

Feedback on Personality Development Course from First Year BSMT Students

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ABSTRACT

This study aimed to determine the Feedback of Personality Development Course from First Year BSMT Students. Descriptive method of research was utilized in this study. Data gathered from 191 first year students by utilizing an adapted questionnaire. It was concluded from the results the first year students generally agree to the contents of Personality Development Course. Through these results, the researchers recommend to enhance the ways in teaching the course and to continue accumulating feedbacks to achieve maximum agreement to the contents of the course.

Keywords: *Personality Development Course, Intended Learning Outcomes, Teaching and Learning Activities*

INTRODUCTION

Cadet onboard a ship is required of suitable personality development. Facing their outside and bigger world by adapting to their new environment and having a harmonious relationship to their co-workers are the things that cadets must learn to work flexibly and smoothly. Respect to higher rank and to people around them brings a good feedback to them. Higher chances of promotion and recommendation for another contract are some of the possible effects of all the things that personality development brings.

In the maritime education, personality development takes an ultimate role particularly for maritime students. Since maritime profession is perilous and demanding, cadets should be taught well to see challenges and hardships positively. It would be applied first when the maritime students undergo apprenticeship or On-the-Job Training where they will be required to demonstrate specific skills related to their respective field of specialization that would be essential application to their future work environment (Bernardo, Landicho & Laguardo, 2014).

They should impart that facing difficult tasks is more useful and advantageous than accomplishing

minor and simple tasks. Increasing the level of discipline and being responsible to all the tasks that are given to students is one of the purposes of personality development. Increasing their consciousness and lessening their sensitivity in everything that happens in their environment is another goal of this development for the preparation of students when time comes that they will assume big responsibilities.

Students of Lyceum of the Philippines University- Batangas, including the first year BSMT cadets, are taking up personality development course comprised of three units dealing with the meaning and components of personality in physical, intellectual, social, psychological and moral aspects to prepare students for professional undertakings after finishing the program. After finishing the course, students are expected to face different situations, present themselves professionally as well as to behave well in any situation. They will also learn teamwork and good communication that are expected to be of great help in their career (Manibo, 2013).

Assessing personal qualities, in addition to technical skills are necessary to be determined for

successful implementation of the program in the university. Every teaching personnel must be very particular and sensitive to the needs of the students. Through making the students feel satisfied to all the services being given to them especially in the delivery of instruction is something enormous achievement for the university because it is a remark of commitment to quality education (Laguador, 2013). Concerned about the students' potential to succeed, this study is conducted. This study determines the Personality Development Course feedback from First Year BSMT Students. This study also intends to contribute to the development of the course responsible in providing students the qualities significant to be successful.

OBJECTIVES

The study aims to assess the Personality Development course offered in LIMA. More specifically, the study aims to describe the profile of the respondents, to know the respondents' course feedback and to propose plan of action in order to enhance the students' assessment on Personality Development.

REVIEW OF LITERATURE

Personality Development

Jaisinghani (2012) stated that personality development is a tool to which you bring out your capabilities and your strengths making yourself aware of your inner self and become more confident to face the outside world.

According to Ameen (2013) that experts have produced huge amount of literature that demonstrates that professionals must not only develop professional competencies but also people and communication skills in order to succeed. In terms of actual instruction, numbers of students in a class should be less to easily impart knowledge in times of practical side of written communication and oral presentations (Ameen, 2013). Students must improve their communication skills to express themselves and be easily understood when leading a team or a group (Laguador, Velasquez & Florendo, 2013).

A teacher of personality development helps a person to get positive thought pattern, gain confidence, improve behaviour, learn better communication and develop a healthy physique (Hasan, 2010).

Personality Development Course is contained in the new curriculum of maritime programs of LPU-B which specifically includes BSMT. This is

composed of three units dealing with the meaning of personality in its physical, intellectual, social, psychological and moral aspects to prepare students for a professional undertaking after college. This course will mainly educate about the description and meaning of personality development in general. It also concerns the classification of the categories of personality. Personality Development course's intended learning outcome includes application of their learning throughout the course. Values deployed are also well stated and it includes leadership, communication, patience honesty, self-confidence, cooperation, teamwork and hard work (Manibo, 2013).

The course's teaching materials includes the basic materials utilized in the university. These include the Glass board, marker, laptop computer, LCD projector and the course's textbook. Its assessment method on the other hand includes recitation, quizzes, exercises, group works and group activities, assignments, and major exams. The allocation of grades on the assessments are arranged do that the majority of the grade will belong to major exams and the next higher allocation for the class performance which is divided into quizzes, attendance and classroom activities. Generally, class attendance has the least allocation of grade (Manibo, 2013).

Libraries should provide varied, authoritative and up-to-date resources that support its mission and the needs of undergraduate users. The essential criterion is that the resources available to undergraduate researchers adequately support their needs. The library's collection policy should adequately describe this goal. Collection and access policies should be written, up-to-date, and readily available. As information technology evolves, undergraduate library services must continually upgrade hardware, software and other IT resources to keep pace with the needs and expectations of their primary clientele. Resources dedicated to IT should not only be allocated towards maintenance of current facilities, but also towards the development and revision of services and technologies that students will need now and in the future (Association of College and Library, 2013)

Teaching Laboratories on the other hand acts like a flexible framework, holding dynamic student work groups, research zones, and support equipment in unlimited arrangements (Mcnay, Tolat, Watch, 2014).

Educational fieldtrips basically provides entertainment for students; learning and fun make a

great combination. Fieldtrips are considered fun, but the students learn as well. They help improve students' cognitive and inquiry skills. They provide plenty of opportunities to the students to show their abilities which are usually kept hidden in their educational institution. They are also very helpful in developing the aesthetic sense and spiritual satisfaction in the students (Shakil, 2011).

Teachers have key roles in helping the students to become independent learners. It is by ensuring that students are actively engaged in learning. Several benefits of independent learning include improved academic performance, increased motivation and confidence, greater student awareness of their limitations and their ability to manage them, enabling teachers to provide differentiated tasks for students and fostering social inclusion by countering alienation (Haywood, Meyer & Sachdev, 2008).

Students in schools with fully implemented guidance programs reported that they feel safer in school; they have better relationships with their teachers, believe that their education was more relevant, are more satisfied with the quality of their education, have fewer problems regarding their school environment, and earn high grades (Margaret, n.d.).

Personality training will boost your confidence. Personality development courses also concentrate on the communication skills, which is very much essential for a good professional and personal life. You will learn how to deal with different people in an appealing manner. Personality development courses will also help you to overcome your fears and to express your thoughts in a smarter way. It will help you to bring out the better version of yourself and teach you all the necessary social skills, thus improving your charisma. Overall, the person gets a wonderful edge and a razor-sharp yet approachable as well as a warm outlook to life and people (Benefits of Personality, 2014).

Become self-confident individuals by mastering inter-personal skills, team management skills, and leadership skills (Soft Skill, n.d.).

METHODS.

Research Design

This study employed the descriptive method of research. This method sought "what is" of data and not "why it so" of dynamics of the variables. It involved the description, recording, analysis, and interpretation of the present nature. The objective of the study was to describe the nature of the situation as

it exists at the time of study and to explore the cause of a particular phenomenon (Adanza, Bermudo, Rasonable, 2009).

Participants

This study was participated by one hundred ninety (190) out of six hundred thirty six (636) first year BSMT students of LPU-B who have taken the course Personality Development.

Instrument

To gather information and data, the researchers used an adopted questionnaire from Outcomes Based Education Center. The questionnaires composition is mainly of six parts. The first part is concerned about the relevance of the course while the second part is about the course organization and intended learning outcome.

The third part on the other hand pertains to teachers and teaching and learning activities and the fourth to assessments done in the course. Additionally, the fifth part relates to learning environment and the last to counselling available to students.

Procedure

Data gathering started in determining the applicable number of respondents from the total population of first year BSMT Students. Planning on how to balance the number of the respondents throughout the whole population followed. Afterwards, the adapted questionnaires were distributed. After the retrieval of the answered questionnaires, the responses were tallied and analyzed to extract the results.

Data Analysis

After collecting the distributed and answered questionnaires, the responses were tallied, tabulated and analyzed. Various statistical treatments were utilized after recording the answers of the survey questions. Weighted mean was used to determine the effects of Personality Development course to students. The given scale was used to interpret the result of the data gathered: 3.50 – 4.00 – Strongly Agree; 2.50 – 3.49 – Agree; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly Disagree

RESULTS AND DISCUSSION

Table 1 represents the demographic profile of the respondents.

Table 1. Percentage Distribution of Demographic Profile of Respondents

Socio-Demographic Profile	F	p
Age:		
15 - 17 yrs. Old	160	83.77
18 - 20 yrs. Old	30	15.71
21 - 23 yrs. Old	1	0.52
Gender:		
Male	188	98.43
Female	3	1.57
Monthly Family Income:		
P50,000 – Above	29	15.18
P40,000 - P49,999	20	10.47
P30,000 - P39,999	38	19.90
P20,000 - P29,999	48	25.13
P19,999 – Below	56	29.32

It is intended to determine the age, gender as well as the economic status of the respondents. From the data presented on the table, it was shown that 83.77 percent of the respondents are aged 15 to 17 years old. On the other hand, 15.71 percent of the respondents are aged 18 to 20 years old.

The other section of the table indicates the monthly family income of the respondents. The highest percentage is composed respondents having an income of P19,000 and below at 29.32 percent. The table also presented that monthly family income of P20,000 to P29,999 has the next highest at 25.13 percent. It can also be concluded that an income of P30,000 to P39,999 belongs to 19.90 percent of the respondents. Furthermore, an income of P50,000 and above ranked second to the lowest at 15.18 percent. Lastly, an income of P40,000 to P49,999 got the lowest percentage of 10.47.

Based on Table 2, students taking the Personality Development course agree to its relevance to their program. The table shows a weighted mean of 3.48 from the respondents.

From the lowest to the highest mean ranges from 3.43 to 3.53 that are interpreted as “Agree” and “Strongly Agree”. Most of the respondents agree to its relevance to the program they are currently taking. It shows that this course aids them to develop skills that can be beneficial regarding their program.

Table 2. Feedback on Relevance of Personality Development Course

Relevance of the course	WM	VI	Rank
The course helped me to develop...			
1. relevant subject knowledge.	3.53	Strongly Agree	1
2. related practical skills.	3.47	Agree	4
3. team working skills.	3.49	Agree	2.5
4. leadership skills	3.46	Agree	5
5. communication skills.	3.49	Agree	2.5
6. positive attitude on my program of study.	3.43	Agree	6
Composite Mean	3.48	Agree	

Based on the results taken, the item that got the highest rank is that the course helped them develop relevant subject knowledge and got a weighted mean of 3.53 interpreted as “Strongly Agree”. This is because the course’s syllabus stated that intended learning outcome always includes application of their learning so it can be concluded that relevant knowledge will be acquired by the students. Next there are two items that got the same weighted mean of 3.49 and interpreted as agree which tells that the course helped them develop team working and also communication skills. These are in agreement to what Ameen (2013) stated that communication builds better relationship with others. The result is also in agreement to the values aimed to be deployed by the course according to its syllabus which includes communication and team working skills (Manibo, 2013).

Meanwhile the item stating that the course helped develop positive attitude on their program of study got the lowest rank among the others having a weighted mean of 3.43 yet still interpreted as “Agree”. This agrees to what Lera Blog(2014) stated about further and intensive shaping of students positive outlook as a part of a personality development course. It also agrees to what Benefits of Personality Development (2014) asserts that a person would get a warm outlook to life as an overall effect of personality development. Also the item that stated that the course helped them develop leadership skills got the second lowest rank at a weighted mean of 3.46 but still interpreted as agree. Here applies what Soft Skills and Personality Development (n.d.) stated that a person,

upon undergoing personality development training will become self-confident by mastering leadership skills.

Table 3. Feedback on Personality Development Course Organization and ILOs

Course Organization and ILOs	WM	VI	Rank
1. The course was implemented according to the approved curriculum.	3.28	Agree	2
2. Intended Learning Outcomes (ILO's) of the course was made known from the beginning.	3.30	Agree	1
3. Intended Learning Outcomes (ILO's) of the course were clear.	3.25	Agree	3
4. Intended Learning Outcomes (ILO'S) of the course were relevant.	3.21	Agree	4
5. There was no overlapping of contents within the course.	3.17	Agree	5
Composite Mean	3.24	Agree	

Table 3 presents the mean score of course organization and intended learning outcomes (ILOs). It can be seen in the table that the respondents of First Year BSMT students agreed with the effects of Personality Development organization and ILOs with a weighted mean of 3.24.

The items registered means ranging from 3.17 to 3.30 interpreted “Agree”. This explains that the most of the respondents agree on the effectiveness of the course and ILOs to the First Year BSMT students.

The result shows that from the beginning the ILOs of the course was made known has the highest rank with a weighted mean of 3.30 and interpreted “Agree”. This is because the syllabus is designed to start the course through a familiarization and overview. It is also parallel to what St. Olaf College(2014) stated that students should be made aware of ILOs to promote them awareness of their course. It is followed by the implementation of course according to approved curriculum with a mean of 3.28 and interpreted “Agree”. This is because the course is contained in the new curriculum of maritime programs offered in LPU-B specifically BSMT. On the other hand, no overlapping of contents within the course got

the lowest rank with a mean of 3.17 but still interpreted as “Agree”. This is in agreement to Selection and Organization’s (2013) statement that no topic should be discussed intensively to the expense of other topics. Relevance of the course to the ILOs got second to the lowest rank with a mean of 3.21 and also still interpreted “Agree”. It implies that it is related to the course and conforms to the idea that ILOs are the clear statement of the course’s central core or the learning that students must earn as “Writing Intended Learning Outcome”(n.d.) states.

Table 4. Feedback on Teachers and TLAs of Personality Development Course

Teachers and TLAs	WM	VI	Rank
1. Teaching - Learning Activities (TLAs) such as practical, educational tour etc. were useful and relevant.	3.43	Agree	1
2. Independent Learning Skills (ILS) activities such as journal reading, research work, project etc. were useful.	3.31	Agree	6
3. The TLAs within the course were sequenced in a logical manner	3.27	Agree	7
4. Team teaching is done as applicable.	3.34	Agree	5
5. The teachers motivated the students to learn.	3.38	Agree	4
6. The teachers provided adequate opportunities for team work.	3.39	Agree	3
7. The teachers provided adequate opportunities for independent learning.	3.41	Agree	2
Composite Mean	3.36	Agree	

Table 4 presents the mean score of Teachers and Teaching-Learning Activities (TLAs). It can be seen in the table that the respondents of first year BSMT students agreed with the effects of Teachers and Teaching-Learning Activities with the weighted mean of 3.36.

The items registered low to very high ranging from 3.27 to 3.43 and it was interpreted agree. This explains that most of the respondents agree in terms of

the teaching strategy and the teaching-learning activities done by the teachers. This is parallel to the school's effort in producing subjects like Personality Development which can help the students to be mature enough to face and meet the challenges in the outside world effectively and efficiently like what Ameen (2013) stated.

The result shows that the Teaching-Learning Activities (TLAs) such as practical, educational tour etc. were useful and relevant got the highest rank with a weighed mean of 3.43 and interpreted as agree. This agrees to what Shakil (2011) argued that educational field trip provide entertainment, fun and learning to students and it helps improve cognitive and inquiry skills. It was followed by the teachers provided adequate opportunities for independent learning with a weighted mean of 3.41. This can be achieved by involving in more practical learning that theoretical as Ameen (2013) argued and also agrees to what Haywood(2008) asserted that the key role of teachers in assisting students to become independent learners by ensuring that students were actively involved in learning. As shown on the result the items are interpreted as agree because of the good strategies and effective learning activities done by the teachers to the students. These effective learning activities lifted the self-confidence of the students who undergo the course Personality Development. On the other hand, Teaching-Learning Activities within the course were sequenced in a logical manner ranked the last with a weighted mean of 3.27 and was interpreted as agree. Independent learning skills activities such as journal reading, research work, project etc. were useful are also in the lowest rank with a mean of 3.31 and was interpreted agree. This is in parallel to what Haywood et. al (2008) stated that independent learning has benefits such as improved academic performance, increased motivation and confidence, greater student awareness of their limitations and their ability to manage them, enabling teachers to provide differentiated tasks for students and fostering social inclusion by countering alienation.

Table 5 represents the mean score of assessment. It can be concluded from the table that First year BSMT Students agree that assessment methods of Personality Development course are favourable and resulted to a weighted mean of 3.33. The items resulted to "Agree" with weighted mean ranging from 3.25 to 3.41. This indicates that respondents agree to assessments method of the course.

Table 5. Feedback on Assessment of Personality Development Course

Assessments	WM	VI	Rank
1. Assessment methods to be used were told at the beginning of the course.	3.39	Agree	2
2. Assessment covered all the main topics taught in the course	3.41	Agree	1
3. The number of assessments is appropriate and adequate.	3.36	Agree	3
4. Distribution of assessments over the semester was satisfactory.	3.31	Agree	4
5. Allocation of marks/grades among assessments was satisfactory.	3.25	Agree	6
6. The teachers provided timely feedback on student performance.	3.26	Agree	5
Composite Mean	3.33	Agree	

This is accordance to the course's diverse assessment methods, their efficient distribution throughout the semester and allocation of grades among the assessments.

In the table presented, the item stating that assessments covered all the main topics taught in the course ranked the highest at a weighted mean of 3.41 and interpreted as "Agree". This is in parallel to the course's assessment process that each topic is allocated by an assessment process implying that all topics are covered by assessments. It is followed by the item stating that assessment methods to be used are told at the beginning of the course at a weighted mean of 3.39 and interpreted as "Agree". This satisfies the course's start onto when requirements and class policies are discussed as intended on the syllabus. On the other hand, the item with the lowest rank is at the weighted mean of 3.25 is the satisfaction on the distribution of assessment all over the semester. It indicates that students agree to the distribution of the assessments. The item about the teacher's timely providing of feedbacks on the students ranked next to the lowest. Timely feed backs are necessary since it helps students learn what they did wrong and help them realize what they should do next time for improvement as what Ameen (2013) stated. This explains that the respondents agree at the weighted

mean of 3.26. Conversely, allocation of marks/ grades among the assessments got the least agreement at the weighted mean of 3.25.

Assessment methods for Personality Development cover all the main topics and widely varied. There are group projects, reflection papers, individual works, group works, and interview other than basic quizzes, activities, assignments, and major exams. Such assessments are well distributed on the whole span of the semester. Major part of the grade belongs to major exams and the smallest for attendance (Manibo, 2013).

Table 6. Feedback on Learning Environment of Personality Development

Learning Environment	WM	VI	Rank
1. Available facilities in the classrooms were satisfactory.	3.42	Agree	3
2. Available library facilities were adequate.	3.39	Agree	5
3. Available laboratory facilities were adequate.	3.43	Agree	1.5
4. Access to computer facilities was sufficient.	3.43	Agree	1.5
5. There were sufficient access on internet and electronic database.	3.37	Agree	6
6. Availability of facilities for recreation was adequate.	3.40	Agree	4
Composite Mean	3.41	Agree	

Table 6 presents the mean score of Learning Environment. It can be concluded from the table that the First Year BSMT Students agree on the learning environment method of Personality Development course and resulted a weighted mean of 3.41

The items resulted to “Agree” with weighted mean ranging from 3.39 to 3.43. This indicates that the respondents agree to the Laboratory Environment method of course.

The result shows that the Available laboratory facilities were adequate has one of the highest rank at a weighted mean of 3.43 since teaching laboratories acts as a flexible framework, holding dynamic student workgroups, research zones, and support equipments in unlimited arrangements as what Mcnay G. et al (2014) stated. Access to computer facilities was sufficient have the highest rank with the weighted mean of 3.43 and interpreted “Agree”. This is in

accordance to what Aga Khan(2009) stated that school should have a modern library. It is also conforming to what Association of College and Research Libraries (2013) stated that library resources should be available to undergraduate resources and adequately support their needs. It was followed by available facilities in the classrooms were satisfactory at 3.42 with an interpretation of “agree” as classroom instruction uses projectors as well as the basic glass board and marker plus their course manual according to its syllabus (Manibo,2013).

Availability of facilities for recreation was adequate with a mean of 3.40 respectively. This is parallel to the ideal learning facility of having recreational facility as what Aga Khan (2009) stated. There were sufficient access on internet and electronic database on the other hand got the lowest rank with a mean of 3.37 and interpreted also as “Agree”. This is in accordance to the access to the internet of students in the university and to what Association of College and Research Libraries (2013) stated that undergraduate library must constantly upgrade hardware, software, and other IT sources to accompany the changing needs of their primary clientele and to develop services that students will need now and the future.

Table 7. Feedback on Counselling of Personality Development

Counselling	WM	VI	Rank
1. The teachers were available for consultation whenever needed.	3.46	Agree	1
2. Academic counselling was available when needed.	3.38	Agree	3
3. Counselling on non-academic matters was available when needed.	3.40	Agree	2
Composite Mean	3.41	Agree	

Table 7 presents the mean score of counselling program of Personality Development course. It can be seen in the table that the 1st year BSMT students are agree in the effect of Personality Development Counselling with a weighted mean of 3.41.

The items registered means ranging 3.38 to 3.46 interpreted all “Agree”. This explains that most of the 1st year BSMT students agree on the

effectiveness of the Counselling Program. This is parallel with the teacher of personality development that helps a person to get positive thought pattern, gain confidence, improve behaviour, learn better communication and develop a healthy physique.

The result shows that the Teachers were available for consultation whenever needed has the highest rank with a weighted mean of 3.46 and interpreted as “Agree”. It was followed by Counselling on non-academic matters was available when needed with a mean of 3.40. Academic counselling on the other hand got the lowest rank at a

weighted mean of 3.38. As shown on the results, items got an “Agree” interpretation indicating that counselling is accessible and counselling needs are well fulfilled. Items are also parallel to what Margaret(n.d.) said that students in schools with fully implemented guidance program reported that they feel safer in school, they have better relationship with their teachers, believe that their education was more relevant, are more satisfied with the quality of their education, have fewer problems regarding their school environment, and earns high grades.

Table 8. Proposed action plan to enhance the effect of Personality Development Course

Objectives	Strategy	Expected Outcome	Persons Responsible
To further assess the effect of Personality Development Course to students.	1) Effects of Personality Development will be determined by means of actual observation and monitoring of class performance.	To obtain further knowledge about the actual effects of the course.	Faculty members teaching the course.
To continuously monitor and determine the occurrence of problems or difficulties regarding the course.	1) Provide timely evaluation of the course.	To be aware of the problems present and problems that may occur in the future.	Students Faculty members Administrative staff
To determine the factors influencing the effects of Personality Development course.	1) Continuously study and observe the students and their intellectual response to the course.	To gain awareness of the factors affecting the course and minimize the influences that hinders its positive effects.	Students Faculty members Administrative staff
To raise the students interest in learning and focusing on the course.	1) Employing new techniques in teaching, administering new learning activities and continuously determine the students ideal learning activity and its changes	Improvement in the learning interest of the students and maximum utilization of their learning abilities in ways they enjoy most.	Students Faculty members

CONCLUSION AND RECOMMENDATIONS

The study found that the respondents are mainly 15 – 17 years old, male and having a monthly of P19,000 and below. First Year BSMT Students of LPU-B agree to the contents of Personality Development Course. A proposed plan of action was formulated to enhance the effects of the course.

It is recommended that the enhancement of positive attitude towards their program of study should be included in the intended learning outcome or values deployed of the course. Development of leadership skills should be given enough attention in the course as it is one of the values that was aimed to be deployed in the course. The contents of the course should be well organized and composed to avoid overlapping.

Teaching and learning activities should be well sequenced to avoid confusion on the side of the students. Independent learning activities should be trimmed up to the most useful ones for the students. Teachers should provide timely feedback on performance of the students for the awareness of students in their own performance and to provide a place for their self-improvement. Access to internet and other electronic database should be enhanced for the students to have diverse learning media. Counseling in academic and non-academic matters should be well provided to respond to students different needs. A similar study can be conducted employing other variables.

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