

A Study of Academic Achievement of Higher Secondary School Students In Relation To Their Personality

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ABSTRACT: The present study has been designed to investigate the effect and role of personality in the academic achievement of higher secondary school students. The study was conducted over the sample of 800 higher secondary school students of class 12th in 10 different schools of BHEL area Bhopal (MP). 16 P.F Test form 'A' constructed by S.D. Kapoor was used to measure students' personality factors and the 12th board examination marks was taken to show their level of academic achievement. Result indicate that a significant effect of High Sten Obtained Score (8-10) and Low Sten Obtained Score (1-3) of all A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄ Factors of Personality on the Academic Achievement of the Total Students of Higher Secondary School.

Key Words: Personality Factors, Academic Achievement, Higher Secondary School Students.

INTRODUCTION:

Every child is unique and an untapped storehouse of talents, skills and capabilities. Everyone is a product of his/her culture, parenting, schooling, strengths and adjustment capabilities.

Enhancement of strengths and abilities along with all round development of an individual is done by providing education. The main goal of education is to provide a critical thinking and technology-literate workforce so that the children of today become assets of tomorrow and put the nation on fast track of success.

Education has been defined by excellence in academics, skills and knowledge of recent trends in it with accordance to technology, scientific values, cultural and virtuous values of a country. It is so because education is social and psychological process.

Education gain is checked by Academic Achievement in terms of curricular and extracurricular activities. It is the performance of an individual in a given body of knowledge. It can be measured with the help of tests (oral or written) which can be scheduled or instantaneous.

Academic (Scholastic) Achievement is a function of cognitive and non-cognitive aspects of personality. Maximum development of personality has remained the most important aim of education at various levels. Personality is the total quality of an individual's behavior.

Every personality is the product of heredity and environment. Both of these contribute significant roles towards personality development of a child. A child's personality develops as a result of continuous interaction with his environment, learning and acquisition of experiences.

Every new research evolves from the existing knowledge of that particular concept. The result, theories and accepted outcomes of the already conducted studies related to any specific topic ought to be understood in depth to reach new

conclusions. The researcher has critically analyzed the previous studies related to the topic. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience. **Laidra (2007)** studied and found that **prominent** role of intelligence and conscientiousness in predicting academic achievement agrees with the common sense notion that any kind of success is a result of ability and effort **Samuel (2008)** studied and found that combination of certain components of personality, interests, achievement and other socio-economic factors relate to some aspects of higher level of educational aspirations among secondary school adolescents. **Bharadwaj, Mamta (2008)** studied and found that personality characteristics of creative students have no significant difference across gender. There is no significant difference between in personality characteristics of creative students across socio-economic status. **Arunjyothi, R. and Devi, M. Sarada (2013)** studied and found that both girls and boy child laborers were found poor in their physical and most of the positive traits of personality development. **Tyagi, S.K. and Khatri, K. (2014)** result indicates that open book with open discussion examination is found to be significantly superior to closed-book examination in enhancing achievement at different levels of questions. Type of exam significantly influences students' achievement at different levels.

Research Objective: To compare the effect of personality factors on academic achievement of students of higher secondary school.

Hypothesis : There will be no significant effect of personality factors on academic achievement of [High Sten Obtained Score (8-10)] and [Low Sten Obtained Score (1-3)] students of higher secondary school.

Tools used:

- i. Hindi version of 16 P.F test (form A) by S. D. Kapoor
- ii. Marks in 12th Board exam is considered as Academic Achievement of students.

Methodology: The chosen respondents will be given some initiatives to be answered namely; once the answering is completed it will be collected through the aids of appointed person concerned for documentation purpose. Then the result and Marks of students are collected from School Academic Section.

According to Creswell, “It is mentioned that quantitative research involved the use of strategic inquiry which is not limited only to experiments but also takes into consideration surveys and questionnaires that can gather the data in the form of statistical numbers or entries.”

Population: All students of Standard-12th of higher secondary schools of Bhopal district becomes population for the study.

Sample: In the present research simple random sampling method was used. Total 800 students were selected. All 800 students of higher secondary schools were divided into three groups like {High Sten Obtained Score (8-10)}, {Average Sten Obtained Score (4-7)} and {Low Sten Obtained Score (1-3)} on basis of 16 P.F. Test. Only {High Sten Obtained Score (8-10)} and {Low Sten Obtained Score (1-3)} groups of students used in present study.

Analysis and Major Findings:**Table**

Comparative results of the effect of the personality factors [High Sten Obtained Score (8-10) and Low Sten Obtained Score (1-3)] on the Academic Achievement of Students of Higher Secondary School

Personality Factors	Group	N	Mean	SD	'CR' Value	DF/ Table Value	'P' Value
PF A	High Sten	267	344.91	52.31	7.99	449/2.63	< 0.01
	Low Sten	184	380.59	44.39			
PF B	High Sten	246	396.09	30.59	24.41	477/2.62	< 0.01
	Low Sten	233	307.19	47.06			
PF C	High Sten	174	401.58	25.51	34.22	488/2.62	< 0.01
	Low Sten	316	300.49	39.82			
PF E	High Sten	155	394.82	28.68	28.29	527/2.62	< 0.01
	Low Sten	374	304.98	41.77			
PF F	High Sten	154	393.81	28.51	26.09	449/2.63	< 0.01
	Low Sten	297	305.57	42.62			
PF G	High Sten	240	384.49	35.20	26.51	519/2.62	< 0.01
	Low Sten	281	296.56	40.37			
PF H	High Sten	199	386.69	33.89	24.02	448/2.62	< 0.01
	Low Sten	251	300.81	42.07			
PF I	High Sten	201	323.72	43.39	15.03	440/2.63	< 0.01
	Low Sten	241	380.08	39.21			
PF L	High Sten	209	390.91	34.08	19.68	423/2.63	< 0.01
	Low Sten	216	313.28	46.16			
PF M	High Sten	182	330.34	38.37	12.91	407/2.63	< 0.01
	Low Sten	227	380.46	40.23			
PF N	High Sten	170	398.78	25.67	25.56	390/2.63	< 0.01
	Low Sten	222	314.49	39.38			
PF O	High Sten	165	325.51	36.28	17.49	418/2.62	< 0.01
	Low Sten	255	386.22	32.34			
PF Q ₁	High Sten	171	399.18	25.87	29.18	451/2.63	< 0.01
	Low Sten	282	307.67	40.79			
PF Q ₂	High Sten	214	395.72	29.71	26.31	466/2.63	< 0.01
	Low Sten	254	309.38	41.18			
PF Q ₃	High Sten	281	391.81	27.49	21.42	496/2.62	< 0.01
	Low Sten	217	317.34	45.11			
PF Q ₄	High Sten	107	308.61	32.83	18.61	373/2.63	< 0.01
	Low Sten	268	380.49	35.86			

From the results shown in the above table it is clear that a significant difference in the Academic Achievement between the High Sten obtained score (8-10) and Low Sten obtained score (1-3) of all A, B, C, E, F, G, H, I, K, L, M, N, O, Q₁, Q₂, Q₃, Q₄ factors of personality of the students of Higher Secondary School taken in the sample, because the 'CR' values obtained are 7.99, 24.41, 34.22, 28.29, 26.09, 26.51, 24.02, 15.03, 19.68, 12.91, 25.56, 17.49, 29.18, 26.31, 21.42, 18.61 which is more than the table value at 0.01 level of significant degree of freedom 449, 477, 488, 527, 449, 519, 448, 440, 423, 407, 390, 418, 451, 466, 496, 373 so from the statistical point of view these values are significant.

Therefore, based on above result, it can be concluded that a significant difference found in the Academic Achievement between the High Sten Obtained Score (8-10) and Low Sten Obtained Score (1-3) of all A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄ Factors of Personality of the students of higher secondary school and Academic Achievement of Low Sten Obtained Score (1-3) of students of higher secondary school is better than High Sten Obtained Score (8-10) of students of higher secondary school in A, I, M, O, Q₄ Factors of Personality while Academic Achievement of High Sten Obtained Score (8-10) of students of higher secondary school is better than Low Sten Obtained Score (1-3) of students of higher secondary school in B, C, E, F, G, H, L, N, Q₁, Q₂, Q₃, Factors of Personality. It means a significant effect of High Sten Obtained Score (8-10) and Low Sten Obtained Score (1-3) of all A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄ Factors of Personality on the Academic Achievement of the students of higher secondary school taken in the sample.

Verification of Hypothesis : After detailed analysis and interpretation of the results, verification of the null hypothesis taken earlier is done as follows-

Hypothesis: There will be no significant effect of personality factors on academic achievement of [High Sten Obtained Score (8-10)] and [Low Sten Obtained Score (1-3)] students of higher secondary school.

From the comparative results related to effect of personality factors on Academic Achievement of [Low Sten Obtained Score (1-3)] and [High Sten Obtained Score (8-10)] students of higher secondary school. It is clear that 'CR' value obtained for all A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄ Factors of Personality are 7.99, 24.41, 34.22, 28.29, 26.09, 26.51, 24.02, 15.03, 19.68, 12.91, 25.56, 17.49, 29.18, 26.31, 21.42, 18.61, which is more than the table value at 0.01 level of significance on degree of freedom 449, 477, 488, 527, 449, 519, 448, 440, 423, 407, 390, 418, 451, 466, 496, 373. From the above result the hypothesis is rejected.

Conclusion: Based on this research, research objective, questions and hypothesis have been successfully answered. It is summarized that a significant effect of High Sten Obtained Score (8-10) and Low Sten Obtained Score (1-3) of all A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄ Factors of Personality on the Academic Achievement of the Total Students of Higher Secondary School taken in the sample.

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