Academic Achievement of High School Students in Relation to Certain Personality Traits

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Abstract

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. Therefore it was interesting to find out relationship between certain important personality traits and academic achievement. The main objective of the present study was to study relationship between academic achievement, sociability, Self-confidence and Ambitious of high school students. For this purpose it was desirable to collect information about sociability, self-confidence and ambitious of high school students studying in govt. high schools of Himachal Pradesh. In view of this descriptive survey method of research was used in the present study

Key words: Self-Confidence, High School Students, Sociability, Academic achievement.

Introduction

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools or in general on education system. In fact, it appears as if the whole system of education revolves round the academic achievement of students. Therefore a lot of time and effort of schools are used for helping students to achieve better in their scholastic endeavors or attempts.
There are many factors that affect and contribute to academic achievement of the high school children. In this regard academic achievement and personality traits are both interrelated. It is a simultaneous and mutual interaction. Students with different personality traits participating in a particular subject test or examination show different level of performance. It is because of their different level of intelligence, study habits and interest etc. In the same way some traits such as sociability, self-confidence and ambitious are associated with academic achievement of high school students. These personality traits work in a musical and effective manner for the development of individual. Ina studentif, his ambitions and aspiration are in accordance with his mental capacities and his objectives are realistically accustomed the individual is certainly going to excel in his/her academic endeavors.

The group level associations may contribute to the selection process in which the group provides a social milieu for clustering individuals with similar academic abilities. Similarly students’ internal characteristics such as ambitious and self-confidence also strongly influence their academic achievement. Many students are capable of producing higher academic performance or achievement because of their high self-confidence which allows individual to have positive yet realistic views of themselves and the allied situations. Self-confident people trust their own abilities and have a general sense of control in their lives, on other side individuals who are not self-confident tend to defend excessively on the approval of others in order to feel good about them. In the same way ambitions are also associated with academic achievement of high school students because it inspires students to set goals to obtain high scores in academics, for that they become hard worker and conscious about their studies. But individuals having low ambitious may become slow learner and gain a little success in their academic achievement.

From the above discussion it may be inferred that personality traits are related to academic achievement of school student to a great extent. Therefore it was interesting to find out relationship between certain important personality traits and academic achievement.

**Research questions**

1. Does academic achievement of High School Students have relationship with Sociability as measured by Sentence Completion Test?
2. Does academic achievement of High School Students have relationship with Self-confidence as measured by Sentence Completion Test?

3. Does academic achievement of High School Students have relationship with ambitious as measured by Sentence Completion Test?

**Objectives of the study**

1. To study the relationship between academic achievement and sociability of high school students.
2. To study the relationship between academic achievement and self-confidence of high school students.
3. To study the relationship between academic achievement and ambitious of high school students.

**Hypotheses of the study**

1. There will be significant positive relationship between academic achievement and sociability of high school students.
2. There will be significant positive relationship between academic achievement and self-confidence of high school students.
3. There will be significant positive relationship between academic achievement and ambitious of high school students.

**Delimitation of the Study**

The present was delimitated in following aspects:

1. The present study was delimitated to the Govt. Schools in distt. Mandi of Himachal Pradesh.
2. The students studying in class 10th in Govt. High/Sr. Sec. Schools were only selected in the present study.

**Operational Definitions of Key Terms**

Certain terms used in Research Paper quite frequently. The operational definitions of these terms are given below:

1. **Academic achievement**: Academic achievement in present study refers to total marks obtained by 10th standard students in annual examination in 9th standard.
2. **High School Students**: High school students in present study refer to the students studying in class 10th in govt. high/Sr. Sec Schools.
3. **Sociability**: Sociability in present study refers to scores obtained by students on Sociability dimension of Sentence Completion Test constructed by L.N. Dubey (1971).

4. **Self-Confidence**: Self-confidence in present study refers to scores obtained by students on Self-Confidence dimension of Sentence Completion Test constructed by L.N. Dubey (1971).

5. **Ambitious**: Ambitious in present study refers to scores obtained by students on Sentence Completion Test constructed by L.N. Dubey (1971).

**Methodology**

The main objective of the present study was to study the relationship between academic achievement, sociability, Self-confidence, and Ambitious of high school students. For this purpose it was desirable to collect information about sociability, self-confidence, and ambitious of high school students studying in govt. high schools of Himachal Pradesh. In view of this descriptive survey method of research was used in the present study. In present study it was needed to draw a sample of high school students studying in govt. high schools in distt. Mandi of H.P. For this purpose a sample of 320 high school students from five educational blocks of Mandi district were selected by simple random sampling method. To measure the above cited traits of personality investigator selected a standardized tool which was easily accessible and the tool have good reliability and validity. Hence Sentence completion test constructed by L.N. Dubey (1971) was used. The Test consists of a total fifty completion type of items which are divided into three sub-areas/dimensions i.e. Sociability, Self-confidence, and Ambitious. Responses may be negative or in positive statement form. Researcher personally visited each school included in sample for data collection with sufficient number of copies of tool and other necessary materials. After getting permission from the head of the school students were briefed about the purpose of test and they were asked to strictly follow the instructions provided to them for making responses. Then the filled in response sheets were collected from the students. Single school was visited by the researcher in a day and due attention was paid to have good quality of data.

**Analysis of Data**

The collected Data was tabulated in score form according to the variables i.e. Sociability, Self-confidence, Ambitious and Academic Achievement. Thereafter co-efficient of correlation between Academic Achievement and Sociability, Academic Achievement and Self-confidence
and Academic Achievement and Ambitious were calculated with Pearson Product Moment Correlation method.

1.1 Relationship between Academic Achievement and Sociability of High School Students.

The data obtained have been presented in table 1.1

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>320</td>
<td>288</td>
<td>0.33</td>
<td>Significant**</td>
</tr>
<tr>
<td>Sociability</td>
<td>320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant at both .05 and .01 level of confidence

It is evident from above table 1.1 that the value of product moment coefficient of correlation between Academic Achievement and Sociability of high school students come out to be 0.325 which is significant at both 0.05 and 0.01 level of significance. This indicates that the variables are significantly related with each other. Hence the hypothesis that “There will be significant positive relationship between academic achievement and sociability of high school students” was accepted. In other words we can say that sociability have significant and positive relationship with academic achievement in present perspective.

1.2 Relationship between Academic Achievement and Self-Confidence of high school students.

The data obtained have been presented in table 1.2

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>320</td>
<td>282</td>
<td>0.26</td>
<td>Significant**</td>
</tr>
<tr>
<td>Self confidence</td>
<td>320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant at both .05 and .01 level of confidence
It is evident from above table 1.2 that the value of product moment coefficient of correlation between academic achievement and self confidence of high school students came out to be 0.26. This indicates that the variables are significantly correlated to each other. Hence the hypothesis that “There will be significant positive relationship between academic achievement and self-confidence of high school students was accepted. In other words we can say that Self confidence and academic achievement are significant and positively correlated to each other.

1.3 Relationship between academic achievement and ambitious of high school students.

The data obtained have been presented in table 1.3

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td>320</td>
<td>306</td>
<td>0.54</td>
<td>Significant**</td>
</tr>
<tr>
<td>Ambitious</td>
<td>320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant at both .05 and .01 level of confidence

It is evident from the table 1.3 that the value of product moment coefficient of correlation between academic achievement and ambitious of high school students came out to be 0.54 which is significant at both 0.05 and 0.01 level of significance. This indicates that the variables are significantly related with each other. Hence the hypothesis that “There will be significant positive relationship between academic achievement and ambitious of high school students” stands accepted. In other words it can be stated that ambitious trait and academic achievement of high school students are significant and positively correlated.

Findings and Conclusion

The study was conducted on Academic Achievement of high school students in relation to their sociability, self-confidence and ambitious. All the findings must be viewed within the delimitations of present study and the findings may not be generalized to a broader area. The major findings of the study are:

1. That the personality trait sociability is significantly and positively correlated with academic achievement of high school students.
2. That the personality trait self-confidence is significantly and positively correlated with academic achievement of high school students.

3. That the personality trait ambitious is significantly and positively correlated with academic achievement of high school students.

From the above findings it can be concluded that the high school students having high sociability, self-confidence and ambitious traits will have significantly higher academic achievement. In other words it can be said that the personality traits viz. sociability, self-confidence and ambitious are significant and positively correlated among high school students.

Discussion of the Results

Present study clearly indicates that certain personality traits are closely associated with the academic achievement of students and in turn affect the academic achievement. It was also noticed by: Sween (1984) that students with high self-concept achieved significantly higher scores than those with low self-concept, Valentine and Dubois (1988) that effects are consistent with a small favorable influence of positive self beliefs on academic achievement. Siddiqui, B.B.(1989) that personality had positive correlation with achievement motivation. Furnham and Monsen (2009) that personality traits, intelligence and sex predict the achievement performance of the students.

All the above studies support the results and findings of the present study. Therefore it can be argued that for raising academic achievement and for better conceptual understanding or better learning certain personality traits are necessarily required or to be developed. Agencies imparting education in true sense should also focus their attention on such facts also. Here the investigator also wants to admit the limitation of the study that the sample taken may not be true representative of the population and some unavoidable errors might have influenced the results. Therefore it is suggested here to see the results in this context and should not be generalized in a very wider perspective.

Educational Implications

The present study directly confirms the positive relationship between the personality traits and the academic achievement of high school students. Therefore it can be said that if parents, teachers, school and society together identify and recognize these traits and build up
them by nurturing, then the positive growth in academic achievement can be observed. Schools should take care of the factors responsible for the growth of these traits. Since the education of a child begins at home therefore the family especially the parents should try to nurture these personality traits and making child grow in a positive direction.

The educationists and planner should identify such other traits also that are associated with child’s cognitive development and this will help them to rethink and develop new, modern and latest research based curriculum.

The present study has implications for the teachers teaching at high school level that good academic achievement is not the product of rote memorization and hard work but academic achievement has close relationship with personality traits undertaken here by the investigator. Therefore the total attention should not only be focused on academic activities and spoon feeding but due attention should also be paid to development of self-confidence, sociability and ambitious traits.

References


