

ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENT'S IN RELATION TO THEIR PERSONALITY CHARACTERISTICS

ANJU VERMA

Department of Education, School of Professional Studies, Sikkim University (A Central University),
Samdur, Tadong, Gangtok, East Sikkim, India

ABSTRACT

Education is the process of bringing out the talents and potentialities of an individual and to unfold the natural abilities and interest before the society. A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. Achievement is something successfully attained. It is based on persistence dexterity. It proceeds from birth to death and schools exert greater influence in educating the child and promoting academic achievement. Therefore, the level of academic achievement of a child at any stage depends on the extent to which its natural potentialities have developed. Personality traits are the consistent traits of an individual which make him different from other individuals. The blend of personality traits is also important in predicting success in various domains. The Big Five personality traits, also known as the five factors model (FFM) is a widely examined theory of five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement against measures or outside expectations. Extraversion is characterized by breadth of activities (as opposed to depth), surgency from external activity/situations, and energy creation from external means. The agreeableness trait reflects individual differences in general concern for social harmony. Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression. The theory of this trait describes the relationship between a person's personality type and academic achievement. This is because of the student's personality affects social interaction at school or institute of higher learning in turn affects the performance of education and performance training.

KEYWORDS: Academic Achievement, Personality Characteristics, School Students, High Schools

INTRODUCTION

Achievement is setting a goal either financial or the accomplishment of learning a difficult skill, or improving your health and through hard work accomplishing the desire goal. This could be as simple as losing weight, learning a foreign language, learning to play an instrument, getting a college degree, getting certified some area etc. Achievement is something successfully attained. It is based on persistence dexterity. It has to be carried out, but cannot be constrained. Achievement could also be something important that we succeed in doing by working hard. From the foregoing, Academic achievement has to do with success relating to education, both theoretical and practical. Academic achievement represents

a performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. School system mostly defines cognitive goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers broad verity of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.

Among the many criteria that indicate academic achievement, there are very general indicates such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test, and cumulative indicates of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavours and thus, more or less, mirror the intellectual capacity of a person. In develop societies; Academic Achievement plays an important role in every person's life. Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability. The other understands how the various parts of a person come together as a whole American Psychological Association (APA). Personality traits are the consistent traits of an individual which make him different from other individuals. The term "personality trait" refers to enduring personal characteristic that are revealed in a particular pattern of behaviour in a variety of situation. It is a durable disposition to behave in a particular way in a variety of situation. The Common personality traits include: Honest, Moody, Impulsive and Friendly. The blend of personality traits is also important in predicting success in various domains. The Big Five personality traits, also known as the five factors model (FFM), is a widely examined theory of five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Beneath each proposed global factor, a number of correlated and more specific primary factors are claimed. For example, extraversion is said to include such related qualities as gregariousness, assertiveness, excitement seeking, warmth, activity, and positive emotions. According to McCrae and Costa (1990), the Five Factor Model (FFM) is an organization of personality traits, and traits in turn are dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions. All these characteristics of human being effect their achievement.

Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, open to emotion, sensitive to beauty and willing to try new things. They tend to be, when compared to closed people, more creative and more aware of their feelings. They are also more likely to hold unconventional beliefs. Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement against measures or outside expectations. It is related to the way in which people control, regulate, and direct their impulses. High scores on conscientiousness indicate a preference for planned rather than spontaneous behavior. The average level of conscientiousness rises among young adults and then declines among older

adults. Extraversion is characterized by breadth of activities (as opposed to depth), surgency from external activity/situations, and energy creation from external means. The trait is marked by pronounced engagement with the external world. Extraverts enjoy interacting with people, and are often perceived as full of energy. They tend to be enthusiastic, action-oriented individuals. They possess high group visibility, like to talk, and assert themselves. The agreeableness trait reflects individual differences in general concern for social harmony. They are generally considerate, kind, generous, trusting and trustworthy, helpful, and willing to compromise their interests with others. Agreeable people also have an optimistic view of human nature. Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression. It is sometimes called emotional instability, or is reversed and referred to as emotional stability. It is similar but not identical to being neurotic in the Freudian sense (i.e., neurosis.) Some psychologists prefer to call neuroticism by the term emotional stability to differentiate it from the term neurotic in a career test.

The different key terms used in the title of the study and used in the body of the report are operationally defined as follows:

- Academic achievement represents a performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. In the present study academic achievement refers to the percentage of marks obtained by the students in the previous class.
- In the present study high school students refers to the students studying in class 9th of Government and Private schools of East district of Sikkim.
- Personality characteristics is “a durable disposition to behave in a particular way in a variety of situation”, in the present study personality characteristic refers to the score obtained by “Eysenck Personality Questionnaire Revised (EPQR) developed by Eysenck and Barrett in 1985.

OBJECTIVES

- To study the significant difference between the Government and Private high school student with respect to their mean scores on the variable personality characteristics.
- To study the significant difference between the male and female high school student in relation to the personality characteristics.
- To study the significant difference between the government and the private male high school student in relation to their personality characteristics.
- To study the significant difference between the government and private female high school students in relation to their personality characteristics.
- To study the significant difference between the variable academic achievement and personality characteristics.
- To study the significant relationship between the variable academic achievement and personality characteristics.

HYPOTHESIS

- There is no significant difference between the government and the private high school student with respect to their

mean scores on the variable personality characteristics.

- There is no significant difference between the male and the female high school student in relation to the personality characteristics.
- There is no significant difference between the government and the private male high school student in relation to their personality characteristics.
- There is no significant difference between the government and the private female high school student in relation to their personality characteristics.
- There is no significant difference between the variable academic achievements and the personality characteristics.
- There is no significant relationship between variable academic achievement and the personality characteristics.

RESEARCH METHOD

In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about academic achievement among high school students in relation to personality characteristic.

POPULATION

The entire group from which the sample is drawn is known as population. A population is a well defined group of individuals or observations. It consists of all aspects of individuals of their attributes that can be described as having as unique type characteristics or qualities. In the present study, the student of different class students of eight schools of East district of a Sikkim who are studying in Government and Private school (4 Government schools and 4 Private schools) constituted the population of the study.

SAMPLE

The representative proportion of the population is called sample. A good sample ensures three things; freedom from bias, representativeness of population, characteristics and adequacy in terms of population qualities. In view of the objectives of the present study, the investigator decided to collect data from Gangtok, East district of Sikkim. As such 160 students of 9th class 80 Boys and 80 Girls (40 Boys Government schools and 40 Boys from Private schools, 40 Girls from Government schools and 40 Girls from Private schools), constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purposive sampling. A detailed structure of the sample has been provided in the following table1.

Table 1

Sl. No.	School Name	Boys		Girls		Total
		Government	private	Government	Private	
1	Daffodils Home		10		10	20
2	Kyi-De-Khan		10		10	20
3	Bhai school		10		10	20
4	Prashanti Vidya Mandir		10		10	20
5	West Point Sr Sec School	10		10		20
6	C.S Rai High School	10		10		20
7	Enchey Sr Sec School	10		10		20
8	Sichey Sec. School	10		10		20
Total		40	40	40	40	160

INSTRUMENTATION

- Keeping in view the objectives of the present study the investigator, in the present study has selected and used the following tool:
- Eysenck's Personality Questionnaire- Revised (EPQR)

STATISTICAL TECHNIQUES USED

After data collection for the purpose of analysis of the obtained data, the investigator has taken the help of both the descriptive as well as inferential statistics. Here in the present study 't' test is used to find out the differences in between group. And to find out the relationship between two groups 'correlation' is been used.

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis and interpretation is considered as the heart of the research work. It is associated with the drawing of inference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in its proper analysis and interpretation.

The major objective of the present study is to find out the academic achievement of high school students in relation to their personality characteristics. Here the investigator utilized both descriptive as well as inferential statistics for analysis and interpretation of the obtained data.

Comparison of government and private High School Students with respect to their Personality Characteristics

The obtained statistics pertaining to the comparison of government and private high school student with respect to their personality characteristics has been given in the table 2.

Table 2: t-Value for Government and Private High School Students with Respect to Their Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Government	80	45.02	6.11	0.68	1.08	N.S
Private	80	43.95	6.43	6.43		N.S

Not Significant

It is evident from the above table 2 that the mean value of the Government and Private high school student on personality characteristics are found to be 45.02 and 43.95 respectively. Further, when both the mean value were subjected to the testing of their significance of differences the 't' ratio was found 1.08. The table value of 't' with 158 degree of freedom is reported to be 2.61 and 1.98 at 0.1 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than at both the levels, therefore the calculated value of 't' ratio is found to be not significant. Hence, the hypothesis "Government and Private high school students do not differ significantly with respect to their personality characteristics" is accepted.

Comparison of Male and Female High School Students with Respect to Their Personality Characteristics

The obtained statistics pertaining to the comparison of male and female of high school students with respect to their personality characteristic has been given in the table 3.

Table 3: t-Value for Male and Female High School Students with Respect to Their Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Male	80	43.56	5.66	5.66	1.8	N.S
Fem ale	80	45.36	6.73	6.73		N.S

Not Significant

It is evident from the above table 3 that the mean values of the male and female high school students on variable personality characteristics is found to be 43.56 and 45.36 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the 't' ratio was found to be 1.8. The table value of 't' with 158 degree of freedom is reported to be 2.61 and 1.98 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less then both the levels therefore the calculated value of 't' is found to be not significant. Hence the hypothesis "male and female high school student do not differ significantly with respect to their personality characteristics." is accepted.

Comparison Government and Private Male High School Students with Respect to Their Personality Characteristics

The obtained statistics pertaining to the comparison of Government and Private male high school students with respect to their personality characteristic has been given in the table 4.

Table 4: t-Value for Government and Private Male High School Students with Regard to Their Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Government male	40	45.35	5.66	7.64	1.99	N.S
Private male	40	42.57	6.73	5.24		N.S

Not Significant

It is evident from the above table 4 that the mean value of the Government and Private male high school student on personality characteristics are found to be 45.35 and 42.57 respectively. Further, when both the mean values were subjected to the testing of their significances of difference the 't' ratio was found to be 1.99. The table value of 't' with 78 degree of freedom is reported to be 2.64 and 1.99 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than at both the levels, therefore the calculated value of 't' ratio is found to be less than at

both the levels, therefore the calculated value of 't' ratio is found to be not significant. Hence, the hypothesis "Government and Private male high school students do not differ significantly with respect to their personality characteristics." is accepted.

Comparison Government and Private Female High School Students with Respect to Their Personality Characteristics

The obtained statistics pertaining to the comparison of Government and Private female high school students with respect to their personality characteristic has been given in the table 5.

Table 5: t-Value for Government and Private Female High School Students with Respect to Their Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Government female	40	44.70	5.08	5.08	0.71	N.S
Private female	40	45.65	6.75	6.75		N.S

Not Significant

It is evident from the above table 5 that the mean value of the Government female and Private female high school students with respect to their personality characteristics are found to be 44.70 and 45.65 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the 't' ratio was found to be 0.71. The table value of 't' with 78 degree of freedom is reported to be 2.64 and 1.99 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than at both the levels, therefore the calculated value of 't' is found to be not significant. Hence, the hypothesis "Government female and Private female of high school students do not differ significantly with respect to their personality characteristics." is accepted.

Comparison of Significant Difference among Variable Academic Achievement and Personality Characteristics of High School Student

The obtained statistics pertaining to the Comparison of significant difference among variable academic achievement and personality characteristics of high school student has been given in the table 6.

Table 6: t- Value for Significant Difference among Variable Academic Achievement and Personality Characteristic among High School Student

Group	N	M	S.D.	SE _D	t-value	Remarks
Personality	160	44.48	6.27	6.27	7.53	N.S
Academic achievement	160	56.66	19.46	19.46		N.S

Not Significant

It is evident from the above table 6 that the mean values of variable academic achievement and personality characteristic of high school student on academic achievement are found to be 44.48 and 56.66 respectively. Further, when both the mean values were subjected to the testing of their significance of differences the 't' ratio was found to be 7.53. The table value of 't' with 158 degree of freedom is reported to be 2.61 and 1.98 at 0.1 and 0.05 level of significant is found respectively. As the calculated value of 't' is found at both the level, therefore the calculated value of 't' is found to be less than at both the levels, therefore the calculated value of 't' ratio are found to be not significant. Hence the hypothesis "There is no significant difference between the variables academic achievement and personality characteristic of high school students" is accepted.

Studying the Significant Relationship between Academic Achievement and Personality Characteristic among High School Student

The obtained statistics pertaining to the significant relationship between academic achievement and personality characteristic among high school student has been given in the table 7.

Table 7: The Values of Product Moment Correlation between Academic Achievement and Personality Characteristics

Variable	Numbers	Differences	R	Remark
Personality	160	15	0.020	NS
Academic Achievement	160			

Not Significant

It is revealed from table 7 that the relationship between Academic Achievement and Personality Characteristics in terms of product moment correlation came out to be 0.020 which is not significant and indicating that change in personality in this group is not associated with a change in their level of Academic Achievement. Hence, the hypothesis that "There is no significant relationship between scores on the variables of Academic Achievement and Personality Characteristics of high school students." is accepted

FINDING OF THE STUDY

- On the basis of the statistical analysis the investigator has arrived on the following findings:
- Government and Private high school students do not differ significantly with respect to their personality characteristic.
- Male and Female high school student also do not differ significantly with respect to their personality characteristic.
- There exist no significant differences in Government and Private Male from high school students with respect to their personality characteristic.
- In the same way Government and Private Female from high school students do not differ significantly with respect to their personality characteristics.
- There exist no significant difference between variable academic achievement and personality characteristic.
- There exist no significant relationship between variable academic achievement and personality characteristic.

RECOMMENDATIONS

In the view of the findings of the study the investigator inclined to give the following recommendation:

- Both the government and private school students should provide equal opportunities in order to develop their skills, abilities which can help them in their academic achievement.
- Both the parents and the teachers should give more guidance to the students so that they may create the zeal in their academic achievement.

- Children should be provided with conducive environment so that it will enhance in their academic achievement.
- Enough exposure should be provided to the students at home and in school to improve personality which will be helpful in their future.
- Male and Female students should treat equally in every aspect so that none of the student set back in their academic achievement.
- Parents should not put more pressure to the child regarding to their studies so that child can study without pressure for their academic achievement.
- Proper guidance should be provided to the students to build their personality.

SUGGESTIONS

A meaningful research always provides cause and paves the way for the further investigation. Every investigator after accomplishing his or her task may feel inspired to do more researches through his or her own efforts. The researcher may feel greatly motivated, for showing the new areas of the research to the future researchers. The present study is confined to only two variables namely academic achievement and personality characteristic. But personality characteristic is not only variable which effect affects the academic achievement. Reserch is never ending process and as such the following suggestion may be made for further study or research:

- In this the investigator has taken 160 students as sample for the study from Gangtok, East district of Sikkim.
- In this connection for ensuring better sampling more students can be taken from more schools on district or state wise basis.
- The further study can be done by taking urban and rural areas.
- The study can be done to the 12th class student to check their academic achievement.
- The study can be done in more than two variables.
- The further study can be conducted by taking dependent variables 'academic achievement' with independent variables like creativity, mathematical ability, intelligence, etc.

CONCLUSIONS

Academic achievement may sound a professional word but it is an essential aspect of individual life as it deals with achieving educational goal and with the help of these goals only the individual will be able to flourish in life or fulfil his dreams thus leading to be efficient member of society in future. Academic goals shape the individual's future to a great extent and as good academic achievement leads to good academic qualifications and gives the individual a means to acquire his dream and position in life. But this academic achievement can be achieved through good personality characteristic. Therefore, personality characteristic is one of the important factor for the academic achievement no one is alike everyone is different in their abilities, interest, feelings, behaviourect so personality pave their own ways for their academic achievement.

REFERENCES

1. Arthur E Poropat (2014). Other-rated personality and academic performance: Evidence and implications. *Learning and Individual Differences*, 34:24–32.
2. Bin Zhao (2011). Learning from errors: The role of context, emotion, and personality. *Journal of organizational Behavior*, 32(3):435–463.
3. Calaguas Glenn M. (2012). Academic achievement and school abilities implications to guidance and counselling programme, *Journals of arts, science and commerce*. E-ISSN 2231- 4172.
4. Chakrabarti, S. (1986). Academic Achievement of Primary School Children, *the Progress of Education*, 60, 9, 209-215.
5. Daulta, M.S. (2008). Impact of Home Environment on the Scholastic Achievement of Children, *Journal of Human Ecology*, vol. 23 (1), pp. 75-77.
6. Dutt, et al., (1972). Factorial Analysis of Intelligence Academic Achievement and some Personality traits. *Educational Trend*, 6 (3-4) 4-11.
7. Eysenck, S. B. G., Eysenck, H. J. & Barrett, P. (1985). A revised version of the psychoticism scale. *Personality and Individual Differences*, 6, 2 1-29.
8. Jamuar, K.K. (1961). 'Personality and Achievement'. *Psychological Studies*. 6(2), 59-65
9. Krishnan, A.P. (1977). Non-intellectual Factors and Their Influence on Academic Achievement. *Psychological Studies*, 22, 1-7.
10. Kumara Bindu (2014). The correlation of personality traits and academic performance, *IQSR journals of humanities and social science (IQSR-JHSS)*, VOL 19, P-15-18.
11. Lynn, R. (1959). Two Personality Characteristics Related to Academic Achievement. *British Journal of Educational Psychology*, 29, pp. 213-216.
12. McCrae, R. R., & Costa, P. T. Jr. (1990). *Personality' in adulthood*. New York: Guilford.
13. Mishra, B.B. (1997). Correlates of Academic Achievement of High School Students in India, *The Educational Review*, Vol. CIII, No.2, Feb.1997, pp.21-25.
14. Rocklin, T. & Revelle, W. (1981). The measurement of extraversion: a comparison of the Eysenck Personality Inventory and the Eysenck Personality Questionnaire. *British Journal of Social Psychology*, 20, 279-284.
15. Saini, B.K. (1977). Academic Achievement as a Function of Economic Status and Educational Standard of Parents. *Psychological Studies*, 22, 23-28.
16. Singh, Jagdish and Srivastava (1983). Impact of Parent's Literacy on Academic Achievement of Primary School Children. *Perspective in Psychological Researches*, 32-34.