

Study of Academic Achievement of Students at Secondary level in relation of their Personality

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ABSTRACT

Today the major problem of the society is the declining educational level of the students. The study presented above is to find out the factors that affect the academic achievement of student in their personality. The researchers used the survey method of research. The research work presented was collected from 100 students studying in class XI in secondary schools of Bijnor District. Personality measurement scale made by I.S. Mathur, Prabha Bhatia and Geeta Kapur has been used to collect data. The analysis of the data revealed that at the secondary level, the academic achievement of extroverted students is significantly higher than that of introverted students.

Keywords: Academic achievement, personality and secondary students

INTRODUCTION

Today the major problem of the society is the declining educational level of the students. Many academicians have worked on this serious problem and have given their views. Some scholars believe that the reason for the low educational achievement in children is the defective examination system. Some scholars believe that the teacher and the teaching method used by them are flawed. Likewise, many other scholars also believe that teachers are responsible for the lowering of educational achievement of students. Lack of teacher-oriented teaching, analogical courses and government education policies are some factors of declining education level. The important factor is the family environment. All families are not able to provide the readable facilities to their children in the same way as other children. Many variations are seen in them. This variation can be clearly seen in the children of rural environments and in children of urban environments.

It is seen most of the time that students do not treat teachers well and insults them. They boycott classes and examinations. They want to fulfill our demands through violence and arson. Now the question arises that why do students do such activities after all? It is possible that the students are not satisfied with the different types of educational facilities and arrangements that they are received from the schools. They are dissatisfied, so they are not able to adjust properly with the school environment. They also have their own personality requirements that affect the satisfaction-dissatisfaction of students, such as demand for independence, performance, dominance, benevolence, harmony etc. The student wants to fulfill these needs in the schools and if these needs are not fulfilled, there can be a feeling of frustration and dissatisfaction among the students, which can also affect their academic achievement.

The study presented above is to find out the factors that affect the academic achievement of students, so that they can be diagnosed. The above study will also be helpful to knowing the relation of students' academic achievement with their personality.

Statement of the Problem

Study of Academic Achievement of Students at Secondary level in relation of their Personality

Objectives of the Study

1. To study educational achievement on the basis of personality of students at secondary level.

Hypothesis of the Study

1. At the secondary level, there is no significant difference in academic achievement based on the personality of the students.

Method of the Study

In the study presented, the researcher used the survey method of research. The research work presented was collected from 100 students studying in class XI in secondary schools of Bijnor District. The sample was selected using an explicitly stratified random sampling method.

Limitations of the Study

The researcher has to limit the subject area of research keeping in view the time and resources available. In the research presented, the study has been carried out under the following limitations-

1. Research work was limited to government and private schools of Bijnor.
2. The research work was done only on the students of class XI.
3. The research presented was limited to the academic achievement and personality of the students of class XI only. In which the marks obtained by students in Class X will be considered as the basis for academic achievement.

Tools Used

In the study presented, for the collection of data, personality measurement scale made by I.S. Mathur, Prabha Bhatia and Geeta Kapur have used.

Statistical Techniques

Percentage, mean, standard deviation and t-test have been used for analysis and interpretation of data.

Analysis of the Data -

In this regard, the data found in the survey are shown in the following tables. *Study of academic achievement of introverted and extroverted students at secondary level*

To analyze hypothesis number-1 related to research objective-1, a t-test was used on class X scores of students with introverted and extroverted personality, which is shown in Table no.1

Table No.1: Demonstration of the difference in educational achievement of introverted and extroverted students at secondary level

| Variable | Introverted students of government secondary schools | | | Extroverted students of private secondary schools | | | t-value |
|----------------------|--|-------|------|---|-------|------|---------|
| | N | M | SD | N | M | SD | 2.63* |
| Academic achievement | 18 | 46.14 | 8.22 | 82 | 51.82 | 8.68 | |

Significant at 0.01 level

Table No. 1 above shows that the mean score of class XI score of extroverted students in secondary schools is higher than the mean of class X score of introverted students. The t-value obtained from this was 2.63, which was found to be significant at the 0.01 level. That is, there is a significant difference between the scores of introverted students and extroverted students. Hence hypothesis number (1)- "There is no meaningful difference in academic achievement based on the personality of the students at the secondary level" is rejected. This shows that at the secondary level, the academic achievement of extroverted students is significantly higher than that of introverted students.

CONCLUSION

In the context of research objectives and hypotheses, the findings of the study are as follows: -

A meaningful difference was found between the mean of the numbers related to the academic achievement of introverted and extroverted students of secondary level. This proves that there is a significant difference in the academic achievement of introverted and extroverted students at the secondary level and that the educational achievement of extroverted students is significantly higher than the academic achievement of introverted students.

It can also be generalized, based on the findings from the research presented, that at the secondary level, students with extroverted personalities have significantly higher academic achievement than students with introverted personality. Extrovert individuals have a greater sense of cooperation. They are usually cheerful and optimistic, while introverted individuals are usually unified and conservative. This differentiation of qualities in extroverted and introverted students makes it stronger to generalize the above conclusion.

EDUCATIONAL IMPLICATIONS

1. Findings from the research are useful for academicians, philosophers and psychologists who are interested in learning about academic achievement and personality factors. Certainly these findings will inspire them to develop new thoughts, theories or other ideas.
2. Research findings may also prove useful for psychologists who are interested in studying the characteristics of students on the basis of personality.

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