



A Study on the Relationship of Personality Traits and Academic Achievement among Senior Secondary School Students

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The present study investigated the relationship between personality and academic achievement among senior secondary school students. A survey research method was employed, with a sample of 140 students (70 boys and 70 girls) selected using a proportional simple random sampling technique. The Meenakshi personality Inventory used for data collection. Academic achievement was assessed based on the marks obtained by students in their 11th standard exams. The findings of the study revealed: (i) No significant difference in personality between boys and girls at the senior secondary level. (ii) No significant difference in academic achievement between boys and girls at the senior secondary level.

Key Words: personality, Academic Achievement, Secondary level.

Introduction

Personality is a dynamic organization within the individual, consisting of psychological systems that influence characteristic behavior and thought. It represents a unique combination of traits that distinguish one person from another in terms of quality. For the present study, two key dimensions of personality have been considered: Introversion-Extraversion and Neuroticism-Stability. Personality is the sum total of behavioral and mental characteristics that are distinctive to an individual. Personality as an individual's unique and relatively stable patterns of behavior, thoughts, and feelings. Since every individual differs in nature, their personality also varies-this natural law of variability significantly influences success or failure in life, including the academic and personal outcomes of students.

Need for the Study

From a simple and broad perspective, individuals' personalities can generally be classified into two categories: introverts and extroverts. Extroverts tend to seek the company of others, while introverts prefer solitude or the company of a select few. John Bearden emphasizes the importance of 'extroversion and introversion' as the first dimension in his 'Big Five Model' of personality, which captures the key variations in human personality. Learning plays a pivotal role in shaping an individual's life. Santi Dutt defines learning as the modification of behavior, and in the context of students, learning is often measured by their academic achievement.

In light of this, the researcher has designed a study to explore the influence of personality on the academic achievement of secondary school students. The findings from this research will provide insights that could be used to tailor educational strategies, thereby enhancing students' academic outcomes based on their personality types.

As John W. Best and James V. Kahn (2001) stated, 'Research is directed towards the solution of a problem,' this study aims to address how personality factors affect academic performance.

Statement of problem

'A Study on the Relationship between Personality Traits and Academic Achievement among Senior Secondary School Students'

Definitions of the term used

Personality

Personality is a structure of behaviors, thoughts, and emotions that are connected to each other and can change over time. In psychology, personality is a branch of study that focuses on how people differ from one another and how their personalities develop.

Personality traits

Personality traits are psychological concepts that describe a person's behavioral patterns, motivations, and emotions. They are relatively stable and qualitative.

Academic achievement

Academic achievement is the extent to which a student, teacher, or institution has reached their educational goals in an academic setting. It can refer to short-term or long-term goals, and can include completing educational benchmarks like a bachelor's degree or secondary

school diploma. Academic achievement can also include the development of critical thinking, problem-solving, and creativity skills, as well as social-emotional competencies.

High academic achievement can be an indicator of a student's engagement, motivation, and effective learning strategies. It can also reflect their ability to meet academic standards, understand complex concepts, and apply knowledge in real-world situations.

Senior secondary school students

Senior secondary school students are students who are in their final two years of secondary education, typically between the ages of 16 and 18. These years are also known as higher secondary education or the +2 stage.

Objective of the Study

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

Hypotheses of the Study

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 of the Study

The present study being exploratory in nature has following delimitations:

1. The study was delimited to XIth class students of secondary schools in Meerut District in Uttar Pradesh.
2. Senior Secondary schools students have been selected on simple random sampling biases.

Review of Related Literature

Devi, Nirmala (2011) study was a sincere effort to understand the adjustment problems faced by adolescents across four key areas: emotional, social, educational, and

general/overall adjustment. The findings aimed to help educational authorities review and reform school programs to foster social and emotional maturity among young learners. The sample included 699 high school students from the state of Haryana. To assess students' adjustment in relation to their personality and achievement motivation, three tests were used: the Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh, the Eysenck Personality Questionnaire (Junior) for extroversion and neuroticism, adapted into Hindi by Dagar, and the Achievement Motivation Test by P. Mehta, Delhi. The study revealed that achievement motivation had no effect on adjustment. However, extraversion positively impacted social, educational, and general adjustment, while neuroticism negatively affected emotional, social, educational, and overall adjustment. Additionally, the research analyzed the influence of other factors like gender and school location, finding that rural students performed better than their urban counterparts in social, educational, and overall adjustment.

Kavitha Raman (2013) study, based on a questionnaire survey, reveals significant differences in environmental, personality, and motivational factors between women entrepreneurs and non-entrepreneurs. The study identifies environmental factors such as psychological support, environmental benefits, and previous work conditions as significant predictors of women's entrepreneurship. Additionally, nine key personality traits were found to distinguish entrepreneurs, including greater reasoning skills, emotional stability, vigilance, and abstract thinking. Entrepreneurs also demonstrated higher levels of privateness, openness to change, perfectionism, and tension, while showing less liveliness. Lastly, regarding motivational factors, the study found that individual core motivation was not a significant predictor of women's entrepreneurship.

Methodology of the Study

Survey method of research was employed by the researcher.

Sample for the Study

In the present study sample of 140 students (70 boys and 70 girls) were taken using proportionate simple random sampling technique.

Tools for the Study

- Personality questionnaire by the Meenakshi personality inventory.

• Marks obtained in the XIth 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

After data collection, the next crucial step in the research process involves organizing, analyzing, and interpreting the data to draw meaningful conclusions and generalizations. The collected data must first be systematically organized-edited, classified, and tabulated-so that it can be effectively used. Without proper analysis and interpretation, raw data is simply an incoherent mass of information. The goal of analysis is to uncover relationships between variables, which ultimately allows for the verification of hypotheses. This is accomplished by logically organizing the data and applying appropriate statistical techniques. Once the analysis is complete, careful, logical, and critical interpretation is necessary, taking into account the limitations of the sample, the tools used, and the methods employed in the study.

Hypothesis-1

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

Table-1

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

Gender	N	Mean	S.D	't' Value	Level of significance
Boys	70	48.99	6.17	1.945	Insignificant
Girls	70	46.91	6.48		

Table-1 compares the difference between Mean Scores of boys and girls students on personality. The calculated 't' value works out to 1.945 as against its table value 1.96 for 138 degree of freedom at 0.05 level of significance. Since the calculated t-value is lesser than minimum significant t-value at 0.05. Higher mean 48.99 is in favour of the boys as compared to the lower mean 46.91 of girls. This result suggests that the difference between mean scores of boys and girls students on personality do not differ significantly at 0.05 level of significant.

It shows that the hypothesis (H^0_1) is accepted and it is concluded that boys and girls students teacher on personality are significantly associated with each other.

Hypothesis-2

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

Table-2

Showing the Means, SD, 't' Value and level of Significance of boys and girls Students on Academic Achievement

Gender	N	Mean	S.D	't' Value	Level of significance
Boys	70	46.75	7.13	1.636	Insignificant
Girls	70	44.86	6.53		

Table-2 compares the difference between Mean Scores of boys and girls students on academic achievement. The calculated 't' value works out to 1.636 as against its table value 1.96 for 138 degree of freedom at 0.05 level of significance. Since the calculated t-value is lesser than minimum significant t-value at 0.05. Higher mean 46.75 is in favour of the boys as compared to the lower mean 44.86 of girls. This result suggests that the difference between mean scores of boys and girls students on academic achievement do not differ significantly at 0.05 level of significant.

It shows that the hypothesis (H^0_2) is accepted and it is concluded that boys and girls students on academic achievement are significantly associated with each other.

Findings of study

Major findings of the present study are as under:

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

Conclusions

From the above said findings, we can conclude that the boy's students are not different on personality as compared to girl's students. The girls' students show similar academic achievement 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 senior 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.

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