

RELATIONSHIP OF PERSONALITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Present study was a descriptive survey. In the present study the sample of 150 students were chosen from the students 9th standard from various schools of Malout. Personality inventory by Eysenck and Eysenck (JM) was administered. Marks obtained in the annual examination of the previous class were taken as academic achievement. The study revealed that (1) there was no significant relationship between personality type and academic achievement of secondary school students. (2) There was no significant difference between the personality scores of boys and girls.

Keywords: Personality, Academic Achievement, Gender

Personality is the product of school interaction in group life. In society every person has different traits such as skin color, height and weight. They have different types of personalities because individuals are not like. It refers to the habits, attitudes as well as well physical traits of a person which are not same but have vary from group to group and society to society. Everyone has personality which may be good or bad, impressive or unimpressive. It develops during the process of socialization in culture of specific group or society. One cannot determine it of an individual exactly because it varies from culture to culture and time to time. For example, a killer is considering criminal in peace time and here in war. The feeling and actions of an individual during interaction moulds the personality. It is sum of total behaviors of the individuals and cover both overt and covert behaviors, interests, stability and intelligence. It is the sum of physical and mental abilities and mental abilities and capabilities. Academic achievement is an important factor for vocational and general success. Different professional demands different academic qualification and people are selected according to their achievements and their merits. Academic achievement is a pivot and center of educational growth and development. It encourages the students to works hard and learns

more and choose the right course or stream. It also helps the teacher in grouping the students. Personality is defined as the complex of all behavior temperamental, emotional and mental attribute the characterized a unique individual. It is another factor which influences the academic achievement of students. Kala Laldra, Pullmann, Juri allik (2006) conducted a study on personality and intelligence as predictors of academic achievement. General intelligence and personality traits from the five factor model was studied as predictors of academic achievement in a large sample of Estonia school children from elementary to secondary schools. A total of 3618 students from all over Estionia attending grades participated in this study. Arthur (2010) reported in a meta-analysis of personality-academic performance relationships, based on the five –factor model (ffm) , with cumulative sample sizes ranging to over 70000. Most analyzed studies came from the tertiary education. Academic level (primary, secondary), average age participant, and interaction between academic level and age significantly moderated co relations with academic performance. Possible explanations for these moderator effects are discussed and recommendations for future research are provided. We often come across horrible consequences of emotions imbalance in daily newspapers. Due to

emotional imbalances even the life of a person with high emotional quotient become miserable. From the above discussed studies, it is quite clear that although many studies have been conducted with these variables, there is still scope for further research and validation. Emotional intelligence and personality relationship with achievement is significant problem in teaching learning process which calls in depth and detailed research. Hence the present problem is significant one and not much explored either in education as well as other fields of life this study will be helpful in providing a direction to younger behavior. Also teacher and parents will get a very useful guidance from this study because their concern is also getting useful hints for redirecting the education system for a better society.

OBJECTIVES

- To study the difference between score on personality test of boys and girls.
- To study the relationship of personality and academic achievement.

METHOD

Descriptive method of research was used.

SAMPLE AND SAMPLING TECHNIQUE

Random sampling technique was used to select the

sample. In the present study the sample 150 students were chosen from the students 9th standard from various schools of Malout.

MEASURE

- Eysanck personality inventory by Eysenck and Eysenck (JM).
- For Academic achievement previous year examination record of 9th class students was taken from their teachers

PROCEDURE

Descriptive survey method of research was employed for present study. The study was designed to find the personality traits of the 9th class students on personality inventory by Eysenck personality inventory. Permission was taken from the principal of the school for conducting the experiment. School teachers helped to get the record of the academic achievement of the students. Mean, median, standard deviation was used to distribution of scores on variables personality and academic achievement. Product moment co-relation was used to find its relationship of academic achievement and personality.

Results and Discussion

Table 1: Significant difference between score on personality test of boys and girls

	N	Gender	Mean	S.D	S.ED	t-ratio
Personality	80	Boys	100.77	48.66	7.570	0.004
	70	Girls	100.80	43.33		

From the table 1, it can be observed that value of t-ratio is 0.004 which is not significant even at 0.05 level of significance with 148 degrees of freedom. This t-ratio is less than tabulated value of 1.96 with 148 degrees of freedom. So, there will be no

significant difference in personality in boys and girls. Hence, hypothesis stating there will be no significant difference in personality of boys and girls is not rejected.

Table 2: Analysis of Co-relation between academic achievement and personality

Variable	Mean	Co-relation	
		Personality	Academic Achievement
Personality	100.78	1	.001
Academic	368.98	.001	1

From the table 2, it can be observed that value of correlation is .001 which is not significant even at .05

level of confidence which means the personality and Academic achievement are not correlated. So, there

is no significant relationship between academic achievement and personality. Hence hypothesis there will be no significant relationship between Personality & academic achievements is not rejected.

CONCLUSION

- There exist no significant differences between personality test scores of boys and girls students of secondary schools.
- There exist no significant relationship between academic achievement and personality of secondary school students.

EDUCATIONAL IMPLICATION

The study may also be helpful provide direction to teacher and parents to provide proper facilities and congenial environment to promote their personality. It will also provide understanding of correlation of personality and academic achievement.

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