

**A STUDY ON ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS  
IN RELATION TO PERSONALITY**

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**Abstract**

The present study was designed to assess the academic performance and personality level of higher secondary students and to find if the expressed level of Academic performance of achievement and personality were influenced by their gender, type of management, type of school and locality of students. The study was a descriptive one and made use of the Academic performance of achievement by students in the half yearly examination marks scored by the higher secondary students was collected from the school records. Personality Inventory constructed and validated by K. Varagunapandian and Dr.R. Sivakumar (2022) scale as a research tool. A total of 739 higher secondary students studying in government, aided and private schools, were randomly selected. The study concluded with the point that the higher secondary students have academic performance, but the personality was influenced by their gender, type of management, type of school and Location of the students significantly. The study reveals the fact that the level of Academic performance of achievement and personality are at high levels.

**Keywords:** Academic performance of achievement 1, Personality 2, Higher Secondary Students 3

**1.INTRODUCTION**

The creations of God, human life is the most sacred. It has two aspects the biological and the sociological. While the biological aspect of human life is maintained and transmitted by education. In the primitive society, the primary needs of man comprised food, shelter and clothing. With the progress of society and civilization, however, these primary needs have been multiplied into six viz., food, shelter, clothing, education, recreation and health. Man is primarily distinguishable from the lower animals because of his educable ability. He is endowed with intelligence; he wants to remain active, energetic and even original. He desires to go ahead. This list of human achievements is very big. All these can be done only through education. It is education which promotes his intelligence, enables him to be industrious and ensures his progress.

The word education is derived from the Latin word *educare* which means 'to bring up'. There is yet another Latin word '*educere*', which means 'to bring forth. Education, therefore, means both to bring forth as well as bring up. It was the Latin author Varro who said "*Educit obstetrix, educat, nutrix, instituit, paedagogus, docet, magister*" which means, "the mid-wife brings forth, the nurse brings up, the tutor trains, and the master teaches," Accordingly education does not merely mean the acquisition of knowledge or experience but it means the development of habits, attitudes and skills which help a man to lead a full and worthwhile life.

### **ACHIEVEMENT**

To reach the successful goal is to refer to real-life success and when evaluating a person's life. Achievement signifies accomplishment or gain or a performance carried out successfully by an individual or group on the completion of a task based on academic, manual, personal or social. Thus the achievement means all those behavioral changes, which take place in an individual as a result of learning experience of various kinds.

Achievement, in an educational institution, may be taken to mean any desirable learning that is observed in the student. Since the word desirable implies a value judgment, it is obvious that a particular learning may be referred to as achievement or otherwise depending on whether it is considered desirable or not.

There is no point in the fact that learning is not limited to mere acquisition of information, it also includes attitudes, interests, values etc. Modern personality characteristics of the individual are learned. Therefore, acquisition of desirable characteristics is as much an achievement as is knowledge of the principles of science of facts, world history or language and literature. Although achievement is used in this broad sense it is customary for schools and colleges to be concerned to a great extent with the development of knowledge, understanding and acquisition of skills. This may be, in part, owing to the fact that in the intellectual field the teacher can be relatively more certain of achieving the objectives he has set for himself than in other areas or domains.

### **PERSONALITY**

The term "personality" is derived from the Latin word "persona" which means "mask" from this derivation, personality denotes "as one appears to other" not as one actually is. It is the effect one has on others. But this emphasizes only the manifest aspects of the intricate pattern of personality, the expressiveness of the individual. It does not indicate what the real person is.

It plays as important role is the development of the behavior and personality and is very important in understanding the individual and to guide his future plans and activities.

The concept of personality differs widely among psychologists as something which is apparently seen in an individual behaviour that is his typical patterns; others consider it as a dynamic organization of his psychological characteristic and still others think of it as the social consequence of one's action. Some definitions given by writers are mentioned here. Personality is the total differentiation which the individual makes by incorporating the inherited and acquired powers to stimulate and to activate the imagination of others is art, science and public affairs and also to live in and partake of a super temporal world of values.

### OBJECTIVES OF THE STUDY

1. To study the level of Academic Performance of Higher Secondary Students
2. To study the level of Personality of Higher Secondary Students
3. To study the significance of the difference in respect of Academic Performance and personality of Higher Secondary Students with respect to the following sub samples
  - a) Gender : Male /Female
  - b) Type of Management : Government/ Aided/ Private
  - c) Type of school : Boys/ Girls/ Co- Education
  - d) Type of Medium : Tamil / English
4. To study the significant relationship if any between Academic Performance and Personality.

### HYPOTHESES OF THE STUDY

1. The level of Academic Performance of Higher Secondary Students is low.
2. The level of Personality of Higher Secondary Students is low.
3. There is no significant difference in Academic Performance and personality of Higher Secondary Students with respect to the following sub samples
  - a) Gender : Male /Female
  - b) Type of Management : Government/ Aided/ Private
  - c) Type of school : Boys/ Girls/ Co- Education
  - d) Type of Medium : Tamil / English
4. There is no significant relationship if any between Academic Performance and Personality

### METHODOLOGY

In the present study, the investigator adopted the Normative Survey method. The normative survey method describes and interprets what exists at present. The investigator collected data from the higher secondary commerce students studying in the schools in Cuddaloredistrict of Tamilnadu state. For the data collection, as many as 739 higher secondary students were selected. The sample was selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples. The distribution of sample is given in table. The tools, used in this study, Academic performance of achievement by students in the half yearly examination marks scored by the higher secondary students was collected from the school

records. Personality Inventory constructed and validated by Dr. R. Sivakumar & K. Varagunapandian (2022) scale as a research tool. For the analysis of the data descriptive analysis and differential analysis were used.

### ANALYSIS AND INTERPRETATION

**Table - 1**

**Distribution of Sample used in the study**

Sl. No.	Variable	Sample	N	Percentage
1	Gender	Male	336	45.47
		Female	403	54.53
2	Type of Management	Government	410	55.48
		Aided	149	20.17
		Private	180	24.35
3	Type of School	Boys	118	15.97
		Girls	150	20.30
		Co-education	471	63.73
4	Type of Medium	Tamil	431	58.32
		English	308	41.68

**Table – 2**

**Analysis and Interpretation of data in Academic Performance of achievement**

Sl. No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Gender	Male	336	70.04	17.450	8.144	Significant
		Female	403	79.03	11.212		
2	Type of Management	Government	410	71.19	16.507	47.483	Significant
		Aided	149	74.87	12.864		
		Private	180	83.55	8.282		
3	Type of School	Boys	118	70.64	8.453	8.276	Significant
		Girls	150	78.09	9.791		
		Co-education	471	75.01	17.322		
4	Type of Medium	Tamil	431	70.81	16.191	9.928	Significant
		English	308	80.73	10.967		
Total			739	74.94	15.058		

The details of the calculation are given in the Table 2. The 't' value is found to be 8.144, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is

concluded that there is a significant difference between the Academic performance of achievement scores of male and female higher secondary students studying in higher secondary schools. Regarding the 'F' value is found to be 47.483, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Academic performance of achievement scores of Government, Aided and Private school higher secondary students studying in schools. Also the 'F' value is found to be 8.276, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Academic Performance of achievement scores of Boys, Girls and Co- Education Higher secondary students. Result found that the 't' value is found to be 9.809, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Academic performance of achievement scores of Tamil medium and English Medium Higher secondary students studying in schools.

**Table – 3**

**Analysis and Interpretation of data in Personality**

Sl. No.	Variable	Sample	N	Mean	S.D.	CR Value	LS
1	Gender	Male	336	90.54	17.282	1.174	Not Significant
		Female	403	89.04	17.081		
2	Type of Management	Government	410	89.89	17.264	0.578	Not Significant
		Aided	149	90.59	17.045		
		Private	180	88.62	17.126		
3	Type of School	Boys	118	90.36	17.514	0.126	Not Significant
		Girls	150	89.91	16.865		
		Co-education	471	89.51	17.222		
4	Type of Medium	Tamil	431	90.19	17.090	0.878	Not Significant
		English	308	89.06	17.305		
	Total		739	89.72	17.177		

The details of the calculation are given in the Table 3. The 't' value is found to be 1.174, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Personality scores of male and female higher secondary students studying in schools. Also, the 'F' value is found to be 0.578, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Personality scores of Government, Aided and Private school higher secondary students studying in schools.



Therefore the null hypothesis is accepted. Also the 'F' value is found to be 0.126, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Personality scores of Boys, Girls and Co- Education Higher secondary students studying in schools. Result found that the 't' value is found to be 0.878, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Personality scores of Tamil medium and English Medium Higher secondary students studying in schools.

**Table – 4**

**Correlation Coefficient for Academic Performance of Achievement and Personality**

Sample Number N	Main Variables	Pearson Correlation values 'r'	Level of significance	Significant/ Not Significant
739	<b>Academic performance of achievement</b>	0.114**	0.01	Significant
	<b>Personality</b>			

One of the important variables which are likely to influence Academic performance of achievement is Personality. The relationship between Academic performance of achievement and Personality scores were analyzed by using the method of Pearson's product moment coefficient of correlation. The results are presented in Table 4. From the Table, it is evident that the obtained r-value is 0.114 is tested for significance. Therefore, the null hypothesis is rejected. In the present study, Academic performance of achievement and Personality are found to be positively and significantly correlated.

**CONCLUSION**

Students are significantly differing in their Academic performance of achievement scores of gender, type of management, type of school and type of medium of higher secondary students studying in higher secondary schools. This clearly underlines the need for special attention in this area. An in depth study may be conducted to find out the reasons for significant differences in their achievement. In this case of personality of student significantly do not differ on the basis of gender, type of management, type of school and type of medium of students is not significant. Result found that Academic performance of achievement and Personality are found to be positively and significantly correlated.

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