



Personality And Academic Excellence Of Senior Secondary Students Among Rural And Urban Area Bangalore

¹Sampoorna M, ²Dhruthi S Prasad

¹Student, ² Assistant Professor

¹MSC Psychology, Jain (Deemed-to-be University) , Bangalore, India

ABSTRACT

The goal of the current study is to compare senior secondary pupils from rural and urban areas in terms of both academic achievement and personality qualities. 218 students made up the sample for the study (109 from rural and 109 from urban areas). For the investigation, the simple random approach is employed. The answers of the Eysenck Inventory Personality Questionnaire were utilized to comprehend the personality qualities. The grades obtained in grades 10 and 11 were taken into consideration in order to compare the disparity in academic achievement. The results of the studies showed that students in rural and urban areas differ significantly in terms of both personality traits and academic achievement. The findings indicate that, when comparing pupils from urban and rural areas, there are more introverts in the former and more extroverts in the latter.

Key words: Senior Secondary level, Personality, Academic achievement, Urban and Rural areas

I. INTRODUCTION

The term "personality" refers to an individual's dynamic and structured collection of traits that specifically shape their surroundings, perception, feelings, drives, and actions in different contexts. Persona, which means "mask" in Latin, is where the word personality first appeared. A subfield of psychology called personality psychology studies personality differences between people. It seeks to demonstrate how psychological factors contribute to an individual's uniqueness. A distinctive style of feeling, thinking, and doing is called a personality. Interactions with other people provide the best opportunity for personality expression, which encompasses moods, attitudes, and opinions. It encompasses both innate and learnt behavioral traits that set an individual apart and are evident in how they interact with their surroundings and social circle.

Since there are many definitions for the term "personality," as a psychological construct, two primary interpretations have developed. First, personality studies the consistent distinctions across individuals; that is, the relatively stable psychological traits of humans that are studied and classified. The second interpretation highlights the characteristics that psychologically set humans apart from other animals and emphasize what makes each individual unique. It also instructs personality theorists to look for patterns in human behavior that both characterize the essence of humanity and determine life paths.

The 1930s saw the release of two textbooks in the United States, *Psychology of Personality* (1937) by Ross Stagner and *Personality: A Psychological Interpretation* (1937) by Gordon W. Allport. These were followed by Henry A. Murray's *Explorations in Personality* (1938), which included a number of experimental and clinical studies, and Gardner Murphy's comprehensive and integrative text, *Personality: A Biosocial Approach to Origins and Structure* (1947). These publications can be considered the beginning of the systematic study of personality as a distinct discipline within psychology. However, personality can be traced back to the Greeks, who postulated a philosophy of personality based largely on biochemistry.

Definition of Academic Achievement

The purpose of students attendance at school is to acquire knowledge that their teachers impart to them. Achieving academic success is a more successful endeavor for some kids than for others. There are a number of potential causes for this, some of which are beyond the student's control. The quantity of academic material a student learns in a given length of time is the definition of academic achievement. This can include any method by which a student has succeeded in meeting short- or long- term learning objectives in a classroom.

As a defining quality, separate goals are used to ensure that academic success is measurable. The degree of academic achievement attained by a student is quantified by a time parameter. The purpose of testing and assessments is often to determine a student's level of academic success.

Academic results that show how well a student has met their learning objectives are referred to as academic achievement. Reaching academic milestones like earning a bachelor's degree can be referred to as academic achievement. Academic performance is frequently evaluated via exams or ongoing evaluations.

The degree to which a student or institution has met short- or long-term learning objectives is known as academic achievement. While graduation rates can be used to measure accomplishment for institutions, grade point averages can be used to measure achievement for students.

Academic achievement is a measure of performance outcomes that show how well a person performed in relation to particular objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities.

Most educational systems set forth cognitive objectives that are either general (like critical thinking) or include learning and comprehension in a particular intellectual field (like numeracy, reading, science, or history). As a result, academic achievement ought to be viewed as a complex concept including several learning domains. The concept of academic achievement varies depending on the indicators used to quantify it because the field is quite broad and encompasses a wide range of educational outcomes. There are numerous indicators of academic achievement, but among them are some extremely general

II. REVIEW OF LITERATURE

Dr. Suvarana V.D conducted a study on “Academic achievement and personality of secondary school students” [2015]. This study focusses on the personality and academic performance of 300 students attending secondary schools in Mandya City. Their academic scores were ascertained using the Raven's Standard Progress Matrices, while their personality traits were ascertained using the Eysenk Personality Inventory. The results indicate a very weakly positive correlation between the personalities of secondary school pupils and their academic ability.

Mr. Jaccub Thirumeni Pushparaj conducted a study on “personality and academic achievement of secondary level school students” [2015]. The current study investigated the relationship between secondary school students' academic achievement and personalities. For this study, the survey research approach was employed. Using the proposed simple random sampling technique, a sample of 500 students-250 males and 250 girls-were included in the current study. Data was gathered using personality measures that the researcher had created in 2015.

Additionally, for academic success Grades earned in the Students achievement is evaluated by the State Board's IXth class, Aided and Matriculation board. The study's conclusions showed that: (i) There is no discernible personality difference between secondary school students who are male and female. (ii) There is no discernible difference in the academic achievement of secondary school boys and girls.

Dr. Shashi Kala Singh [12] conducted a study on “personality traits and academic achievement among college students” [2014]. The purpose of this study is to ascertain whether there is a significant difference in 16 personality trait components between high and low achievers. among 200 teenagers studying in B.A. 100 of whom were excellent achievers and the other 100 low achievers. A portion of I was chosen using a stratified random procedure from several Ranchi colleges. To assess the dimensions of personality traits in both groups, sixteen personality factor questionnaires were given out. The t test, means, and standard deviations were used to analyze the data. The findings showed that high achievers differed from low achievers in their personality profiles.

Objectives of the study

- To determine the difference in students academic performance in rural and urban areas.
- To determine the difference in students personality traits in rural and urban areas.

Variables

- Independent variable: Personality`
+
- Dependent variable: Academic Achievement

Hypothesis

From the formulated objectives, the investigator formulated following hypothesis to conduct the study.

- There will be significant difference in the academic achievement between urban and rural areastudents of senior secondary students.
- There will be significant difference in the personality traits between the urban and rural areastudents of senior secondary level

III. METHODOLOGY

Sampling Technique: In The Present Study Random Sampling Technique is used

Sampling Size: In The Present Study Sample of 218 Senior secondary Students Bangalore (109 Rural And 109 Urban) Were Taken Using Simple Random Technique.

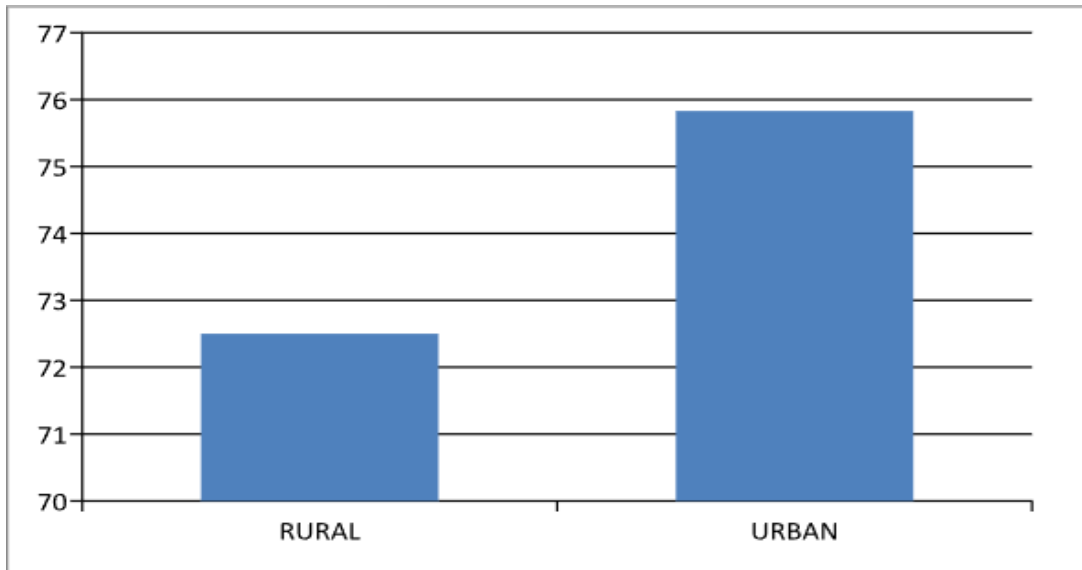
Tools of the study

Grade point average (GPA) was used to assess the academic achievement among senior secondary students The Eysenck personality inventory was used to assess personality traits of senior secondary students

Statistical analysis:

Table 1: Showing descriptive statistics of academic achievements

Variable	Mean (Rural)	Mean (Urban)
Academic achievement	72.5	75.83

Graph 1: Representation of academic achievement

Interpretation: Table 1 shows the mean value scored by both rural and urban area students of senior secondary students from Bangalore. Students in rural areas scored an average of 72.5, while students in urban areas scored an average of 75.83

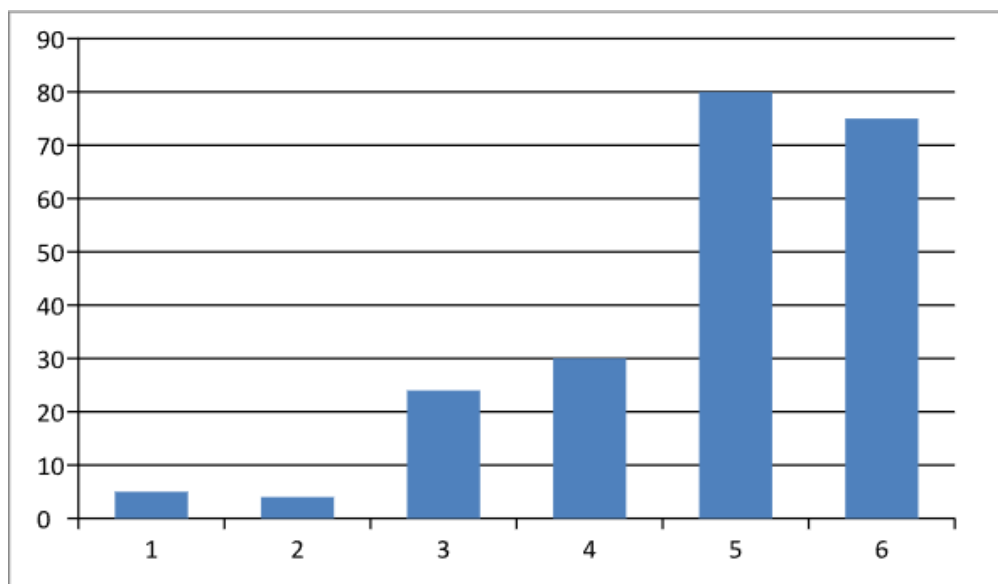
Conclusion: There is significant difference in the academic achievement between urban and rural area students of senior secondary students.

Hypothesis -2

There will be significant difference in the personality traits between the urban and rural area students of senior secondary level.

Table 2: Showing personality traits between rural and urban students

Variable	Ambiverts in urban	Ambiverts in rural	Extroverts In urban	Extroverts in rural	Introverts in urban	Introverts in rural
personality	5	4	24	30	80	75

Graph 2: Representation of personality traits

Interpretation: Table 2 shows the personality traits among rural and urban students. Distribution of Ambiverts between urban and rural areas, with a slightly higher number in urban areas. Extroverts are more prevalent in rural areas compared to urban areas. Introverts are the largest group in both settings, with slightly more in urban areas than in rural areas.

conclusion: There is significant difference in the personality traits among urban and rural area students of senior secondary students.

Findings of the study

There is significant difference in the academic achievement between urban and rural area students of senior secondary students and there is also significant difference in the personality traits among urban and rural area students of senior secondary students.

IV. DISCUSSION AND CONCLUSION

Researchers aimed to investigate the relationship between academic achievement and personality in both urban and rural pupils in the current study. The Eysenck Inventory Personality Questionnaire, administered via Google Form, and the grade point average derived from the marks obtained in grades 10 and 11 these were the instruments employed to gather the data. An easy method of random sampling was applied to a sample of 218 pupils, comprising 109 urban and 109 rural students. The descriptive statistics of mean, median, mode, and correlation are used in statistical analysis and interpretation. The findings indicate that students from rural and urban areas differ significantly in terms of personality and academic achievement. In Table 1, we can observe that there is a statistically significant difference in academic achievement between rural and urban students, with the mean score of 72.5 for rural students and 75.83 for urban students. The personality graph comparing students in rural and urban areas is displayed in Table 2. When comparing rural and urban student populations, more extroverts and fewer introverts are seen in the former. The study finds that there are notable differences in academic achievement and personality between students in rural and urban areas, supporting the theory

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