

CENTRAL PHILIPPINE UNIVERSITY, ILOILO CITY

A STUDY OF THE VALIDITY OF THE USE OF THE PHILIPPINE
PERSONALITY INVENTORY, FORM I AMONG THE INTERMEDIATE
PUPILS OF THE DINGLE ELEMENTARY SCHOOL

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by

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AN ABSTRACT OF THE THESIS

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This study was undertaken in order to find out whether a bureau-prepared questionnaire would be valid for use among the intermediate pupils; if so, in what particular age level and particular academic level, and with what particular general average and particular rating in English. In short, it aims to find out the validity of the questionnaire entitled THE PHILIPPINE PERSONALITY INVENTORY, FORM I when used among the intermediate pupils of a local school.

In order to fulfill the above aim, the researcher made a thorough study of the questionnaire. First she looked over the vocabulary notebooks of the teacher-advisers, to see how the vocabulary items studied compared with those of the questionnaire.

Next the researcher conducted a preliminary test using six of the bright sixth graders, six of the poor sixth graders, six of the bright fifth graders, and six of the

poor fifth graders, to determine the appropriateness of the language and the form of the test.

The third step was the administration of the questionnaire to 132 cases which were chosen at random from the whole population.

Then the interview questions were framed following the objective of each of the questionnaire items, and the items were written in the same order as were those of the questionnaire. The interview was the next thing done. It was conducted for sixty-three cases out of the original sixty-six, since three of the cases left school before they were interviewed. The purpose of the interview was to get another (and, it is believed, truer) picture of the child. Against the results of the interview the questionnaire was evaluated.

The following findings were noted: The most important finding is the comparability of the questionnaire to the interview. There were three incidental findings derived from the study. First, the intermediate pupils under study were immature, introverted, unsociable, and recessive. Second, children with high general average and high rating in English gave more consistent response as compared with the low-averaged children. Third, age, sex, and grade level were not significant factors in determining the reliability of the response as compared with others like rating in English and general average.