



# Study Of Academic Achievement Of Adolescents In Relation To Their Personality Traits

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## Abstract:

The study has been conducted on a sample of 100 students selected from different schools of Amritsar district studying in XI and XII class. D P I inventory (Dr. Mahesh Bhargava) was used as a tool for measuring the different personality traits. Matric examination marks were taken for judging the academic achievement. The results reveal that the academic achievement of female adolescents is higher than that of male adolescents. Male adolescents found to be extremely active which can be one of the reason of their low academic achievement, whereas moderately active personality trait of females can be the reason for their high academic achievement.

## Introduction

Education is the fundamental right of every citizen. Although, the modern aim of education is the wholesome, balanced and harmonious development of personality, but still the sole criteria to evaluate the ability of students is their academic achievement as achievement is considered as the end product of all educational endeavors.

Academic achievement of an individual refers to one's attainment in scholastic subjects prescribed for a particular course of study. Good (1973) defined Academic Achievement as the knowledge attained or skills developed in the school subjects, usually assessed by test scores or marks assigned by teachers or both.

The baffling facts which have come into limelight are that in spite of having similar educational facilities and environment, academic achievement of students differs from one another. There are several factors responsible for this difference. One of the important factors is- personality.

Personality is a broad and comprehensive concept covering the organization of an individual's predisposition to behaviour and his unique adjustment to environment. Eysenck (1971) defines personality as "The more or less stable and enduring organization of a person's character, temperament, intellect and physique, which

determine his unique adjustment to the environment”. S.R. Maddi (1976), an American Psychologist states that “Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone”.

In this way, the term personality signifies something deeper than mere appearance or conduct, it involves behaviour, activities, movements and everything else concerning the individual’s inward and outward behaviour. It helps to differentiate people or the stability in a person’s behaviour across different situations as personality deals with individual’s behavior.

Asthana (2005) found that internal, warm-hearted, emotionally stable and assertive individuals perform better if they worked under intrinsic motivation; those who were reserved in nature performed better under the condition of external reinforcement praise; those who were relaxed and were external in their locus of control did not perform well under any conditions of control; those who were warm-hearted, assertive, adventurous and tense performed well academically, irrespective of conditions of control. Some studies suggest that the academic performance not only is associated with intellectual factors (Cáceres-Landaburu, 2017), but is an effect of multiple adaptive, behavioral and psychopathological variables, including some personality traits (Cuadra-Peralta et al., 2015). Even though it has often been assumed that personality traits, especially Conscientiousness and Openness, give rise to higher academic achievement, the reverse direction of effects is also possible. Success or failure at school is a key influence on adolescents’ identity development and personality maturity (e.g., Israel et al., 2019). The study found that students with low academic achievement, worried about failing the final exam and not earning a graduation certificate, suffered tension, anxiety, and insomnia, with a concomitant, long-term influence on their mental health (Yan, 2020).

Keeping the importance of personality in view, the investigator proposes to study the Academic Achievement of adolescents in relation to their Personality Traits.

### **Statement of the Problem:**

*Study of Academic Achievement of Adolescents in relation to their Personality Traits.*

### **Objectives:**

1. To study and compare the personality traits of male and female adolescents.
2. To study the impact of personality traits on academic achievement.
3. To study the impact of personality traits of male adolescents on their academic achievement.
4. To study the impact of personality traits of female adolescents on their academic achievement.

### **Hypotheses:**

1. There is no significant relationship between the personality traits of male and female adolescents.
2. There is no significant relationship between personality traits of adolescents and their academic achievement.
3. There is no significant relationship between personality traits of male adolescents and their academic achievement.

- 4 There is no significant relationship between personality traits of female adolescents and their academic achievement.

**Tool used:**

1. Dimensional Personality Inventory by Dr. Mahesh Bhargava.

This inventory is based on the trait theory of Eysenck (1947), who thought that traits constitute the most important part of personality, which refer to observed consistency of behaviour and action tendencies.

It consists 60 statements in simple Hindi/English. It measures six important personality dimensions.

- (i) Activity-Passivity.
- (ii) Enthusiastic- Non-enthusiastic.
- (iii) Assertive- Submissive.
- (iv) Suspicious- Trusting.
- (v) Depressive- Non-depressive.
- (vi) Emotional instability- Emotional stability.

Each personality trait is measured by 10 items through three responsive alternatives- Yes, Undecided and No.

**Scoring:**

Each 'Yes' response is to be scored as 2, 'Undecided' is to be scored as 1, whereas 'No' and 'Unmarked' response is to be scored as 'zero'. All the six dimensional areas of personality are grouped as Part I, II, III, IV, V and VI, each containing 10 statements. Thus on each area of personality, score may range from 0 to 20 and thus may be calculated area-wise and total score of each part may be considered as raw score. As sample size is 100, so raw score will be directly used for statistical analysis.

2. Matric Exam Marks of Xth class Students

**Sample:**

For the present study a sample of 100 students (50 Males and 50 Females) were selected randomly from different schools of Amritsar city (Punjab), studying in XI and XII class.

**Method:**

D P I (Dimensional Personality Inventory) invented by Dr. Mahesh Bhargava was administered and scored. Matric exam marks were noted down from their school record.

**Statistical Techniques:**

Mean, Standard Deviation, t-test were applied to investigate the hypotheses of the study.

**Analysis and Interpretation of Data:**

**Hypothesis -1:** There is no significant relationship between the personality traits of male and female adolescents.

**Table-1**

Gender wise: Number (N), Mean, Standard Deviation (S.D.) and t-value.

Gender	N	Mean	S.D.	t-value	Significance
Male	50	61.4	11.11	0.33	Not Significant
Female	50	62.37	11.88		

It is evident from Table -1 that mean value of personality traits of male and female adolescents are 61.4 and 62.37 respectively which is higher in females than that of males. The t-value obtained is 0.33 which is insignificant at both i.e. 0.05 level and 0.01 level of significance. Therefore, hypothesis-1 “There is no significant relationship between the personality traits of male and female adolescents” is accepted.

**Hypothesis-2:** There is no significant relationship between personality traits of adolescents and their academic achievement.

**Table-2**

Variable wise: Number (N), Mean, Standard Deviation (S.D.) and t-value.

Variable	N	Mean	S.D.	t-value	Significance
Personality Traits	100	61.9	11.48	10.2	Significant
Academic Achievement	100	79.75	08.06		

It is evident from Table -2 that the mean value of personality traits and academic achievement is 61.9 and 79.75 respectively. The t-value obtained is 10.2 which is significant at both levels i.e. 0.05 and 0.01 level of significance. It shows that the hypothesis-2 “There is no significant relationship between personality traits of adolescents and their academic achievement” is rejected.

**Hypothesis-3:** There is no significant relationship between personality traits of male adolescents and their academic achievement.

**Table-3**

Variable wise: Number (N), Mean, Standard Deviation (S.D.) and t-value.

Variable	N	Mean	S.D.	t-value	Significance
Personality Traits	50	61.4	11.11	05.74	Significant
Academic Achievement of male adolescents	50	75.3	08.11		

It is evident from the Table-3 that the mean value of personality traits of male adolescents and their academic achievement is 61.4 and 75.3 respectively. The t-value obtained is 05.74 which is significant at both level i.e. 0.05 and 0.01 level of significance. It shows that the hypothesis-3 “There is no significant relationship between personality traits of male adolescents and their academic achievement” is rejected.

**Hypothesis-4 :** There is no significant relationship between personality traits of female adolescents and their academic achievement.

**Table-4**

Variable wise: Number (N), Mean, Standard Deviation (S.D.) and t-value.

Variable	N	Mean	S.D.	t-value	Significance
Personality traits	50	62.37	11.08	08.61	Significant
Academic Achievement of female adolescents	50	84.17	08.02		

It is evident from Table-4 that the mean value of personality traits of female adolescents and their academic achievement is 62.37 and 84.17 respectively. The t-value obtained is 08.61 which is significant at both level i.e. 0.05 and 0.01 level of significance. It shows that the hypothesis-4 “There is no significant relationship between personality traits of female adolescents and their academic achievement” is rejected.

When the mean values of personality traits of male and female adolescents were quoted on the graph, it is found that male and female adolescents differ significantly on four traits i.e. Activity –Passivity, Assertive-Submissive, Suspicious- Trusting, Emotional instability –Emotional stability, out of six personality traits. Whereas in case of the other two personality traits i.e. Enthusiastic-Non-enthusiastic and Depressive-Non depressive, the difference is found to be negligible. It means that male adolescents found to be more active, assertive and emotionally stable in comparison to female adolescents whereas female adolescents are found to be submissive and emotionally instable. Due to the presence of non-depressive personality traits in male and female both of them found to be moderately enthusiastic.

#### **Findings:**

1. There exists no relationship between the personality traits of male and female adolescents.
2. There exists a significant relationship between the personality traits of adolescents and their academic achievement.
3. There exists a significant relationship between personality traits of male adolescents and their academic achievement.
4. There exists a significant relationship between personality traits of female adolescents and their academic achievement.

**Conclusions:**

The mean value of academic achievement of female adolescents is higher than the mean value of academic achievement of male adolescents. This difference in academic achievement may be due to the difference observed in level of activity-passivity trait among male and female adolescents. Male adolescents found to be extremely active whereas female adolescents are moderately active. Thus it can be concluded that extremely active trait hinders the academic achievement whereas moderately active personality trait helps to achieve more in academics.

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