



AN ASSESSMENT OF THE PERSONALITY NEEDS OF FIRST YEAR STUDENTS OF THE COLLEGE OF TEACHER EDUCATION OF CAGAYAN STATE UNIVERSITY

ROSEMARIEDEL CASIBANG-CATLI, Ph.D Cagayan State University Andrews Campus,
Tuguegarao City, Cagayan, Philippines 3500

ABSTRACT: *Personality reflects youth's perceptual orientation and the level of needs on which they focus their attention and energy. It is believed that youth are less likely to achieve their full potential if they are distracted from fulfilling self-actualization by pre-occupation with other non-essential needs. They have unique mixture of needs, some inborn, some learned, which motivate them to think and behave as they do. Thus meeting personality needs of the youth is equated with fulfilling their self-actualization which could lead to attainment of the University goal, vision and mission. This descriptive-correlational study determined the personality needs of first year college of teacher education students of Cagayan State University. Student's personality needs were assessed through the Edwards Personal Preference (EPPS) by Allen Edwards. Furthermore, the relatively independent variables of personality needs such as achievement, deference, order, intraception, nurturance, change, exhibition, autonomy, abasement, heterosexuality, aggression, succorance, dominance and affiliation were measured using the same instrument (EPPS). Profile data were treated using the simple frequency and percentage, personality needs scores using the mean. Inferences were tested using the T-test for independent samples, Analysis of Variance (ANOVA) and Chi-square Tests. Findings revealed that majority of the students were rated highest on "achievement" needs. Moreover, student's age, year level, sex, birth order, religion and socio-economic status do not significantly relate with their personality needs.*

KEYWORDS: *personality needs, achievement, deference, order, intraception, nurturance, change, exhibition, autonomy, abasement, heterosexuality, aggression, succorance, dominance and affiliation*

INTRODUCTION:

Our country, Philippines cherish education like a precious gem. Education is the country's secret weapon for a brighter tomorrow. It plays a major role in the development of thrust of the nation. The educational institutions ensure that students are thoroughly prepared to absorb the technological, academic, social, spiritual, emotional and psychological components



of modern education. The educational system for this reason is intensely challenged for a quality education to produce quality product- the young generation who are considered the hope of the fatherland. The young generation nowadays who are very energetic, enthusiastic zealous and full of dreams and aspirations could be one of the country's valuable asset if personality needs are fully met and satisfied.

Personality permits a prediction of what a person will do in a given situation. It is the sum total of his traits and characteristics. Man's motivation, personal need and conflict patterns appear to be related to the makeup of his personality. The awareness of the personality needs is the key factor for the enthusiasm and motivation on the part of the youth to fulfill the mission of the country that is- the quality education.

The nature of personality is complex and vague since it encompasses the totality of a person. Many personality theorists have tried to understand and study personality in its complexities and diversities, yet up to this time there were no clear-cut definition or understanding of personality. Murray in his concept of need, defined "need" as a construct (a convenient or hypothetical concept) which stands for a force... in the brain region, a force which organizes perception, apperception, intellectual, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation. It may be internally around or set into action as a result of external stimulation. Maslow in his Hierarchy of Need Theory, proposes 6 levels of need priority which lead to psychological health. The first and second are lower order needs and most potent-psychological and safety needs. If these two are not met, the following four cannot be met either-thus belongingness, love, self-esteem and self-actualization are considered to be of higher needs. Maslow also pointed out that these needs are possibly universal needs regardless of age, maturity and educational attainment. Edwards in his Edwards Personal Preference Schedule, namely: achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality and aggression. According to him, it is evident that needs do not function in complete isolation from one another and the nature from his interaction or mutual influence is of critical theoretical importance.



Cagayan State University being one of the prestigious institutions region/nationwide intensely desire to produce quality products in the field of instruction, research and extension. Thus the university goals are geared to hone and develop the personality needs of the students to become responsible, productive and caring citizens of the country. If the personality needs of the students are properly molded would unfold the abilities and potentials of the youth. Likewise, if personality needs of the youth of today are fully met and satisfied, they manifest values that are conducive for interpersonal relationship, if not they show in-difference.

The College of Teacher Education, an ISO Accredited College passionately aspire to come up with students who can excellently compete with others globally or world-wide. The accomplishments of the college for the School Year 2018-2019 greatly reveal academic competence and leadership excellence among the faculty and staff. Thus, the College of Teacher Education greatly consider in their Program of activities, the enhancement of the enthusiasm and motivation of teacher education students to fulfill the mission of the university that is - quality education, to academically and psychologically prepare these students in the field of teaching profession and become assets of the nation, hence this study.

STATEMENT OF THE PROBLEM:

This study attempted to determine the personality needs of First Year College of Teacher Education students of Cagayan State University, Andrews Campus.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of the following variables:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Birth Order
 - 1.4 Religion
 - 1.5 Family Income



2. What is the personality needs profile of the respondents?

3. Is there a significant difference between personality needs when grouped according to personal profile variables of the respondents?

METHODOLOGY

The researcher employed the descriptive correlational method of research since the study attempts to assess the personality needs of the respondents. Correlational studies are best used for studies designed to help one determine the extent to which different variables are related to each other in the population of interest.

The respondents of the study were the First Year College of Teacher Education students of Cagayan State

University S.Y 2018-2019. Since the College of Teacher Education had only 445 regular first year students for the S.Y 2018-2019, the total enumeration technique was used to represent the total population. A total of 445 samples therefore was used as respondents of the study. The respondents came from the students of the different department in the College of Teacher Education namely: Bachelor of Secondary Education (BSED), Bachelor of Technology and Livelihood Education (BTLED), Bachelor of Early Childhood Education (BECED), Bachelor of Elementary Education (BEED) and Bachelor of Technical Vocational Education (BTVED).

The Edwards Personal Preference Schedule (EPPS) by Alien Edwards" was used in the study to measure the personality needs of students. Furthermore, it was designed to measure relatively independent personality variables such as achievement, deference, order, intraception, nurturance, change, endurance, exhibition, autonomy, abasement, heterosexuality, aggression, succorance, dominance and affiliation.

In as much as the study is concerned with the personality needs of the respondents, the following statistical treatment was used to analyze the data gathered:



On the profile of the respondents as to profile variables, the simple frequency and percentage distribution was used.

The chi-square was also employed to determine the difference of the personality needs of the respondents and the profile variables of the student-respondents.

RESULTS AND DISCUSSIONS

Table 1.1

Frequency and Percentage Distribution of the Student-Respondent Relative to Age

Age	Frequency	Percentage
17 years old	58	13.03
18 years old	265	59.55
19 years old	77	17.30
20 years old	35	7.87
Above 20 years old	10	2.25
Total	445	100.00

Mean Age = 18.58

Table 1.1 shows the frequency and percentage distribution of respondents as to age. Of the 445 respondents, the highest frequency of 265 or 59.55 percent of the respondents are 18 years of age, followed by 77 or 17.30 percent, are 19 years old, 58 or 13.03 age bracket, 35 or 7.87 percent are 17 years old while 10 or 2.25 percent student-respondents are aged 20 and above. The findings imply that majority of the respondents are aged 18 which is supported by the mean age of 18.58. This further implies that the respondents are in the legal age and they are the K2 to 12 group which started schooling in Grade 1 at 6 years old and finished Senior High School at age 17.

Table 1.2



Frequency and Percentage Distribution of the Student-Respondent Relative to Sex

Sex	Frequency	Percentage
Male	117	26.29
Female	328	73.71
Total	445	100.00

Table 1.2 shows the frequency and percentage distribution of respondents as to sex. The table indicates that from among the 445 first year respondents in the College of Teacher Education in Cagayan State University Andrews Campus, majority of the respondents are females with 328 or 73.71 percent. On the other hand, 117 or 26.29 percent comprises the male population. This implies that the females dominate the male respondents in the study. That majority of the future teachers in the College of Teacher Education are females.

Table 1.3

Frequency and Percentage Distribution of the Student-Respondent Relative Birth Order

Birth Order	Frequency	Percentage
First-child	170	38.20
Second- child	83	18.65
Third- child	45	10.11
Fourth child	60	13.48
Fifth- child	38	8.54
Sixth- child	19	4.27
Seventh- child	17	3.82
Eight-child	10	2.25
Eleventh-child	3	0.67
Total	445	100.00

Table 1.3 shows the frequency and percentage distribution of first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus. Of the 445 respondents, majority of the respondents are first child or first-born with 170 or 38.20 percent followed by the second-child with 83 or 18.65 percent. Third in rank is the fourth-child with 60 or 13.48 percent. The third and fifth-child came next with 45 or 10.11 percent and 38 or 8.54 percent respectively, sixth-child followed with 19 or 4.27 percent. The seventh-child was next in rank with 17 or 3.82 percent. Eight-child came next with 10 or 2.25 percent. The eleventh-child ranked last from among the respondents with only 3 or 0.67 percent. From the result, it implies



that majority of the respondents are first-born children. Furthermore, these first year student-respondents behave in a more matured way because of association with adults and due to the fact that they are expected to assume responsibilities. Furthermore, they are good conformists and usually serve as good models specially so that they are future teachers thus are expected to be likewise good and model leaders.

Table 1.4

Frequency and Percentage Distribution of the Student-Respondent Relative to Religion

Religion	Frequency	Percentage
Roman Catholic	287	64.49
Non-Catholic	158	35.51
Total	445	100.00

Table 1.4 shows the frequency and percentage distribution of first year respondents in the College of Teacher Education in Cagayan State University Andrews Campus as to religion. The table indicates that from among the 445 student-respondents, majority of the respondents are Roman Catholic with 287 or 64.49 percent while only 158 or 35.51 percent are Non-Catholic. This implies that Roman Catholic outnumbered the Non-Catholic first year respondents in the College of Teacher Education in Cagayan State University Andrews Campus. This is due to the fact that the country is predominantly Catholic as a consequence of Spanish rule in the Philippines. That majority of the respondents are still fully engrossed to the original religious faith- the Roman Catholic religion.

Table 1.5

Frequency and Percentage Distribution of the Student-Respondent Relative to Family Income

Family Income	Frequency	Percentage
Above Average (Family income of 500,000 and above annually)	89	20.00
Average (Family income of 400,000 and above annually)	125	28.09
Below Average (Family income of 300,000 and below annually)	231	51.91
Total	445	100.00

Table 1.5 shows the frequency and percentage distribution of respondents as family income. As shown in the table above, majority of the student-respondents belong to below average family income with 231 or 51.91 percent, 125 or 28.09 percent belong to families who live an average



family income and only 89 or 20.00 percent have above average family income. The result of the study implies since the University is a state university, where tuition fee is made free for all. That despite the standards of living of the student-respondents in the study, they took the opportunity to avail of the free education to fulfill their goals and aspirations in life. That Cagayan State University indeed is widely known, recognized and acknowledged for quality education. And that the College of Teacher Education regularly produces toppers not only in the region but nationwide. Thus parents of poor families are very eager to send their children in Cagayan State University because they know for a fact that this school is one of the best schools nationwide and this can be their children's passes to uplift their lives. And that parents are assured of the future success of their children in this institution.

Table 2

Profile of the Student-Respondent as to Personality Needs

Personality Needs	Mean
Achievement	14.91
Deference	14.90
Intraception	14.76
Endurance	14.58
Order	14.49
Affiliation	14.24
Change	14.08
Abasement	13.80
Dominance	13.67
Nurturance	13.65
Succorance	13.57
Exhibition	13.30
Aggression	13.03
Autonomy	12.57
Heterosexuality	12.56
Over-all Mean	13.87

Table 2 illustrates the personality needs of the student-respondents, in general as expressed in mean scores.

The table shows that among the 15 personality needs, achievement garnered the highest mean score (14.91) while the homosexuality has the lowest mean score (12.56). This indicates that the



student-respondents manifest a high need to overcome obstacles and attain a high standard, excelling oneself through rivalry and surpassing others. The table further implies that since the respondents are first year college students, they are very much enthusiastic and zealous to attain their goals and fulfill their dreams in life.

Based on the data gathered from the guidance office files, two-thirds of the students do not reside in Tuguegarao City. They come from near-and-far barangays and towns not only of Cagayan but from other places in the Region. Therefore, this means that, achievement especially in terms of academic performance is great from among this group because the students carry with them the aspirations of their parents who have sent them in this university. "To be able to finish my studies" is a resounding indicator of their achievement. Autonomy which ranked 12.57 just shows that these students have been used to manage their lives because of the fact that they live far from their parents, besides, this is an age-appropriate need for college adolescents – the need to be independent and autonomous.

Whereas, heterosexuality ranked last with 12.56 mean score. The first year students, greenhorns and new in the social and academic environment tend to be "homosexual". This means that their social circles are concentrated with the same sex. They still feel uncertain about the opposite sex. Thus, at this stage, they avoid going out yet with members of the opposite sex.

Table 3

Summary of Test of Difference Between the Personality Needs of the Respondents and Profile Variables

Profile Variables	χ^2_c	χ^2_t	Df	LS	Decision
Age	1.03	3.84	1	0.05	Accept Ho
Sex	0.10	3.84	1	0.05	Accept Ho
Birth Order	0.34	7.82	3	0.05	Accept Ho
Religion	0.09	3.84	1	0.05	Accept Ho
Family Income	0.20	5.99	2	0.05	Accept Ho

Table 3 summarizes the test of difference in the personality needs of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus and profile variables as to age, sex, birth order, religion and family income of the student-respondents.

As to age, the computed chi-square value of 1.03 is less than the tabular value of 3.84 at 0.05



level of significance. Therefore, the decision is to accept the null hypothesis, which was stated earlier presented. Hence, there is no significant difference between the personality needs and age of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus. This implies that regardless of age, the respondents have the same personality needs.

As to sex, the computed chi-square value of 0.10 is less than the tabular value of 3.84 at 0.05 level of significance. Therefore, the decision is to accept the null hypothesis, which was stated earlier in the problem. Hence, there is no significant difference between the personality needs and sex of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus. This implies that males do not differ with females in personality needs. The males do strive to achieve as much as the females. If females feel uncertain about their social circles, the males also feel the same. Both tend to be homogenous.

As to birth order, the computed chi-square value of 0.34 is less than the tabular value of 7.82 at 0.05 level of significance. Therefore, the null hypothesis which was stated earlier in the problem, is accepted. Hence, there is no significant difference between the personality needs of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus and birth order. This implies that whatever is the ordinal position of the individual in the family, their personality needs do not vary. This means that from among the 445 respondents, the first-born or child share the same personality needs with that of the second child, third, fourth, fifth, sixth, seventh, eighth or eleventh child in the family.

As to religion, the computed chi-square value of 0.09 is less than the tabular value of 3.84 at 0.05 level of significance. Therefore, the null hypothesis which was earlier presented, is accepted hence, there is no significant difference between the personality needs of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus and religion. As reflected, it further implies that the personality needs of Roman Catholics are the same with Non-Catholics. In spite of the fact the Roman Catholic is the dominant religion, it does not reflect a significant difference in the personality needs of the total respondents. This is so because what are focused are not along religious concerns but merely psychological/attitudinal. Psychologically therefore young and older adolescents share the same needs regardless of religious affiliations.

As to family income, the computed chi-square value of 0.20 is less than the tabular value of



5.99 at 0.05 level of significance. Therefore, the null hypothesis which was stated earlier in the problem, is accepted. Hence, there is no significant difference between the personality needs of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus and family income. This implies that whether one is rich or the other is poor, both have the same personality needs. This is manifested usually in the desire even of the poor in achieving in spite of their financial constraints in life.

Finally, it is shown in summary table that the computed chi-square values are lesser than the tabular values at 0.05 level of significance. Therefore, the decision is to accept the null hypothesis, which was stated earlier in the problem. Hence, there is no significant difference between the personality needs and the profile variables of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus. Generally, this finding implies that regardless of age, sex, birth order, religion and family income of the student-respondents, there is no variation in the personality needs of the respondents.

SUMMARY OF FINDINGS

2. Personal Profile of Respondents in terms of the following variables:

1.1 Age - Majority of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus are aged 18, which is further supported with a mean age of 18.58. hence are in the proper age bracket and are already at the age of majority.

1.2 Sex - Majority of the student-respondents are female with 328 or 73.71 percent. On the other hand, 117 or 26.29 percent comprises the male population. This implies that the females dominate the male respondents in the study. That majority of the future teachers in the College of Teacher Education are females.

1.3 Birth Order - Majority of the respondents are first child or first-born with 170 or 38.20 percent followed by the second-child with 83 or 18.65 percent. Third in rank is the fourth-child with 60 or 13.48 percent. The third and fifth-child came next with 45 or 10.11 percent and 38 or 8.54 percent respectively, sixth-child followed with 19 or 4.27 percent. The seventh-child was next in rank with 17 or



3.82 percent. Eight-child came next with 10 or 2.25 percent. The eleventh-child ranked last from among the respondents with only 3 or 0.67 percent. From the result, it implies that majority of the respondents are first-born children.

1.4 Religion - Majority of the respondents are Roman Catholic with 287 or 64.49 percent while only 158 or 35.51 percent are Non-Catholic. This implies that Roman Catholic outnumbered the Non-Catholic first year respondents in the College of Teacher Education in Cagayan State University Andrews Campus.

1.5 Family Income - Majority of the student-respondents belong to below average family income with 231 or 51.91 percent, 125 or 28.09 percent belong to families who live an average family income and only 89 or 20.00 percent have above average family income. That majority of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus are poor but deserving students.

- 2 On the personality need profile of the student-respondents, the table shows that the 15 personality needs, achievements has the highest mean score (14.91) while homosexuality has the lowest mean of score (12.56). It further implies that the first year students of the College of Teacher Education in Cagayan State University, Andrews Campus have a high need for achievement and less need homosexuality.
- 3 On the significant difference on the significant difference between personality needs and the personal profile variables of the respondents. The computed chi-square values are lesser than the tabular values in the 0.05 level of probability which shows that the null hypothesis is accepted. Hence, there is no significant difference between the personality needs and the personal profile variables of the first year respondents in the College of Teacher Education in Cagayan State University, Andrews Campus.

CONCLUSIONS

Psychologists say that one way to understand an individual is through his personality needs.



This study has presented various personality needs of the first year students of the College of Teacher Education in Cagayan State University, Andrews Campus which range from the most desired which is the need to achieve or the need to lead to the least which is heterosexual.

It can also be concluded that the first year students of the College of Teacher Education in Cagayan State University, Andrews Campus manifests the same personality needs regardless of age, sex, birth order, religion and family income. That the personality needs of the respondents are strong determinants of their attitudes, judgement or values, choices, attributions and actions thus having important consequences for their interpersonal relationships. This is further confirmed in this study.

Lastly, it goes without saying that the level of one's enthusiasm and aspirations depend to a great extent on the satisfaction of his or her personality needs. Hence adequate satisfaction of one's personality needs will lead to wholesome and productive behavior and harmonious relationship with others.

RECOMMENDATIONS

- 1 This batch of first year students of the College of Teacher Education in Cagayan State University, Andrews Campus have a strong desire to achieve and to lead. Along these aspirations, in order to stimulate such personality needs, the school should creatively design Student Development Programs of the OSSW should provide trainings, workshops and seminars on the awareness of personality needs of the students which will enhance the talents and potentials of students and will further serve as a basis for students' academic achievement and social development.
- 2 There should be a complete inventory of the personality needs of the students in the university properly kept in the guidance office to provide bases for the formulation of the University programs, policies and curricula that will help improve the Guidance Program Services which will eventually lead to the realization of the ultimate educational goal of the University-the holistic development of the students.
- 3 The College of Teacher Education should be provided with an inventory of the personality needs of their students so they can plan, integrate and implement activities in the college that will promote personality need awareness to properly monitor and supervise their students' achievement, tap their abilities and potentialities to lead and develop their



interpersonal relations because these needs are fundamental to efficiently and effectively carry on their duties and responsibilities as future teachers.

- 4 The teaching staff of the College of Teacher Education should always serve as a role model of academic and leadership excellence therefore should employ innovative teaching strategies to suit into the diverse personality needs of their students – their learning preferences, cognitive styles and multiple intelligences and personality needs.
- 5 Further study is recommended on the variables or factors, which affect the personality needs of the first year students of the College of Teacher Education in Cagayan State University, Andrews Campus.
- 6 Follow-up study is recommended on the personality needs and academic performance not only of the first year students of the College of Teacher Education in Cagayan State University, Andrews Campus but the entire college to significantly relate the personality needs and academic performance of the teacher education students in the different year levels.
- 7 Similar study should be conducted on the personality needs of all first year students of the different colleges in Cagayan State University, Andrews Campus to have a clear picture and assessment of the diverse personality needs of the first year group of students in the different colleges of Cagayan State University, Andrews Campus which can provide these colleges baseline data for student wholesome development.

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