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**COMPARATIVE STUDY OF PERSONALITY
TRAITS AND EDUCATIONAL ACHIEVEMENT OF
THE STUDENTS AT SENIOR SECONDARY
LEVEL**

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Comparative Study of Personality Traits and Educational Achievement of the Students at Senior Secondary Level

Vibha Singh

Research Scholar, Singhania University, Rajasthan

Abstract – The goal of psychological research in personality is to establish laws about, what difference will do in all kinds of social and general environmental situations. Personality is concerned with all the behaviour of the individual both over and under the skin. As the human civilization developed with the long passage of time, human starts to collect the knowledge, to transmit the accumulated knowledge to its younger generation and to enhance the present knowledge of field. This process is related keenly to the development of human race. Gradually man's society starts to establish various agencies and organisations for the all-round training of the younger generation. This process is called education which means the all-round development of the personality.

Key Words: Psychology, Generation, Development

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INTRODUCTION

The educational system in Ancient period and medieval period was teacher centered, the focus of educational process was only the teacher and the psychological, physical, mental and social requirement of the child were not considered. It was believed that the child have only in born potential in ancient and medieval time, education teacher cannot generate or develop any potential in the personality of the child. But in modern educational system education is child centered. It is believed that by studying the behaviour of the child we can bring desired change in the behaviour of the child by generating a conducive environment so it becomes so magnificent to study the child's personality traits, values and the educational achievement of students studying in different types of educational institution at secondary level and if we want to improve educational system or to attain our educational objectives effectively or want to bring desired changes in the behaviour of the child than we will have to study the personality and behaviour of the child. In our country various educational centers are established to train the individuals for the society. There are many government and non-government educational institutes so called schools as Public School, Govt. Inter Colleges, Degree Colleges and various universities and affiliated colleges. So, the present study is confined to study the personality traits, values and the educational achievement of students, studying in various educational institutes, government and non-government at secondary level.

According to Kothari Commission 1964. "The future of our

nation is constructing in the classrooms". So the study of personality traits, values and educational achievement of the students studying in different educational institutes at secondary level will provides us a magnificent information about the different types of educational institutes at secondary level.

In the aforesaid context, the present researcher, therefore, discussed to study and compare the students personality traits, values and educational achievement of students studying in different types of educational institutions.

REVIEW OF RELATED LITERATURE

Elva Burgess (1953) studied the personality of over-achievers and under-achievers. In her study over-achievers were found to be more intellectually adoptive, more constricted and inhibited, more cautious and realistic in approach to problems and having greater need for achievement and self-improvement.

Harris (1931) in his survey concluded that in order of importance of the factors of achievements, ability, effort, circumstances (personal, social, economic, academic) and some personality factors were found related to academic achievement. It was stated by Harris that rating on intelligence, attitude, industry, methods of study etc. made by principals and teachers correlated with scholastic achievement as high as the coefficient of 0.57.

A study conducted by Taylor (1933) revealed that rating on A.C.E., personality correlated 0.40 with

scholarship, raising multiple R with intelligence and high school grades from 0.47 & 0.73.

School grades have been found to be related to the individual's adjustment also. In one of the studies (Neel and Mathews; 1935) non-achievers were found experiencing conflict about religion and life in general more often than did the achievers.

In another study by Merville et al. (1960) male under-achievers were found to have more negative feelings about themselves did the achievers.

Emme (1949) published a similar review dealing with studies since 1941. Several personality factors were found related to academic achievement.

Garret (1949) mentioned about 63 studies in which personality factors were studied as predictors of academic achievement. The reported correlation of these factors with college grades varied between 0.30 and 0.64.

METHOD

Keeping in view a number of considerations such as nature of problem, objectives of the study and resource fullness of the investigator etc, the researcher decided to use survey method. In the present study all the steps and characteristics have been used which are essential for survey method.

POPULATION

The population in the study comprises of XI class students of different govt. and non-govt. schools of Western U.P.

SAMPLE

"The principal purpose of research is to discover principles that have universal application, but to study a whole population in order to arrive at generalizations would be impracticable or not possible. Thus, process of sampling makes it possible to draw valid inferences and results on the basis of careful observation or manipulation of variables within a relatively small proportion of the population.

RESULTS :

The present paper is concerned with an analysis and interpretation of data collected. The main focus of the study is to map the contours of the personality traits, values and educational achievement of the students belonging to different types of institutions. For the purpose of operationalizing this aim, certain objectives were formulated which were translated, into specific hypotheses.

For carrying out the analysis statistical tools were applied on the data collected during the study. For this purpose the t-test was found to be more suitable. With

the help of t-test it was assessed whether both the groups differ significantly or not with respect to various variables studied.

To find out the difference between the students of govt.-schools and non-govt.-schools on values, t-test was applied. Summary of 't-test' is presented in table 1.

Table 1

Difference between the students of govt.-schools and non-govt.-schools on personality traits

Personality traits	Symbol	Students of Govt. Schools (N=50)		Students of Non-Govt. Schools (N=50)		t-value
		Mean	S.D.	Mean	S.D.	
Reserved Out going	A	8.818	2.594	10.250	2.640	2.754**
Less intelligent More intelligent	B	5.773	1.926	6.391	1.372	2.817**
Affected by feeling Emotionally stable	C	10.455	2.773	11.582	3.268	1.860
Humble-Assertive	D	10.273	2.374	10.309	2.301	0.079
Sober-Happy-go-lucky	E	11.455	2.940	11.516	2.549	0.112
Expedient-Conscientiously	F	11.136	3.314	13.114	2.810	3.220**
Shy-Ventures one	G	9.773	3.070	9.937	2.333	0.437
Tough minded-Tender minded	H	11.045	2.572	12.608	2.253	3.233**
Trusting-Suspicious	L	10.148	2.097	9.944	2.900	0.404
Practical-Imaginative	M	9.545	3.391	9.549	2.895	0.010
Forthright-Shrewd	N	8.182	2.085	8.580	1.948	0.987
Placid-Apprehensive	O	9.982	2.914	9.500	4.134	0.674
Conservation-Experimenting	Q ₁	10.318	1.973	10.788	2.347	1.381
Group dependent-Self sufficient	Q ₂	10.773	3.422	11.386	3.040	0.947
Undisciplined Controlled	Q ₃	10.545	2.176	11.957	3.202	2.358*
Relaxed-Tense	Q ₄	9.500	3.377	10.046	3.517	0.792

* p < 0.05

** p < 0.01

It is evident from table 1 that t-value for factors A (2.754), B (2.817), F (3.220), H (3.233) are higher than table value (2.72) for significance at 0.01 level. It is also evident from this table that t-value for factor Q₃ (2.358) is more than table value (2.03) for significance at 0.05 levels. It indicates that the students of govt.-schools and non-govt.-schools differ significantly on personality traits A, B, G, Q₃, and H. The t-values Obtained for personality traits, C, E, G, L, M, N, O, Q₁, Q₂ & Q₄ are less than table value (2.02) for significance at 0.05 level. It indicates that the students of govt.-schools and non-govt.-schools does not differ significantly on personality traits C, E, G, L, M, N, O, Q₁, Q₂ and Q₄.

Therefore null hypothesis that "there is no significant difference between the students of govt.-schools and non-govt.-schools on personality traits" is rejected for personality traits A, B, F, H at 0.01 level and for traits Q₃ at 0.05 level where as this hypothesis is accepted for traits C, E, G, L, M, N, O, Q₁, Q₂ and Q₄.

Table 2

Difference between the students of govt.-schools and non-govt.-schools on educational achievement

Group	N	Mean	S.D.	df	t-value
Students of non-govt.-schools	50	348	55.42	98	2.685*
Students of govt.-schools	50	320	48.64		

p < .01 level

It is evident from table 2 that t-value was found to be significant at 0.01 level. It leads to inference that the students of govt.-schools and non-govt.-schools differ significantly on their educational achievement. Since mean of the students of non-govt.-schools was higher than that of the students of govt.-schools, it may be stated that the students of non-govt.-schools have achieved more than that of the students of govt.-schools.

CONCLUSIONS:

Any research study can never be called research study of the education, if it does not have educational implications. Educational implications means, implication of research result in improving the education. The study in hand was undertaken with basic objective to study personality traits, values and educational achievements of the students of govt.-schools and non-govt.-schools. The findings of the study will be beneficial to principals, teachers, parents, psychologists and research scholars of discipline of education. Since the students of both group differ significantly on personality traits A, B, F, H, and Q₃, the educational institutions and the policy makers can plan the academic environment and curriculum in such a way, so as to benefit both the group. Teachers can also pay special attention on development of children accordingly. The students of non-govt.-schools have better educational achievement, so the teachers can pay special attention on the other group to improve their educational achievements. At present the value of the society is changing very fast and we often talk about degradation of our values. It is right time to pay attention on the future of the society i.e. students. With the help of the study we can pay special attention on the changing values of the children which will be of great help for entire humanity.

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