Original Research Paper

Commerce

VIEW OF PERSONALITY ON MORE ACHIEVEMENT

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ABSTRACT The study enlightens the view of Personality which has unique place in academic achievement. Personality is indispensable role of the learners in learning any subject.It encourages the creativity and research attitude. Without personality development, research cannot be developed. Achievement of the students is decided by different factors. This study endeavours to compare and correlate the personality on achievement of the students. **Objectives of the study:** 1.To find out if there is any significant difference in mean score between the boys and girls in respect of Personality at Secondary level Students.2.To find out if there is any significant difference between the students belong to urban and rural schools in respect of Personality at Secondary level Students.3.To find out if there is any significant relationship between Academic Achievement and factors of Personality at Secondary level Students. **Methodology**: Normative survey method was adopted in the study. **Sample**: Five hundred students from Schools of Coimbatore district were selected as sample for the study. **Tool:** The Personality-Students Scales was prepared by Howard.P.J., et al. (1996) which was used as a tool for the study. **Validity** of the tool was established by the opinion of the juries. **Reliability** of the tool was established by the test-retest method. Statistical technique:'t' test was used to analyse the study. **Findings**: Personality was highly influenced by the learners. **Educational implications**: Personality is the key factor to achieve more marks. Training should be given to the students on personality.

KEYWORDS :

INTRODUCTION
The following definitions confirm the fact that Personality is a quite complex concept. Hans J Eysenk (1971) defines it as "The more or less stable and enduring organization of person's character, temperament, intellect and physique which determine his unique adjustment to the environment". Allport defines Personality as "a dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment(1948,p-28)". It includes everything about a person. Thus, it can not be just a collection of traits but a unique and dynamic structure. It is well known fact that the performance of students depends on various physical and psychological factors. Particularly, secondary school students are passing through adolescent period, they are very much vulnerable to problems of various kinds. So their Academic Achievement and formation of Personality are affected to greater extent. Thus researcher considered these two variables in the present study. Review of literature Review of literature enables the researcher to have proper perspective in the topic of research. Actually it provides meaning to the research work and helpful to formulate the problem clearly to carry out the research activity systematically. Kaia Laidra, Helle Pullmann, Juri Allik (2006) conducted a study on Personality and intelligence as predictors of academic achievement. General intelligence and personality traits from the 5 factor model was studied as predictors of academic achievement in a large sample of Estonian school children from elementary to secondary school. Researcher tried to find out the influence of Personality in Academic achievement of the students at standard IX.

REVIEW OF RELATED STUDIES
Kaia Laidra, Helle Pullmann, Juri Allik (2006) conducted a study on Personality and intelligence as predictors of academic achievement. General intelligence and personality traits from the 5 factor model was studied as predictors of academic achievement in a large sample of Estonian school children from elementary to secondary school. A total of 3618 students from all over Estonia attending grades 2, 3, 4, 6, 8, 10 and 12 participated in this study. Intelligence, as measured by Raven's Standard Progressive Matrices, was found to be best predictor of student's grade point average in all grades. Interactions between predictor variables and age accounted for only a small percentage of variance in GPA, suggesting that academic achievement relies basically on the same mechanisms through the school years.

NEED AND SIGNIFICANCE OF THE STUDY
Psychologists recommend that improvement of the personality among the students is inevitable for developing Achievement in all the subjects in secondary schools. Nourishing personality of the students in secondary level school is indispensable. Cognitive development paves way to increase the achievement level of the students. Cognitive development is also influenced by personality. Personality is to be developed for producing higher achievers and enhancing bloomers and moderate learners. Hence the researcher tried to find out personality and its relationship with Academic achievement among the students at standard IX.

Objectives
1. To find out if there is any significant difference in mean score between the boys and girls with respect of Personality at Secondary level Students.

2. .To find out if there is any significant difference between the students belong to urban and rural schools in respect of Personality at Secondary level Students.

3. To find out if there is any significant relationship between Academic Achievement and factors of Personality at Secondary level Students.

Hypotheses
1.There is no significant difference in mean score between the boys and girls with respect of Personality at Secondary level Students.

2. There is no significant difference between the students belong to urban and rural schools in respect of Personality at Secondary level Students.

3. There is no significant relationship between Academic Achievement and factors of Personality at Secondary level Students.

Delimitations of the study
The study is confined to personality and academic achievement of

the students.

The study is confined to students of various schools at standard IX only.

Methodology
Normative survey method was adopted in the study.

Sample
Five hundred students from different types of school in Coimbatore were selected as sample for the study.

Tool
The Personality-Students Scales which was prepared by Howard.P.J., et al. (1996) , used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the test-retest method.

Construction of tool:
Personality-student's scale was taken by the researcher and it was tried out by pilot study.

Reliability of the tool
Reliability had been computed using test-retest method and the calculated value is 0.75 The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

Validity of the tool
Subject experts and experienced teachers were requested to analyse the tool. Their opinions indicated that the tool had content validity.

Procedure of the study
1.Preparation of tools.2. Establishing Reliability and validity of the tool. 3. Administering Pilot study 4. Conducting Final study.5.Analysing data.

Procuring Data
The researcher collected the data from the students after getting the permission from the headmasters/ managements of the schools. Researcher distributed the tool to the students with the help of teachers and collected the marked tool from the students.

Statistical technique
t test was computed for the study.

RESULT

Hypothesis 1:
There is no significant difference between the mean scores boys and girls in respect of Personality at Secondary level Students

Table - 1
Mean difference and 't' value of boys and girls in respect of Personality at Secondary level Students

Variables	N	Mean	S.D	't' Value	Significance At 0.05 Level
Boys	366	71.20	13.80	0.60	NS**
Girls	274	71.90	14.50		

S*-Significant NS**-Not significant

Statistical Inference and Interpretation
From the table, it is found that the significant 't' value 0.60 which is greater than the table value 1.96 at 0.05% level of significance. Null hypothesis is accepted. Hence there is no significant difference between boys and girls in respect of personality at Secondary level Students. It may be confirmed both the Boys and girls did not show any difference with regard to personality factors at Secondary level Students.

Hypothesis -2
There is no significant difference between the students belong to urban and rural schools in respect of Personality .

Table - 2
Mean difference of urban and rural in respect of Personality at Secondary level Students

Variables	N	Mean	S.D	't' Value	Significance At 0.05 Level
Urban	326	69.40	14.00	3.55	S*
Rural	314	73.20	13.30		

S*-Significant NS**-Not significant

Statistical Inference and Interpretation
From the table, it is found that the significant 't' value 3.55 which is greater than the table value 1.96 at 0.05% level of significance. Null hypothesis is rejected at 0.05 level. Hence there is significant difference between urban and rural school students in respect of Personality at Secondary level Students. The student belong to urban and rural schools differed in their personality factors at Secondary level Students.

Hypothesis -3
There is no significant relationship between Personality and Academic Achievement of the students.

Table - 3
Correlation between Personality and Academic achievement Scores of Students

Variables	N	'r' Value	Significance At 0.01 Level
Academic Achievement and Personality	300	0.261	S*
Academic Achievement and Personality	200	0.134	S*

S*-Significant NS**-Not significant

Statistical Inference and Interpretation
From the above table shows the significant r-value of Academic achievement and Personality scores, 0.261, Academic achievement and Personality scores, 0.134, which is the greater than the table value 0.148 at 0.01% level of significance. Null hypothesis is rejected. Therefore there is significant relationship between Academic Achievement and Personality at Secondary level Students.

Findings
1. There is no significant difference in mean score between the boys and girls with respect of Personality at Secondary level Students.

2. There is a significant difference between the students belong to urban and rural schools in respect of Personality at Secondary level Students.

3. There is a significant relationship between Academic Achieve ment and factors of Personality at Secondary level Students.

EDUCATIONAL IMPLICATIONS
1. This study can be extended to primary level , higher secondary level and Higher Education level.
2. It can be encouraged to implement to use in adult education
3. It may be activated in teachers education also.

Reference
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