

A STUDY ON PERSONALITY AND ACADEMIC ACHIEVEMENT OF SECONDARY LEVEL SCHOOL STUDENTS

Mr. Jaccub Thirumeni Pushparaj

*Assistant Teacher, Government Hr., Sec., School, Vadasithur (Po), Pollachi (Tk), Coimbatore (Dist)
Ph.D. Research Scholar, Bharathiar University, Coimbatore*

Dr. Dhanasakaran

Principal, Maharaja College of Education, Perundurai (Po), Erode (Dist) - 638052

Abstract

The present study explored the extent to which the Personality and Academic Achievement of Secondary Level School Students. The survey research method was used for the study. In the present study sample of 500 students (250 boys and 250 girls) were taken by using propoanate simple random sampling technique. Personality scales developed by the investigator on 2015 were used for data collection. Moreover, for academic achievement Marks obtained in the

IXth class of the State board, Aided and Matriculation board for assessing the achievement of students. The findings of the study revealed that: (i) There no significant difference between boys and girls secondary level students on personality. (ii) There no significant difference between boys and girls secondary level students on academic achievement.

Key Words: *personality, Academic Achievement, Secondary level.*

Introduction

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represent a unique integration of trait so as to differentiate one person from another on the basis of quality. For the present study the two dimensions of personality are considered- Introversion- Extraversion and Neuroticism- Stability. Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Andrew M. Colamn, 2009, p. 565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Robert A. Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students.

Need for the Study

In its simple and broad perspective, the multitude of individuals' personality may be classified as introverts and extroverts, the extraverts prefer to be in the company of others while the introverts in being alone or with a chosen few. John Bearden places 'extroversion and introversion' as the first dimension, considering its significance and value, in his recently developed 'The Big-Five Model', more typically called 'Big Five' that

encompasses the significant variation in human personality. Learning occupies a significant role in one's life (Mangal and Uma Mangal, 2009) learning means modification of behaviour (Santi Dutt, 2007) and the students' learning output is mostly measured using the yardstick of academic achievement. Therefore the author has worked out a research design to study the influence of personality on academic achievement of secondary level school students. On completion, this study would yield findings, based on which to the academic achievement of students could be improved in tune with their personality types as 'research is directed towards the solution of a problem (John W. Best and James V. Kahn, 2001).

Statement of the Problem

A Study on Personality and Academic Achievement of Secondary Level School Students.

Objective of the Study

1. To study and compare the personality of boys and girls secondary level school students.
2. To study and compare the academic achievement of boys and girls secondary level school students.

Hypotheses

1. There no significant difference between boys and girls secondary level school students on personality.
2. There no significant difference between boys and girls secondary level school students on academic achievement.

Delimitation

The present study being exploratory in nature has following delimitations:

1. The study was delimited to IXth class students of secondary schools in Coimbatore District in Tamil Nadu.
2. Secondary school students have been selected on simple random sampling biases.
3. The present study is delimited to three independent variables only.

Review of Related Literature

Arthur E. Poropat (2008) conducted this article reports a meta-analysis of personality-academic performance relationships, based on the Five-Factor Model (FFM), with cumulative sample sizes ranging to over 70,000. Most analyzed studies came from the tertiary level of education, but there were similar aggregate samples from secondary and tertiary education. There was a comparatively smaller sample derived from studies at primary level. Academic performance was found to significantly correlate with

Agreeableness, Conscientiousness and Openness to Experience. Where tested, correlations between Conscientiousness and academic performance were largely independent of intelligence. When secondary academic performance was controlled for, Conscientiousness added as much to the prediction of tertiary academic performance as did intelligence. Strong evidence was found for moderators of correlations. Academic level (primary, secondary or tertiary), average age of participant, and the interaction between academic level and age significantly moderated correlations with academic performance. Possible explanations for these moderator effects are discussed and recommendations for future research are provided.

Dr. Nirmala Devi (2011) investigated was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and N- Hindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analysed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

Kavitha Raman (2013) this study is based on a questionnaire survey and the results indicate that there is a significant difference in environmental, personality and motivational factors among women entrepreneurs and non-entrepreneurs. The environmental factors found psychological support, benefit from environment, and previous work condition as significant predictors of women entrepreneurship while the nine significant personality differences observed in this study are that the entrepreneurs portray more reasoning skills, emotional stability, vigilance and abstractness. Apart from that, entrepreneurs are also found to have more privateness, high openness to change, perfectionism, more tension and less liveliness. Finally for motivation factors, results revealed that individual core is not a significant predictor of women entrepreneurship.

Methodology

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

Sample for the Study

In the present study sample of 500 students (250 boys and 250 girls) were taken using proportionate simple random sampling technique.

Tools for the Study

Tools used to be;

- Personality questionnaire by the investigator.
- Marks obtained in the IXth class of state board, aided and metrication board for assessing the achievement of secondary level students.

Statistical Analysis

The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, t-test to get results.

Analysis and Interpretation of Data

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

Hypothesis-1

There no significant difference between boys and girls secondary level students on personality.

Table 1: Showing the Means, SD, 't' Value and level of Significance of 250 boys and 250 girls Students on Personality

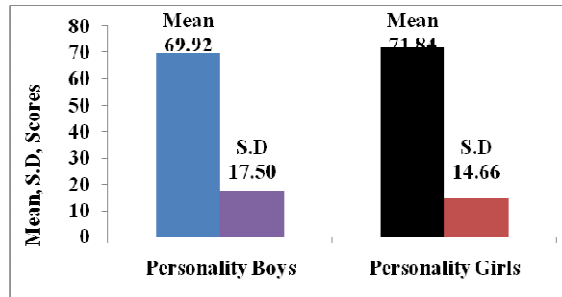
Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Personality	69.92	17.50	71.84	14.66	0.19	NS**

S*-Significant N.S**-Not Significant

Interpretation: Table -1 show that the mean scores of boy's student for personality are 69.92 ± 17.50 and girl's student is 71.84 ± 14.66 . The calculated t-value is 0.19 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of personality. Thus, our

hypothesis that, “There no significant difference between boys and girls secondary level students on personality” is Accepted at 0.05 level of significance.

Figure 1: Showing Means, S.D, of Boys and Girls Students on Personality



Hypothesis-2

There no significant difference between boys and girls secondary level students on academic achievement.

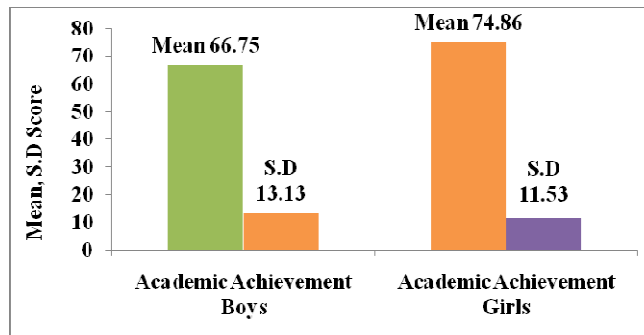
Table 2: Showing the Means, SD, ‘t’ Value and level of Significance of 250 boys and 250 girls Students on Academic Achievement

Variable	Boys		Girls		‘t’ Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Academic Achievement	66.75	13.13	74.86	11.53	8.80	S *

S*-Significant N.S**-Not Significant

Interpretation: Table -2 shows that the mean scores of boy’s student for academic achievement are 66.75 ± 13.13 and girl’s student is 74.86 ± 11.53 . The calculated t-value is 8.80 which is no significant at 0.05 level of significance. It indicates that there is significant difference between the boys and girls students on their level of academic achievement. Thus, our hypothesis that, “There no significant difference between boys and girls secondary level students on academic achievement” is Rejected at 0.05 level of significance.

Figure 2: Showing Means, S.D, of Boys and Girls Students on Academic Achievement



Findings

Major findings of the present study are as under:

1. There is no significant difference between boys and girls secondary level students on personality.
2. There is significant difference between boys and girls secondary level students on academic achievement.

Conclusions

From the above said findings, we can conclude that the boys students are different on personality as compared to girls students. The girls' students show better academic achievement as compared to boy's students. The development of any country requires integrated personality of young generation. Based on the finding and discussions, it could be concluded that we must develop a positive attitude, personality development among secondary level students and aspire them for good academic achievement. In the context of liberalization, privatization and globalization of education, a healthy, productive, creative and innovative education is the need of the hour. The education system relies on the future teachers. Teacher education is believed to be the only hope to make the society better. Teachers are the persons who could develop and mould the students as a good citizen and make them personality to hold the responsibility on their shoulders for developing their nation. The young generation should be personality development stable and confident to excel in their academic performance and enhance life skills to face the problems in future. Moreover, it is the responsibility of the teachers and the school administrators to create a better learning environment that arouses students' interest to achieve higher goals and they should ensure transfer of personality development into academic performance, critical and creative thinking.

References

1. Aggarwal, J.C. (1997). *Development and Planning of modern education*, Delhi: Vikas Publishing House.
2. Baron, Robert. A. (1995). *Psychology. (3rd ed.)*, New Delhi Asimon & Schuster Company.
3. Best, John W & Kahn James, V. (2006). *Research in Education*, New Delhi: Prentice Hall of India.
4. Corlos & Rodrgvez (2009). The impact of academic self concept, exportations and the choice of learning strategy on academic achievement, *Higher education Research & Development*, 28(5),523-539.
5. Garrett, Henry .E.(2005). *Statistics in Psychology and Education*, New Delhi: Paragon International Publishers.

6. James C. Kaufman. (2008). The role of personality and motivation in predicting early college academic success in non-traditional students at a Hispanic-serving institution. *Learning Individual Difference*. 18, 492-496.
7. Mangal, S.K (1999). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India.
8. Kavitha Raman. (2013). Environmental, Personality and Motivational Factors: A Comparison Study between Women Entrepreneurs and Women Non Entrepreneurs in Malaysia. *International Journal of Business and Management*. 8(13), 15-23.
9. Dr. Nirmala Devi. (2011). A Study of Adjustment of Students in Relation to Personality and Achievement Motivation. *Bhartiyam International Journal of Education & Research*. 1(1), 1-21.
10. Timothy A. Judge & Remus Ilies. (2002). Relationship of Personality to Performance Motivation: A Meta-Analytic Review. *The American Psychological Association, Inc*. 87(4), 797-807.