

COMPARING THE PERSONALITY AND ACADEMIC ACHIEVEMENT OF SECONDARY LEVEL SCHOOL STUDENTS

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ABSTRACT

The Indian culture, neither parents nor school personnel (including educators) put forth any effort to learn about each student's unique habits and character traits. Minimal effort was taken to identify the specific personality type of each child. Students in high school are being studied in order to investigate the link between personality characteristics and academic performance. The study employed the use of a survey as its primary research technique. Proposante simple random selection was used to choose the sample size of 700 students for this investigation. Information was gathered through the use of the researcher's own personality measures. A student's academic performance can be evaluated using their marks from the State board, the Aided board, and the Matriculation board.

Keywords: Personality, Academic achievement, Parents, Teacher, Students

I. INTRODUCTION

Educators should prioritize changing the system as a whole rather than focusing on individual parts. Because of this, the entire educational system is concentrating on things like ways to boost students' scholastic performance, methods of modeling positive traits after those of successful students, the implementation of school improvement initiatives, the quality of teachers, the evaluation of student progress, the implementation of various forms of feedback, etc. Successful completion of educational objectives is referred to as academic accomplishment. As a result, it serves as a measure of the learner's success in meeting the objectives that served as the basis for classroom activities. Due to the fact that it encompasses so many distinct facets of education, it must be seen as a complex entity in its own right. This means that while defining academic success, it's important to keep in mind the metric being used. Factors such as a person's general intelligence, accomplishment motivation, recognition, interest, attitude, aptitude, personality, etc., have an impact on academic success regardless of the indicator used to assess it. As a result, there is no one single explanation for why some people are more driven than others to succeed in school. Personality is one of those things.

Education plays a pivotal role in shaping an individual's future, and academic achievement is often considered a fundamental indicator of success in modern society. As adolescents progress through their secondary level education, they encounter a myriad of challenges, both academic and personal, that can significantly impact their performance and overall development. One crucial aspect that has garnered substantial attention in educational research is the influence of personality traits on academic achievement. The study of personality and its connection to academic success has become a topic of interest for educators, psychologists, and policymakers seeking to enhance learning outcomes and student well-being.

The transition from primary to secondary education represents a critical juncture in a student's educational journey. During this period, students undergo profound physical, emotional, and cognitive changes that shape their identities and impact their academic trajectories. As they grapple with the complexities of adolescence, understanding how individual differences in personality may interact with the learning environment becomes essential.

Personality, as a multidimensional construct, encompasses a range of traits, behaviors, and characteristics that shape an individual's thoughts, feelings, and actions. Researchers have explored various personality frameworks to identify stable patterns of behavior and dispositions that remain relatively consistent over time. Among the most prominent models are the Big Five personality traits, which include openness to experience, conscientiousness, extraversion, agreeableness, and emotional

stability (neuroticism). These traits have been extensively studied and have demonstrated significant associations with various life outcomes, including academic performance.

II. REVIEW OF LITERATURE

Atu, Bara & Yahaya, Shehu (2022) The purpose of this research was to examine the correlation between students' personalities and their Biology grades in the Kankia Education Zone of Katsina State. The purpose of this research was to examine the link between the "big five" personality qualities and students' performance in biology classes. Thirty-two hundred and four pupils in Secondary Level II at public schools in the Kankia Zone were used as the study's population. A total of 331 students in SS III were recruited at random from five different schools located in five different Local Governments within the Kankia Educational Zone. The research method that was used was an ex-post facto one. The 50-item questionnaire developed by Goldberg (1993) as indicators of the big five factor structure in psychological evaluation served as the research instrument. Standard alpha was estimated to be 0.575, and the reliability coefficient was 0.591, both based on the split-half technique of establishing dependability. The significance threshold at which the hypotheses were tested was set at 0.05. We used the Pearson product-moment correlation coefficient to examine the data. The research found a correlation between the personality qualities of extraversion, openness, and neuroticism with the biology grades of high school seniors. The research found that students who exhibited these characteristics were more likely to finish their work on time and put in the extra effort necessary to succeed on tests. The study's authors argued that if students were given more credit for their openness, they would do better in biology.

Joshi, Nabin Prasad & Upadhyaya, Shiksha (2021) In this analysis, we looked at how HEXACO scores and other demographic characteristics may be used to predict students' success in the classroom. Differences in personality and performance were analyzed between the sexes as well. There were 377 students in the sample. The kids' personalities were analyzed using HEXACO-PI. Students' GPAs were gathered as a proxy for their academic performance. Only the E characteristic was found to vary significantly between the sexes. There was no discernible gender gap in academic performance. The link between X and C qualities and success in school was shown to be statistically significant. Furthermore, the combined impact of personality characteristics and demographic factors predicted 23.1% of the variance in academic attainment. In addition, the traits of extraversion and conscientiousness were the strongest independent predictors of success in school. Therefore, it is important to take a student's personality into account while trying to raise their grades.

Nc, Kiran Babu et al., (2020) Secondary school pupils at private institutions in and around Bangalore were surveyed for this research of their academic performance, personality, and sense of self-worth. The study's goals were to investigate whether or not high school students' personalities and levels of self-esteem differed significantly based on their academic performance; to compare the effects of academic performance on boys' and girls' personalities and levels of self-esteem; and to investigate the nature of the relationship between academic performance, personality, and self-esteem. One hundred secondary school kids, half male and half female, from the Bangalore area The Rosenberg self-esteem measure, the big five personality scale, and the instructors' evaluations of the students' academic success were administered to the pupils. The Pearson correlation test was used to determine how closely two variables were related, while the independent t-test was used to determine whether or not there was any difference between them. The study's findings showed no statistically significant difference in academic performance between sexes. The findings support the null hypothesis that there is no correlation between scholastic performance, character traits, or sense of self-worth.

Tus, Jhoselle (2020) The purpose of this research is to examine the connection between personality characteristics and performance in the upper-level high school curriculum at St. Paul College in Bocaue. The descriptive-correlation strategy was employed to conduct this research, and a standardized instrument was the major data collection tool. St. Paul College of Bocaue seniors who participated in the research provided responses. The study's findings revealed that the pupils' "Big Five" personality traits were quite pronounced. The findings also imply that the students are innovative, determined, focused, detail-oriented, extroverted, sociable, empathetic, and concerned about the well-being of others. Further, students are under a great deal of pressure, have several sources of anxiety, and are generally stressed out. To further investigate the link between students' personalities and their performance in school, the null hypothesis was evaluated at the 0.05 alpha level

of significance. The results of a calculated multiple regression analysis showed no significant relationship between students' personality attributes and their performance in the classroom.

Troncone, Alda et al., (2014) Educators have spent years looking for reliable indicators of academic success, and certain personality traits have been identified as having strong correlations with students' academic outcomes. Since improving the teaching-learning process is one of the most important applications of understanding the factors that contribute to academic success, it is important to investigate the main variables that have been associated with success at the same time to gain insight into their relative merit in the population under study. However, studies on the effects of characteristics like confidence and optimism on academic performance are scant in comparison to the amount of time spent on the first assumption. To this end, we examined the relationship between the Five Factor Model of personality characteristics, self-esteem, and socioeconomic position in a sample of 439 participants (225 males) spanning three first-year secondary school classes in Southern Italy. The average age of this group was 12.36 years (SD=.99). Both personality characteristics and other measures of self-esteem showed substantial correlations with the students' academic performance. In addition, multilevel regression analysis highlighted the significance of receptivity to new information in predicting academic performance. These findings highlight the multifaceted character of academic performance and point to the need for more nuanced strategies to help students overcome obstacles to academic success.

Lawrence, Arul & Arockiasamy, John Lawrence (2014) Individuality rules the world. A man's ability to make a good livelihood as an adult is heavily dependent on his accomplishment in school. Using a sample of 300 students from Tirunelveli's secondary schools, this paper explores the connections between students' personalities, academic success, and social networks. There was a survey taken. The data was analyzed statistically using the Multidimensional Personality Inventory and students' performance on quarterly exams; the results showed that most secondary school students had an ambient personality type and average academic performance. The results also showed that there was a correlation between students' personality traits and their performance on some but not all variables, suggesting that personality and academic success might be related.

Akomolafe, Moyosola (2013) The goal of this research was to explore how pupils' individual traits affect how well they do in school. The study used a descriptive research method known as correlation. The sample size for the research was 398 students. Standardized tools were used to assess both the independent and dependent variables. In the study, we found solutions to two different research problems. The results demonstrated that all personality dimensions except neuroticism contributed to a joint and relative prediction of academic achievement. The results suggest that educators should design classrooms that cater to their students' unique needs and abilities. Helping students cope with feelings of worry, anxiety, frustration, and stress requires the use of appropriate counselling treatments.

III. RESEARCH METHODOLOGY

The researchers used a survey to compile their data. A total of 700 students were selected at random for this study, with a sample size of 350 male and 350 female participants.

Following tools used for the study:

- Personality questionnaire by the investigator.
- Marks obtained in the state board, aided and metrication board for assessing the achievement of secondary level students.

Descriptive statistics (mean, standard deviation, t-test) were used to tabulate and analyze the data.

IV. DATA ANALYSIS AND INTERPRETATION

Difference in Personality of Secondary Level Boys And Girls

Table 1: Showing the Means, SD, 't' Value and level of Significance of boys and girls Students on Personality

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Personality	69.89	17.52	71.87	14.62	0.21	NS**

S*-Significant N.S**-Not Significant

Table 1 displays that the average personality test scores for male students are 69.89 ± 17.52 and those for female students are 71.87 ± 14.62 . With a t-value of 0.21, there is no statistical significance at the

5% level. As far as personality goes, it seems that there is no discernible difference between male and female pupils.

Difference in academic achievement of Secondary Level boys and girls

Table 2: Showing the Means, SD, ‘t’ Value and level of Significance of boys and girls Students on Academic Achievement

Variable	Boys		Girls		‘t’ Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Academic Achievement	66.78	13.09	74.82	11.48	8.78	S *

The academic accomplishment mean scores for boys are shown in Table 2 to be 66.78 ± 13.09 , while the corresponding mean scores for girls are shown to be 74.82 ± 11.48 . At the 5% significance level, the t-value of 8.78 does not indicate any significant difference. This data suggests a large gap between the academic performance of male and female pupils.

V. CONCLUSION

We can draw the conclusion that there are significant personality differences between the male and female student body. The academic performance of girls is higher than that of boys. Parents and teacher encourage their children/ wards or students to set clear goals, and ensure that they are disciplined and careful to consistently achieve them. Incentives should be arranged to accompany success to encourage continuous positive performance. This will serve as positive reinforcement. Teacher should endeavor to be close to their students through interaction outside the classroom. Government too can encourage more sponsorship programs to encourage the indigent but conscientious students further their education.

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