



A Study of Relationship Between Personality Factors of Secondary School Children And There Academic Achivement.

Dr.B.L.Lakkannava
Assistant Professor
Department of Education
AWU VIjayapura.

1. INTRODUCTION

Personality is a term that has many general meanings. Sometimes the word refers to the ability to get along well socially. For example, we speak of experiences or relationships, which are said to give a person “more personality.” The term may also refer to the most striking impression that an individual makes on other people. We may say, ‘she has a shy personality’.

Personality is a whole rather than a sum of parts. We cannot identify the personality of a person on the basis of his physique or his intellectual level or his character. But the all these elements put together or made to function in harmony which makes his personality. The conduct, behavior, activities, movements and everything else concerned the individual are known as personality. It is the way of responding to the environment. The way in which an individual adjusts with external environment is personality. Let us discuss the following points regarding the nature of personality.

Personality is the result of both heredity and environment:

Heredity involves all these physiological and psychological peculiarities, which a person inherits from his parents. These peculiarities are transmitted to us through genes. It is indisputable that heredity determines the difference of sex and It is on this basis that some scientist contend that heredity determines personality because it is the difference of sex, which determines the personality of men and women.

Environment has a very significant effect on man. Its effect starts from his birth and continues almost till his death. The status of the child, youth and the old man in the family and in the society is not same and as a result of this difference, a man’s roles, temperaments, ways of thinking, tendencies and character are affected; all these determine the personality of men and women.

In the same way, the status of the person in places like school, occupation, social situation, etc. affects his personality.

The following personality trait list describes some of the descriptive terms used for each of the 16 personality dimensions described by Cattell.

- **Abstractedness** : Imaginative versus practical
- **Apprehension**:worried versus confident
- **Dominance** : Forceful versus submissive
- **Emotional Stability** : Calm versus high strung
- **Liveliness** : Spontaneous versus restrained
- **Openness to change** : Flexible versus attached to the familiar
- **Perfectionism**: Controlled versus undisciplined
- **Privateness**: Discreet versus open
- **Reasoning** : abstract versus concrete
- **Rule consciousness** : Conforming versus non-conforming
- **Self-Reliance**: Self-sufficient versus dependent
- **Sensitivity** : Tender-hearted versus tough-minded
- **Social Boldness**: Uninhibited versus shy
- **Tension**: Impatient versus relaxed
- **Vigilance**: Suspicious versus trusting
- **Warmth**: Outgoing versus reserved

2. Review of Related Literature

3. Statement of the Problem

4. Objective of the Study

1. To study the effect of teacher personality on achievement in social science.
2. To study the effect of male teachers personality on achievement in social science.
3. To study the effect of female teachers personality on achievement in social science.
4. To study the effect of high qualification teachers personality on achievement in social science.
5. To study the effect of minimum qualification teachers personality on achievement in social science.
6. To study the effect of high experienced teachers personality on achievement in social science.
7. To study the effect of low experienced teachers personality on achievement in social science.

5. Scope of the Study

- (i) The present study is confined to secondary schools of Bagalkot District in Karnataka State.
- (ii) The study is further confined to teachers' teaching Social Science in VIII Standard.
- (iii) The study is further also confined to students studying in VIII Standard.
- (iv) Academic achievement of students is influenced by various teachers' factors. However, the present study is confined to certain selected teacher variables like personality attitude and teaching effectiveness.

6. Scope of the Study

Method used

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated. Inferences about relations among the variation of independent and dependent variables.

Sample of the Study

The population of the present study was all those teachers who were teaching Social Science subject at the secondary schools in Bagalkot District in Karnataka State. Sampling was done in order to get school representation, teacher representation, and also the school representation 30 high schools were drawn randomly among 1 Government, private-aided and private-unaided schools. The teachers were drawn in such a way that the teachers teaching Social Science alone could be included in the sample. Thus, 100 teachers teaching Social Science subject in high schools were drawn as the sample.

In addition to the above, in order to get the ratings of the teaching effectiveness of teachers, students studying in VIII Standard taught by the same teachers were also involved in the present study. From each class, 3 students (Above Average, Average, Below Average) were selected to rate each teacher. Thus, from a school 6 students were involved to rate 2 teachers and so on. Thus the present study includes 150 teachers who were rated by the total number of 300 students.

Tools used for the Study

1. Suitable Tools for the assessment of teachers personality.
2. A test for the assessment of academic achievement in social science based on Karnataka state syllabus of VIII standard is conspicuous by its absence. Hence, it was decided to construct a suitable test for the assessment of academic achievement of students in social science.

Statistical Techniques Used

The purpose of the study was to investigate the main effects and interaction effects of three independent variables, viz., Teachers' personality, and Teachers' effectiveness on the dependent variable, i.e., academic achievement of students in social science. As there were three independent variables, it was decided to use 3-ways Analysis of Variance technique (ANOVA) in order to find out the Main and Interaction effects.

7. Major Findings of the Study

1. The teachers with introversion personality type will influence higher on academic achievement of students in Social Science than the teachers with Extraversion personality type.
2. The male teachers with introversion personality type will influence more on academic achievement of students in Social Science than the male teachers with Extraversion personality type.
3. The Female teachers with introversion personality type will influence more on academic achievement of students in Social Science than the Female teachers with Extraversion personality type.
4. The Higher Qualification teachers with introversion personality type will influence more on academic achievement of students in Social Science than the Higher Qualification teachers with Extraversion personality type.
5. The Minimum Qualification teachers with introversion personality type will influence more on academic achievement of students in Social Science than the Minimum Qualification teachers with Extraversion personality type.
6. The Maximum Experienced teachers with introversion personality type will influence more on academic achievement of students in Social Science than the Maximum Experienced teachers with Extraversion personality type.

7. The Minimum Experienced teachers with introversion personality type will influence more on academic achievement of students in Social Science than the Minimum Experienced teachers with Extraversion personality type.

8. Discussion and Conclusion

From the result obtained in the present study, it is found that teachers' Introversion personality type has made influence on the academic achievement of the students in Social Science than the Extraversion personality type in the entire sample, male teachers, female teachers, with higher and teachers with higher and lower teaching experience. 'Introversion' is the tendency of an individual tending to retreat from the external world and engage in meditation absorbing in his own thoughts and generally approaching life from the standpoint of his own subjective values (Singh and Singh, 1979). Whereas, 'Extraversion' is the tendency of an individual orienting towards the external world, doing rather than thinking and approaching life as oriented by the related to the object rather than to himself (Singh and Singh, 1979). The significant effect of teachers' Introversion personality type on students academic achievement may be due to that, these teachers are intelligent, venturesome, logical minded, shrewd, controlled, constructive, autonomy, appear cold, aloof, silent, hard to understand, socially inept, inarticulate in their attempts to communicate their ideas, they neither shine nor reveal themselves, subjective outlook, have high degree of cerebral activity, healthy and balanced philosophical and cultural outlook, good habits of daily life, well developed moral life, social, command over language, emotionally stable, sober, conscientious, reflective, goal direction, satisfaction, democratic and accommodative. Teachers with introversion personality type are characterized positivity by intense feelings of sympathy for others, the ability to envision the future, the intensity of subjective sensations and an imagination and an ability to think originally and boldly. However, teachers with extraversion personality type are characters by a change in emotions from situation to situation, along with indiscriminate yielding to the expectations of others, impatience and flightiness, crude pleasure seeking, a selfish and exploitive attitude towards others, tender-mindedness, suspiciousness, self-sufficiency, placidity, relaxedness, friction, difficulty, apathy, disorganization, full of tension, quarrelling among students, confusion in the class activities, lack of affinity with class work, favoritism, dominance and leadership. Perhaps the positive characteristic features of Introversions personality type are the proper reasons for its significant influence on academic achievement.

9. Suggestions for further study

While conducting the study, a need for undertaking a few specific research studies relating to the field was felt. i.e.,

- (i) Study may be undertaken to investigate the interaction effect of students' personality, and attitude on their academic achievement in all the school subjects.
- (ii) The study with the same design may be undertaken involving teacher educators personality, attitude and teaching effectiveness on the academic performance of teacher trainees at the Colleges of Education and as well as Teacher Training Institutions.
- (iii) Study may be undertaken to investigate the interaction effect of teacher educators' personality, on the academic performance of teacher trainees/ in-service teachers undergoing pre-service and in-service training programmes organized in DIETs.

- (iv) The comparative study of interaction effects of the selected variables among teachers serving in Government, Private Aided and Private Unaided Secondary Schools may be undertaken.

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