

***PERSONALITY TYPE AND ACADEMIC ACHIEVEMENT OF SECONDARY
SCHOOL STUDENTS***

DR. A. S. ARUL LAWRENCE

Assistant Professor,
School of Education,
Tamil Nadu Open University,
Saidapet, Chennai – 600 015, India.

A. JOHN LAWRENCE

Associate Professor of English,
St.Xavier's College of Education (Autonomous),
Palayamkottai – 627 002, India.

INTRODUCTION

Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Andrew M. Colamn, 2009, p.565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Robert A. Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students.

NEED FOR THE STUDY

In its simple and broad perspective, the multitude of individuals' personality may be classified as introverts and extroverts, a classification originally made by Carl Jung, and reinforced by Eysenck. But Eysenck believes that the concepts of Introversion-Extroversion did not originate in Jung but had a 2000 years history in Philosophy and Medicine of Hippocrates and Galden that combined Biological Constitution and Psychology (Dandapandi, 2006, p.326). The theory of person-situation interaction predicts that the extrovert will adapt best when he is asked to collaborate with others and that the introvert will adapt best when she is asked to carry out tasks independently (John W. Santrock, 2006, p.126). Extroverted individuals are outgoing, sociable and assertive; introverts are quiet and shy (Stephen P. Robbins, 2005, p.103). The extraverts prefer to be in the company of others while the introverts in being alone or with a chosen few. John Bearden places 'extroversion and introversion' as the first dimension, considering its significance and value, in his recently developed 'The Big-Five Model', more

typically called ‘Big Five’ that encompasses the significant variation in human personality. Learning occupies a significant role in one’s life (Mangal and Uma Mangal, 2009, p.141) learning means modification of behaviour (Santi Dutt, 2007, p.160) and the students’ learning output is mostly measured using the yardstick of academic achievement. Therefore the author has worked out a research design to study the influence of personality type on academic achievement of secondary students. On completion, this study would yield findings, based on which to the academic achievement of students could be improved in tune with their personality types as ‘research is directed towards the solution of a problem (John W. Best and James V. Kahn, 2001, p.20)

TITLE OF THE STUDY

Personality Type and Academic Achievement of Secondary School Students

OBJECTIVES

1. To find out the personality type of secondary school students with reference to background variables – gender, residence, medium of instruction, nature of management and family size.
2. To find out academic achievement of secondary school students with reference to background variables.
3. To find out the significant difference in personality type of secondary school students with reference to background variables.
4. To find out the significant difference in academic achievement of secondary school students with reference to the background variables.
5. To find out the significant relationship, if any, between personality type and academic achievement of secondary school students with reference to background variables.

NULL HYPOTHESES

1. There is no significant difference in personality type of secondary students with reference to background variables - gender, residence, medium of instruction, nature of management and family size.
2. There is no significant difference in academic achievement of secondary school students with reference to background variables.

- There is no significant relationship between personality type and academic achievement of secondary school students with reference to background variables.

METHOD AND PROCEDURE

After reviewing the characteristics of different methods of educational research, the investigator used survey method for the present study. All the secondary school students studying in the high and higher secondary schools in Tirunelveli form the population of the present study. From the population, the investigator selected 300 students using simple random sampling technique. For collecting the data, the investigator used Multidimensional Personality Inventory developed by Manjurani Aggarwal (1985) as the tool of the study. For measuring the academic achievement of secondary students, the investigator took quarterly marks of the students. For analyzing the data, Mean, Standard Deviation, ‘t’-test and Pearson's Product Moment Correlation were used.

DATA ANALYSIS AND FINDINGS

Table - 1
Personality Type of Secondary School Students

Variable	Category	Introvert		Ambient		Extrovert	
		N	%	N	%	N	%
Gender	Male	8	5.7	133	94.3	0	0.0
	Female	4	2.5	155	97.5	0	0.0
Residence	Rural	5	6.9	67	93.1	0	0.0
	Urban	7	3.1	221	96.9	0	0.0
Medium of Instruction	Tamil	10	5.4	176	94.6	0	0.0
	English	2	1.8	112	98.2	0	0.0
Nature of Management	Aided	9	4.5	193	95.5	0	0.0
	Unaided	3	3.1	95	96.9	0	0.0
Family Size	Small	6	2.8	209	97.2	0	0.0
	Large	6	7.1	79	92.9	0	0.0

It is understood from the above table that majority of the secondary school students classifying in terms of their gender, locality of residence, medium of instruction, nature of management and family size are ambivert.

Table - 2

Academic Achievement of Secondary School Students

Variable	Category	Low		Average		High	
		N	%	N	%	N	%
Gender	Male	4	2.8	121	85.8	16	11.3
	Female	11	6.9	131	82.4	17	10.7
Residence	Rural	6	8.3	57	79.2	9	12.5
	Urban	28	12.3	171	75.0	29	12.7
Medium of Instruction	Tamil	25	13.4	132	71.0	29	15.6
	English	13	11.4	75	65.8	26	22.8
Nature of Management	Aided	32	15.8	146	72.3	24	11.9
	Unaided	13	13.3	63	64.3	22	22.4
Family Size	Small	27	12.6	163	75.8	25	11.6
	Large	5	5.9	71	83.5	9	10.6

It is understood from the above table that majority of the secondary school students classifying in terms of their gender, locality of residence, medium of instruction, nature of management and family size are average in their academic achievement.

Null Hypothesis - 1

There is no significant difference in personality type of secondary school students with reference to background variables - gender, residence, medium of instruction, nature of management and family size.

Table - 3

**Difference in Personality Type of Secondary School Students
with reference to Background Variables**

Variable	Category	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	141	42.69	3.79	9.09	1.96	S
	Female	159	38.53	4.13			
Residence	Rural	72	41.92	4.40	3.16		S
	Urban	228	40.04	4.41			
Medium of Instruction	Tamil	186	41.13	4.65	3.35		S
	English	114	39.44	3.97			
Nature of Management	Aided	202	40.88	4.64	2.29	S	
	Unaided	98	39.68	4.02			
Family Size	Small	215	40.44	4.38	0.27	NS	
	Large	85	40.60	4.72			

Since the calculated value of 't' is greater than the table value at 5% level of significance, the null hypotheses with reference to gender, residence, medium of instruction and nature of management is rejected. Hence, there is significant difference in the personality type of secondary school students with reference to gender, residence, medium of instruction and nature of management.

In the case of family size of secondary school students, the calculated value of 't' is less than the table value at 5% level of significance, the null hypotheses with reference to family size is accepted. Hence, there is no significant difference in the personality type of secondary school students with reference to family size.

Null Hypothesis- 2

There is no significant difference in the academic achievement of secondary school students with reference to background variables.

Table - 4

**Difference in Academic Achievement of Secondary School Students
with reference to Background Variables**

Variable	Category	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	141	47.29	10.27	4.53	1.96	S
	Female	159	52.40	9.13			
Residence	Rural	72	46.07	6.98	4.80		S
	Urban	228	51.24	10.49			
Medium of Instruction	Tamil	186	45.38	5.66	10.99		S
	English	114	57.54	10.94			
Nature of Management	Aided	202	46.47	6.35	8.33	S	
	Unaided	98	57.27	12.05			
Family Size	Small	215	49.95	9.78	0.12	NS	
	Large	85	50.12	10.59			

Since the calculated value of 't' is greater than the table value at 5% level of significance, the null hypotheses with reference to gender, residence, medium of instruction and nature of management is rejected. Hence, there is significant difference in the academic achievement of secondary school students with reference to gender, residence, medium of instruction and nature of management.

In the case of family size of secondary school students, the calculated value of 't' is less than the table value at 5% level of significance, the null hypotheses with reference to family size is accepted. Hence, there is no significant difference in the academic achievement of secondary school students with reference to family size.

Null Hypothesis - 3

There is no significant relationship between personality type and academic achievement of secondary school students with reference to background variables.

Table - 5

Relationship between Personality Type and Academic Achievement of Secondary School Students with reference to Background Variables

Variable	Category	Calculated 'r' Value	Table Value	Remark
Gender	Male	-0.234	0.166	S
	Female	0.051	0.156	NS
Residence	Rural	-0.074	0.232	NS
	Urban	-0.177	0.132	S
Medium of Instruction	Tamil	-0.273	0.145	S
	English	0.046	0.185	NS
Nature of Management	Aided	-0.355	0.138	S
	Unaided	0.085	0.199	NS
Family Size	Small	-0.198	0.135	S
	Large	-0.175	0.213	NS

Since the calculated 'r' value is greater than the table value at 5% level of significance, the null hypotheses with reference to male, urban, Tamil medium, aided, small family categories of students is rejected. Hence, there is significant relationship between personality type and academic achievement of secondary school students.

In the case of female, rural, English medium, unaided, large family categories of students, the calculated 'r' value is accepted. Hence, there is no significant relationship between personality type and academic achievement of secondary school students.

IMPLICATIONS

The study reveals that the personality type of secondary students is ambient. Only a negligible percent of students is found to be introvert and none is an extrovert. This finding confirms the finding of Subahashini and Kalaimathi (2013). This finding exactly mirrors and pictures the existing social scenario of a social urban living. The youngsters, especially the growing adolescent students, are caught in-between the traditional and cultural bound family system and brought-up which is just contrary to the modern

materialistic, consumerist and westernized world outside, leading to the development of neither introvert nor extrovert in tune with their personality, but rather ambient. It is an attention-seeking finding that no secondary student is extrovert, typically representing the fact that the growing school students are tamed and warned by parents and elders, not to ask anything bold, even if it is ethically wrong or immoral or socially evil for the fear of inviting troubles directly or indirectly either sooner or later. Hence it goes without saying that secondary students should be given orientation and motivation to develop extrovert personality type to lead the future world where justice and equality blossoms for all.

This study exposed the fact that academic achievement of secondary school students is average. It corroborates the findings of Arul Lawrence and Deepa (2013). When comparing the low and the high achievers with the average achievers in terms of percentage, it is very marginal. Hence, the teachers, the parents and the schools should reflect and implement the ways and means of increasing the low performers to the average category and the average performers to the level of high achievers by providing necessary and all guidance and assistance.

There is significant difference in personality type and academic achievement of secondary school students with reference to the background variables gender, residence, medium of instruction, nature of management except family size. This may be because of the heredity and environment factors that have a sizable quantum of impact on personality type and academic achievement. Therefore keeping in mind the influence of these two major determinants, efforts should be made to minimize the differences.

The study reveals that there is relationship between personality type and academic achievement of secondary school students with regard to some categories of variables. This confirms the findings of Chowdhury (2006). At the same time there is no relationship between personality type and academic achievement of secondary school students with regard to some other categories. This confirms the common belief of the educationists that personality alone cannot decide the achievement of students, suggesting that there could be some other factors, and this beckons the teachers and parents to explore and find out those influencing factors and thereby helping the students in their academic advancement. Yet, the influence of personality on academic

achievement can never be kept off in its entirety and therefore a healthy orientation and support should be given to the children to develop the right personality type in congruence with the nature of individuals and the demands of the society for leading a happy and successful living because since ‘a substantial volume of reported research support that personality has a dominant influence’ (Sreelatha and Krishna Prasad, 2011).

REFERENCE

- Baron, R. A., (2006). *Psychology*. New Delhi: Prentice Hall of India.
- Best J.W. and Kahn, J.V., (2001). *Research in Education* (7th Ed.). New Delhi: Prentice Hall of India.
- Chowdhury, M., (2006). Students’ personality traits and academic performance: a five-factor model perspective. *College Quarterly*, 9(3). Retrieved from <http://www.collegequarterly.ca/2006-vol09-num03-summer/chowdhury.html>
- Colman, M. A., (2009). *Dictionary of Psychology*. New York: Oxford University Press.
- Dandapani, S., (2006). *Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dutt, S. (2007). *Educational Psychology*. Kolkata: New Central Book Agency.
- Lawrence, Arul. A. S., and Deepa, T., (2013). Emotional intelligence and academic achievement of high school students in Kanyakumari district. *International Journal of Physical and Social Sciences*, 3(2), 101-107.
- Mangal, S.K., and Uma Mangal, (2009). *Essentials of Educational Technology*. New Delhi: PHI.
- Robbins, S. P., (2005). *Organizational Behaviour* (11th Ed.). New Delhi: Prentice Hall of India.
- Santrock, J.W.(2006). *Educational Psychology* (2nd Ed.). New Delhi: Tata McGraw-Hill.
- Sreelatha, S., and Prasad, S.K., (2011). Relationship between personality and teacher effectiveness of mathematics teachers. *Research and Reflections on Education*, 9(4), 21-24.
- Subhashini, T., and Kalaimathi, H. D., (2013). Relationship between altruism and personality type among higher secondary school students -a survey. *Paripex - Indian Journal of Research*, 2(7), 55-56.