



RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PERSONALITY

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ABSTRACT

The whole education system is focusing its attention on measures to improve Academic Achievement of learners and techniques of emulating Personality Traits of students to shape their Personality. The present study explains the association between personality and academic achievement on the basis of previous studies done by various researchers. It showed that personality is correlated with academic achievement and personality scores also indicated academic achievement which we find in scores.

Keywords: Personality And Academic Achievement.

Introduction

The chief concern of education is to bring about reformation in all its sectors to achieve its goal. As a result of it, the whole education system is focusing its attention on measures to improve Academic Achievement of learners, techniques of emulating Personality Traits of students to shape their Personality, organizing Personality Development programs, Teacher Effectiveness, School Improvement Programs, Evaluation System and Feedback programs of various types.

Academic Achievement It is a specified level of success on learning task or a certain level of proficiency in academic work. It bears the meaning "The attained ability to perform school to task", which can be general or specific to a given subject matter. It has been observed that intelligence contribute substantially to the variants in the academic achievement scores. Educational or academic achievement is specific level of attainment or proficiency in academic work as evaluated by teachers, by standardized test or by a combination of both. It predicts an individual ability to acquire new knowledge in a given academic area. Thus it indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. As it includes multifaceted abilities of the learners it should be considered as the multifaceted construct that comprises of different domains of learning. As a result of it, while defining academic achievement one is expected to observe the indicator used to measure it. Whatever may be the indicator used to measure academic achievement, the factors which have their influence on it are general intelligence, achievement motivation, recognition, interest, attitude, aptitude, Personality, etc of a person. Thus, individual's orientation towards academic achievement depends on various factors. One such factor is Personality.

Personality

Personality is the overall profile or combination of

characteristics that capture the unique nature of a person as that person reacts and interacts with others. It combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels. It is a relatively stable set of feelings and behaviors that have been significantly 50-50 heredity-environment split.

Many psychologists defined Personality as follows: 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 summarizes Personality as " A dynamic organization within the individual of those psycho physical systems that determine his unique adjustment to his environment(1948,p-28) . Determine-The word determine emphasizes the motivational role of the psychophysical systems .Within the individual , these system lie behind specific acts and influence the form they will take. Once an attitude, aspiration, belief, habit, sentiment or some other elements of a psychophysical system has been aroused by a stimulus, either from the environment or from within the individual, it provokes adjustive and expressive acts which are characteristic form of expression of that individual.

Thus there are various factors that affect the personality of an individual aspiration level and intelligence which is the basis of academic achievement are part of these factors.

". These definitions confirm the fact that Personality is a quite complicated concept. It includes everything. Thus, it can't be just a collection of traits but about a person unique and dynamic structure.

Various studies have shown relationship between academic achievement and personality

Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits,

level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students of class XI of Hindi medium school of Allahabad city and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls, correlations between personality and performance measures are usually interpreted in terms of the likelihood of certain personality traits (for instance Neuroticism or trait anxiety) to lead to certain states (e.g., anxiety, anger, fear) that are counterproductive for several types of performance, mainly because they would interfere with the cognitive processes, such as working memory, underlying successful task-problem solving.

Chamorro-Premuzic and Furnham (2003a) examined the relationship between established personality traits (Big Five and Gigantic Three) and academic performance in two samples of British university students. It was found that personality scores (assessed at the beginning of the first academic year significant predictors of final examination results and course work (assessed three years later). Even when previous academic record (seminar-based continuous assessment) was taken into account, personality traits--notably Conscientiousness and Psychoticism, but also Neuroticism and Extraversion--accounted for approximately 15% of unique variance in grades. The authors concluded that well-established personality traits such as those assessing the "Big Five" and the "Gigantic Three" would improve the prediction of academic success and failure in university programs.

These results were replicated in a second, similar, study, in which the relationship between academic performance and personality traits was also examined at the primary trait level

(Chamorro-Premuzic & Furnham, 2003b). Conscientiousness (positively), Extraversion (negatively), and Neuroticism (negatively) were again found to be significant predictors of academic exam grades, accounting for approximately 15% of the variance. Interestingly, at the primary trait level (e.g., dutifulness, achievement striving, activity) personality accounted for almost 30% of the variance in examination grades. Thus the authors concluded that personality inventories may represent an important contribution to the prediction of academic success and failure in university

(Particularly in highly selective and competitive settings). Specifically Neuroticism, Extraversion, and Conscientiousness seem to play a relevant role in the processes underlying academic performance, but how exactly are these traits related to academic achievement? The relationship between academic performance and Extraversion has also been widely explored.

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.

Conclusion;

Thus we can conclude that psychological factors like level of aspiration and academic achievement which is an indicator of intelligence are correlated to personality and affects the personality of an individual.

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