Effect of Personality on Academic Achievement atSecondary level

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ABSTRACT

A descriptive survey method was adopted for the present research. In the present study the sample of 200 students were chosen from the students of ninth standard from various schools of Delhi. These schools were chosen randomly through lottery method. Eysenck Personality inventory by H.J.Eysenck and Sybil B.G Eysenck (JM) and Marks obtained in the annual examination of the previous class were taken as academic achievement. The study revealed that (i) There is significant relationship between Personality and Academic Achievement (ii) there is no significant difference between the Achievement score of Introvert and Extrovert (iii) there is no significant difference between the Achievement score of Emotionally stable and tendency towards Neuroticism. (iv) there is significant difference between the Achievement scores of Emotionally stable and Neurotics. (v) there is significant difference between the Achievement scores of tendency towards Neuroticism and neurotics.

KEYWORDS: Personality & Academic Achievement

INTRODUCTION

Education is universally acclaimed to be a pre-requisite for any society that wishes to ensure dignity and equality and dignity to all its members. There is a near consensus among the international community that education is the most important tool for any form of progress as it enables the reduction of disparities that exist in the society. It helps in bringing about economic and social equality and thus is crucial for transformation of a society.

“Education is essential human virtue without it man remains uncivilized. Man is an animal it’s the education imparted to him that makes him humane and fit for society” Bhatia and Narang (1981).
The General Perspective: Every person has innate abilities in him. When these innate abilities get the opportunity to develop, they develop according to the individual capacity. When the physical development of a child is going on, the foundation for his emotional intelligence and individual development is laid down. Emotional intelligence influences the personality of an individual. Sometimes emotional struggle arises in children. Today’s Indian schools are based on such principles that this type of problem is totally ignored or unnoticed. It is a bitter truth that many kinds of fear work in children during their school days which affect students’ life. They can be controlled through emotional stability. An Emotionally Intelligent student always focuses on the aimed activities and easily gets expertise in that field. That is why this is a subject of discussion that to what extent Emotional Intelligence and Personality of child affects his or her education.

Personality
Personality development starts in the very childhood which gradually gets affected or influenced from hereditary and environment. Personality is the basis of a successful and rewarding life. It depends to a large extent on self concept and whatever views a person holds about himself is his/her self-concept. Self concept is an important factor for achieving good results in any subject. This relation is also found to be positive when it is studied in accordance with I.Q. achievement. It means that if the concept is high in relation of ability, then achievement is also high. It remains effective even in people of similar intelligence.

Academic Achievement
Academic Achievement is an important factor for vocational and general success. Different professions demand different Academic qualifications and people are selected according to their achievements and their merits. Academic Achievement is the pivot and centre of educational growth and development. It encourages the students to work hard and learn more and choose the right course or stream. It also helps the teacher in grouping the students.

RATIONALE OF THE STUDY
Personality is defined as ‘the complex of all behavior, temperamental, emotional and mental attributes that characterize a unique individual. It is another factor which influences the academic achievements of students.

We often come across horrible consequences of emotional imbalance in daily newspapers. Due to emotional imbalance, even the life of a person with high emotional quotient becomes miserable.
Thus emotional quotient not only affects our personality but also the whole life span of a person depends largely upon both these factors personality and intelligence. That is why these have been selected for the present study.

From the aforementioned studies it is quite clear that although many studies have been conducted with these variables, there is still scope for further research and validation. Emotional intelligence and personality relationship with achievement is significant problem in teaching learning process which calls for in-depth and detailed research. Hence the present problem is a significant one and not much explored either. In education as well as other fields of life this study will be helpful in providing a direction to younger generation to develop emotional intelligence and healthy behavior. Also teachers and parents will get a very useful guidance from this study because their concern is also the best output and balanced development of the younger generation. The policy makers may also get useful hints for redirecting the education system for a better society.

RESEARCH METHOD
Statement of the Problem
Relationship between Personality and Academic Achievement at Secondary level: A Survey.

Operational Definitions of the terms used:
To avoid ambiguity of extensive study of technical terms used in the statement of the problem was made and out of many, the one that was considered suitable for operational use in the present study was selected and its explicit meaning sustained throughout the work. The definitions of technical terms with their allied vocabulary used in the text are given below:

PERSONALITY
Personality as perceived by Eysenck personality inventory designed by H.G.Eysenck and Sybil B.G. Eysenck (JM).

ACADEMIC ACHIEVEMENT
The score obtained in annual exam of class i.e. 9th standard.

DELIMITATIONS OF THE STUDY
The study will be delimited to:
1. 200 students of ninth class.
2. Schools of Delhi region only.

Objectives of the study
The objectives of the present study are:
1. To study the level of Personality of class IX\textsuperscript{th} students.
2. To study the level of academic achievement of class IX\textsuperscript{th} students.
3. To study the relationship between Personality and Academic Achievement.
4. To study the difference between the achievement score of introverts and extroverts.
5. To study the significant difference between the achievement score of emotionally stable and tendency towards neuroticism.
6. To study the significant difference between the achievement score of emotionally stable and neurotics.
7. To study the significant difference between the achievement score of tendency towards neuroticism and neurotics.

Hypotheses
1. There is no significant relationship between Personality and Academic Achievement.
2. There is no significant difference between the achievement score of introverts and extroverts.
3. There is no significant difference between the achievement score of emotionally stable and tendency towards neuroticism.
4. There is no significant difference between the achievement score of emotionally stable and neurotics.
5. There is no significant difference between the achievement score of tendency towards neuroticism and neurotics.

Sample
200 students were chosen from the students of ninth standard from various schools of Delhi. These schools were chosen randomly through lottery method.

Tools Used
The following tools were used for the collection of data during the study:-
1. Eysenck Personality Inventory by H.J.Eysenck and Sybil B.G.Eysenck (JM).
2. Marks obtained in the annual examination of the previous class are taken as academic achievement.

Procedure of Data Collection
The Eysenck Personality test was conducted on 9th class students of selected 4 schools chosen by random sampling technique. The students were given the instructions and told about the aim of the tests before hand. Two periods were taken for Eysenck Personality test with the permission of the concerned school authorities. The scoring was done with the help of scoring keys. By following the above mentioned procedure for conduct of the tool, the sample data was collected which comprised of the following set of scores: Personality scores were found with the help of a scoring key and number of ‘yes’ responses for ‘E’, ‘N’ and ‘L’ was calculated. Marks obtained in the annual examination of the 8th class are taken as academic achievement from the concerned Teacher.

Statistical Techniques
Mean, Median and Standard Deviation were calculated to analyze the general nature of the sample, t-ratios were calculated to find the significant differences and Pearson correlation-r was calculated to find out the relationship between personality and academic achievement.

RESULTS AND DISCUSSION
Objective :1 To study the level of Personality of class IXth students.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>DESCRIPTIVE STATISTICS OF THE DATA FREQUENCIES STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personality</td>
</tr>
<tr>
<td>N</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>30.41</td>
</tr>
<tr>
<td>Std.Error of Mean</td>
<td>0.299</td>
</tr>
<tr>
<td>Median</td>
<td>30.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>4.226</td>
</tr>
<tr>
<td>skewness</td>
<td>0.011</td>
</tr>
<tr>
<td>Std.Error of Skewness</td>
<td>0.172</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>0.168</td>
</tr>
</tbody>
</table>
The Table 1 presents the Mean, standard Error of Mean, Median, Mode, Standard Deviation, Skewness, Standard Error of Skewness, Kurtosis, Standard Error of kurtosis, Range, Maximum and Minimum of three Variables that are Personality and Academic Achievement respectively. These values help in understanding the general nature of the sample. From the table we interpret that the total sample is of 200 students.

TABLE 2
FREQUENCY DISTRIBUTION OF PERSONALITY

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Mid Point</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 -22</td>
<td>20.5</td>
<td>5</td>
</tr>
<tr>
<td>22-25</td>
<td>23.5</td>
<td>11</td>
</tr>
<tr>
<td>25-28</td>
<td>26.5</td>
<td>33</td>
</tr>
<tr>
<td>28-31</td>
<td>29.5</td>
<td>54</td>
</tr>
<tr>
<td>31-34</td>
<td>32.5</td>
<td>49</td>
</tr>
<tr>
<td>34-37</td>
<td>35.5</td>
<td>35</td>
</tr>
<tr>
<td>37-40</td>
<td>38.5</td>
<td>10</td>
</tr>
<tr>
<td>40-43</td>
<td>41.5</td>
<td>3</td>
</tr>
</tbody>
</table>

The table 2 Shows the frequency distribution of Personality, which ranges from 19 to 43. Mean value of 30.41, Median 30.00, Mode 30.00 reflects that the data is normally distributed. This normal distribution is reflected in the figure 1.
Graph 4.2.1 is a graphical representation of Personality with scores on x axis and Frequency on y axis. The standard deviation of Personality is 4.226, Mean is 30.41 and N i.e. total number of sample is 200. Skewness of Personality comes out to be .011 i.e. the graph has slight distortion from normal probability curve. Kurtosis of Personality is 0.168. Hence the probability curve is leptokurtic.

Objective 2: To study the level of academic achievement of class IXth students.

**TABLE 3**

DESCRIPTIVE STATISTICS OF THE DATA

<table>
<thead>
<tr>
<th>FREQUENCIES</th>
<th>STATISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Valid</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>307.87</td>
</tr>
<tr>
<td>Std.Error of Mean</td>
<td>5.586</td>
</tr>
<tr>
<td>Median</td>
<td>311.50</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>78.994</td>
</tr>
<tr>
<td>skewness</td>
<td>-0.199</td>
</tr>
</tbody>
</table>
### Table 4

**FREQUENCY DISTRIBUTION OF ACADEMIC ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Mid Point</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>130-170</td>
<td>150</td>
<td>13</td>
</tr>
<tr>
<td>170-210</td>
<td>160</td>
<td>7</td>
</tr>
<tr>
<td>210-250</td>
<td>230</td>
<td>28</td>
</tr>
<tr>
<td>250-290</td>
<td>270</td>
<td>30</td>
</tr>
<tr>
<td>290-330</td>
<td>310</td>
<td>43</td>
</tr>
<tr>
<td>330-370</td>
<td>350</td>
<td>34</td>
</tr>
<tr>
<td>370-410</td>
<td>390</td>
<td>22</td>
</tr>
<tr>
<td>410-450</td>
<td>430</td>
<td>19</td>
</tr>
<tr>
<td>450-490</td>
<td>470</td>
<td>4</td>
</tr>
</tbody>
</table>

The above table 4 shows the frequency distribution of Academic Achievement divided in class interval ranging from 130-476. Mean 307.87, Median 311.50 and Mode 318.76 which are not so close. Thus the data deviates from normal distribution. This deviation is reflected in the Figure 2.
FIGURE 2: FREQUENCY DISTRIBUTION OF ACADEMIC ACHIEVEMENT
The standard deviation of Academic Achievement is 78.994, Mean is 307.87 and n i.e. total number of sample is 200. Skewness of Academic Achievement comes out to be -0.199 i.e. the graph has slight distortion from the normal probability curve. Kurtosis of Academic Achievement is -.409. Hence the probability curve is leptokurtic.

CORRELATION BETWEEN PERSONALITY AND ACADEMIC ACHIEVEMENT
In order to find out the Relationship between Personality and Academic Achievement, r was calculated.

TABLE-5
CORRELATION BETWEEN PERSONALITY AND ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th>Personality</th>
<th>Vs</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (N=200)</td>
<td></td>
<td>-0.167(*)</td>
</tr>
</tbody>
</table>

* Significant at .05 Level.
** Significant at .01 Level.

Objective 3: To study the relationship between Personality and Academic Achievement.
Table 5 shows the correlation between variables - Personality and Academic Achievement, correlation between Personality and Academic Achievement is -0.167. This value is found to be
significant at 0.05 level of significance and not significant at 0.01 level. Hence our hypothesis1 (H01), which states that there is a significant relationship between Personality and Academic Achievement may be accepted at 0.05 level and may not be accepted at 0.01 level.

TABLE 6

T SCORES OF PERSONALITY AMONG INTROVERTS AND EXTROVERTS, EMOTIONALLY STABLE AND TENDENCY TOWARDS NEUROTICISM AND NEUROTIC AND EMOTIONALLY STABLE, NEUROTICS AND TENDENCY TOWARDS NEUROTICISM

<table>
<thead>
<tr>
<th>Personality</th>
<th>Components of Personality</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Mean diff.</th>
<th>t-scores</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>Introvert</td>
<td>313.46</td>
<td>71.241</td>
<td>11.19</td>
<td>198</td>
<td>N.S.0.05</td>
</tr>
<tr>
<td></td>
<td>Extrovert</td>
<td>302.27</td>
<td>86.050</td>
<td></td>
<td>1.002</td>
<td>N.S.0.01</td>
</tr>
<tr>
<td></td>
<td>Emo stable</td>
<td>311.26</td>
<td>84.715</td>
<td>12.22</td>
<td>143</td>
<td>N.S.0.05</td>
</tr>
<tr>
<td></td>
<td>Tendency</td>
<td>323.48</td>
<td>69.596</td>
<td>0.942</td>
<td></td>
<td>N.S.0.01</td>
</tr>
<tr>
<td></td>
<td>Emo stable</td>
<td>311.26</td>
<td>84.715</td>
<td>32.57</td>
<td>107</td>
<td>S.0.05</td>
</tr>
<tr>
<td></td>
<td>Neurotics</td>
<td>278.69</td>
<td>81.177</td>
<td></td>
<td>2.050</td>
<td>N.S.0.01</td>
</tr>
<tr>
<td></td>
<td>Tendency</td>
<td>323.48</td>
<td>69.596</td>
<td>44.79</td>
<td>144</td>
<td>S.0.05</td>
</tr>
<tr>
<td></td>
<td>Neurotics</td>
<td>278.69</td>
<td>81.177</td>
<td></td>
<td>3.537</td>
<td>S.0.01</td>
</tr>
</tbody>
</table>

Objective 4: To study the difference between the achievement score of introverts and extroverts. The value of ‘t’-ratio between Introvert and Extrovert personality. t-ratio is found to be 1.002 which is not significant either at 0.05 or at 0.01 level of significance. Hence our hypothesis 2 (H02), which states that there is no significant difference between the Achievement score of Introvert and Extrovert may be accepted.

Objective 5 To study the significant difference between the achievement score of emotionally stable and tendency towards neuroticism. The value of ‘t’-ratio between Emotionally stable and tendency towards Neuroticism, is found to be 0.942 which is not significant either at 0.05 or at 0.01 level. Hence our hypothesis 3 (H03),
which states that there is no significant difference between the Achievement score of emotionally stable and tendency towards Neuroticism may be accepted.

Objective 6: To study the significant difference between the achievement score of emotionally stable and neurotics.

The value of ‘t’-ratio between Emotionally stable and Neurotics is found to be 2.050 which is significant at 0.05 but not significant at 0.01 level of significance. Hence our hypothesis 4 (H_04), which states that there is no significant difference between the Achievement scores of Emotionally stable and Neurotics may be rejected.

Objective 7: To study the significant difference between the achievement score of tendency towards neuroticism and neurotics.

The value of ‘t’-ratio between tendency towards Neuroticism and Neurotics is found to be 3.537 which is significant at 0.05 and 0.01 level of significance. Hence our hypothesis 5 (H_05), which states that there is no significant difference between the Achievement scores of tendency towards Neuroticism and neurotics may be rejected.

**DISCUSSION & CONCLUSION**

The findings of the study are as follows:-

Correlation between Personality and Academic achievement comes out to be -0.167 which is significant at 0.05 level of significance but not significant at 0.01 level. Hence our first hypotheses that there is no significant relationship between Personality and Academic achievement may not be accepted.

t-ratio scores between Introvert and Extrovert personality. t-ratio is found to be 1.002 which is not significant either at 0.05 or at 0.01 level of significance. Hence our hypothesis 2 (H_02), which states that there is no significant difference between the Achievement score of Introvert and Extrovert may be accepted.

T-ratio score between Emotionally stable and tendency towards Neuroticism, is found to be 0.942 which is not significant either at 0.05 or at 0.01 level. Hence our hypothesis 3 (H_03), which states that there is no significant difference between the Achievement score of emotionally stable and tendency towards Neuroticism may be accepted.

T-ratio score between Emotionally stable and Neurotics is found to be 2.050 which is significant at 0.05 but not significant at 0.01 level of significance. Hence our hypothesis 4 (H_04), which states
that there is no significant difference between the Achievement scores of Emotionally stable and Neurotics may be rejected.

t-ratio score between tendency towards Neuroticism and Neurotics is found to be 3.537 which is significant at 0.05 and 0.01 level of significance. Hence our hypothesis 5 ($H_{05}$), which states that there is no significant difference between the Achievement scores of tendency towards Neuroticism and neurotics may be rejected.

The obtained results have been used to derive suggestions that could bring about a change in the educational scenario. The education policy makers by understanding the importance of the relationship between Emotional Intelligence, Personality and Academic Achievement, may also get useful hints for redirecting the education system for a better society. This study is quite significant for teachers, Administrators and Principals because this study shows the effectiveness of Emotional Intelligence and Personality.

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