a lot of people, dive in without always thinking through, feel sapped when spending too much time alone. Extroverted learners possess a social learning style. In addition, they have acute verbal learning styles as well, often communicating through stories or being first to volunteer for assignments and projects.

On the other hand, introverts generally have a shy nature, and students who are Introverted have a solitary learning style, as they often prefer to solve problems on their own. Introverted learners like to brainstorm and seek theoretical exploration. They like to think out a problem and weigh options before moving forward. Introverted learners have the following characteristics; appear reflective or reserved, slow to take action, have a very small but close group of friends because they prefer to get to know a few people really well, feel most comfortable doing things alone and prefer doing things that can be done alone, often likes the idea of things better than the actual thing and finds spending time in large crowds or groups to be exhausting. This is based on the article posted in the website of Our Lady of the Lake University (2021).

Students' Preferred Assessment as to Written and Performance Task
Table 2. Students' Preferred Assessment as to Written and Performance Task

Forms of Assessment	Yes		No	
	f	%	f	%
1. Comic Strip	76	56.3	59	43.7
2. Survey	86	63.7	49	36.3
3. Essay writing	76	56.3	59	43.7
4. Journal review	46	34.1	89	65.9
5. Journal writing	46	34.1	89	65.9
6. Script writing	59	43.7	76	56.3
7. Reported speech	47	34.8	88	65.2
8. Debates	53	39.3	82	60.7
9. Dialogue	59	43.7	76	56.3
10. Tableaus	33	24.4	102	75.6
11. Role Play	84	62.2	51	37.8
12. Letter writing	88	65.2	47	34.8
13. Drawing	87	64.4	48	35.6
14. Campaigns	60	44.4	75	55.6
15. Collages	83	61.5	52	38.5
16. Compositions	73	54.1	62	45.9
17. Multimedia productions	60	44.4	75	55.6
18. Portfolios	85	63.0	50	37.0

19. Research Project	78	57.8	57	42.2
20. Interviews	74	54.8	61	45.2
21. Panel Discussions	41	30.4	94	69.6
22. Presentations	79	58.5	56	41.5
23. Project Making	100	74.1	35	25.9
24. Speech delivery	48	35.6	87	64.4
25. Story telling	77	57.0	58	43.0
26. Case Study	53	39.3	82	60.7
27. Article Review	56	41.5	79	58.5
28. Diorama	34	25.2	101	74.8
29. Poster & Slogan Making	91	67.4	44	32.6
30. Map Construction	52	38.5	83	61.5
31. Reflection Paper	76	56.3	59	43.7
32. News Writing	62	45.9	73	54.1
33. Reaction Paper	74	54.8	61	45.2
34. Community Involvement	51	37.8	84	62.2
35. Issue-awareness campaigns	39	28.9	96	71.1
36. News Reporting	50	37.0	85	63.0
37. Simulations	67	49.6	68	50.4
38. Implementation of Action Plan	102	75.6	33	24.4
39. Content Creator (Tiktok,Youtube)	61	45.2	74	54.8
40. Expressing their feelings through art activities	79	58.5	56	41.5

The table shows the result of the preferred assessment of Grade 10 students. The researcher prepared forty (40) forms of assessment and as a result, here below are the top 10 most preferred assessment of Grade students;

The form of assessment like expressing their feeling though art activities (58.5%), role plays (62.2%), survey (63.7%), project making (74.1%) and implementation of action plan (75.6%) are most likely the type of activities that extrovert students want. While the reflection paper (56.3%), collages (61.5%), making portfolios (63.0%), letter writing (65.2%) and poster/slogan (67.4%) were most likely the type of activities that introvert students want.

The researcher wants to determine their preferred assessment as a tool for the intervention plan of this study. It will be a great help how student develop their performance using the form of activity that they want.

Level of Pupils' Academic Performance
Table 3. Level of Students' Performance in Written Task

Group	Lowest score	Highest score	Mean score	Standard deviation	Remarks
Extrovert	14	40	30.00	6.00	Very Satisfactory
Introvert	20	40	32.00	5.00	Excellent

Legend:
 32.00 – 39.99   *Excellent (E)*
 24.00 – 31.99   *Very Satisfactory (VS)*
 16.00 – 23.99   *Satisfactory (S)*
 8.00 – 15.99   *Fair (F)*
 0.00 – 7.99   *Needs Improvement (NI)*

The extrovert students showed *very satisfactory* performance in written tasks (*M*=30.00, *SD*=6.00) while the introvert students exhibited *excellent* performance in written tasks (*M*=32.00, *SD*=5.00). The scores of the introvert students in the written tasks is less dispersed than those of the extrovert students, based on the computed standard deviation.

The introvert performs excellently in terms of written task because they are aware of other people and how they are feeling. Introverts are able to imagine themselves in other people's shoes more easily than extroverts. This makes it easier to create fictional characters and to write about their own feelings.

As Cross & Chipman (2015) stated, introverts love to listen and write their ideas and feelings in a piece of paper rather than to perform or express it in front of other people, while extroverts admire to perform and talk in front. Introvert students build a strong bond of friendship, it takes a lot of time to gain their trust, but they will surely form a deep connection with you and your intuition once you gain their trust. Extroverted students make a lot of friends easily but the relationship is not deep like with introverts.

In Jahanbazi's (2013) investigation in Iran found out that in writing activities or task, introverts are more successful than extroverts.

In the study of Muza (2020) the result of the finding revealed that, extroversion and academic performance are not related, because extroversion made students to have more interest in social activities than academic activities. The finding shows that; introversion is correlated to academic performance. Indicating that, introvert students pay attention to their studies through hard-working and seriousness. There is also significant difference between academic performance of extrovert and introvert students. From the results of the findings, there is difference between the academic performance of extrovert and introvert students in English language and Mathematics. This shows that introverted students are better in academic performance than their extroverted counterpart.

In this time of pandemic, introvert have a great chance to showcase their ability to take task seriously. They can focus on their assigned task because they are all at home. And extrovert students find it hard to express their thought and ideas to writing and task given to them.

Table 4. Level of Students' Performance in Performance Task

Group	Lowest score	Highest score	Mean score	Standard deviation	Remarks
Extrovert	22	60	49.00	9.00	Excellent
Introvert	38	60	50.00	7.00	Excellent

Legend:
48.00 – 59.99   *Excellent (E)*
36.00 – 47.99   *Very Satisfactory (VS)*
24.00 – 35.99   *Satisfactory (S)*
12.00 – 23.99   *Fair (F)*
0.00 – 11.99   *Needs Improvement (NI)*

The extrovert and introvert students showed excellent performance in performance task. Extrovert got (*M*=49.00, *SD*=9.00) while the introvert got (*M*=50.00, *SD*=7.00). Based on the computed value both extrovert and introvert students excel in performance task. It shows that introvert can also do well the same with extrovert in terms of performance assessment.

In the study of Veysel (2015) When a less anxiety environment is created for introverts during the cognitive process, they can be as efficient as extroverts while processing and storing multiple inputs. In terms of memory capacity, introverts' lack of sufficient short-term memory capacity leads to difficulties in language performance.

In terms of performance task, both introvert and extrovert did excellently. As stated above, if introvert student experiences less anxiety they can perform as extrovert level. That might be reason why introvert and extrovert got the same rating. And on of the factor that we consider, since we are in the midst of pandemic, introvert students became more focus because they are working on their home.

Table 5. Regression on the Students' Personality Traits and their Academic Performance

	Written	Performance
Beta coefficient	0.829	-0.086
t-value	17.796, p=0.000	-0.188, p=0.850
Adjusted R-square	0.052	-0.007
F-value	8.385, p=0.004	0.036, p=0.850
Analysis	*Significant*	*Not significant*

This table shows the estimated relationship between student's personality traits and their academic performance. It utilized to assessed the strength of the relationship between the two variables.

The students' personality traits were used to estimate their written and performance tasks. For written tasks, the beta coefficient of 0.829 indicates that for every standard unit increase in the students' personality there is a corresponding standard unit increase in their written task. The t-value of 17.796 is significant at 0.000 probability level. The F-value of 8.835 is significant with a p-value of 0.004.

This means that the students' personality trait is significantly correlated with their scores in the written tasks. The adjusted R-square value indicates that 5.2% of the variation in the students' score in the written task is explained by their personality trait.

The result shows that in terms of written task, extrovert and introvert students perform differ. It shows that introvert outcast extrovert in written task. According to John the Peregrine (2013), to extroverts an activity that doesn't involve action nor physical activity, just sitting alone and reading books is a nightmare. But to introverts, reading and sitting down for hours gives a heaven feeling for them. And Bartol & Bartol (2012) also stated that introverts were interested to work on their own rather than in a group. Reading, writing, listening to music, drawing, writing a reflection paper about the movie and using computers are the activities that give pleasure to them. They are more interested in self-reflecting, to be more focus and peaceful while arranging their thoughts on their own.
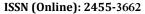
However, it was found that personality traits do not correlate with the students' scores in the performance task. The performance task F-value of 0.036 is not significant with a p-value of 0.850. It means student personality traits has no significant relation in the academic performance particularly in terms of performance task.

In the study of Muza (2020) the result of the finding revealed that, extroversion and academic performance are not related, because extroversion made students to have more interest in social activities than academic activities. The finding shows that; introversion is correlated to academic performance. Indicating that, introvert students pay attention to their studies through hard-working and seriousness. There is also significant difference between academic performance of extrovert and introvert students. From the results of the findings, there is difference between the academic performance of extrovert and introvert students in English language and Mathematics. This shows that introverted students are better in academic performance than their extroverted counterpart.

The obtained result show why introvert got a high score in written task. Because Introvert students enjoy and love to express their thoughts and ideas through writing. But in terms of performance task, their personality doesn't have significant relation on it. Introvert and extrovert can do both excellently in terms of performance task. Therefore, whether you have introvert or extrovert personality it will not affect your performance task rating. We cannot always control the various aspects of the educational system; be we do have control of our personality. To that end, we have a tremendous influence on our students.

CONCLUSION

Based on the findings of the study, it was concluded that the personality traits of Grade 10 students have significant effect to students written performance task, but does not have significant effect neither have an impact to student's performance task. It was found out that Grade 10 students who are introvert and extrovert both perform excellently in terms of performance task. In terms of written task, introvert students perform excellently, while extrovert students perform very satisfactory. More over most of them had excellent academic performance. According to the overall sample, Grade 10 student's personality traits was not responsible for their low and high academic rating in terms of performance task assessment. On the other hand, their personality traits are responsible for their low and high academic rating in terms of written task.
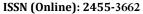
RECOMMENDATION

Based on the conclusions drawn, the following recommendations are offered:

1. Every school, both public and private, should make every effort to establish a counseling program. unit in which students will be enlightened to understand their personality traits, allowing them to become more enthusiastic about their academic activities.
2. Parents should not regard introverted students as academically inferior to their extroverted counterparts; rather, they should view the difference in personality traits.
3. Teachers should know how to address the difference in the student's personality traits by giving various form of activities.
4. The extrovert students should be provided teaching and learning facilities that will improve their academic performance in terms of written task. There will be set of activities that need to be practice by extrovert student, it will help them to focus on written task.

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