

A Study of Some Personality Factors as Related To Girl Students Scholastic Achievement

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Abstract

The present study was undertaken to study the several personality factor of high school girl students in relation to their scholastic achievement. The study was conducted on 300 girl students of six intermediate colleges of Moradabad division. For measuring personality factors 16 PF Test Constructed by Dr. R.B. Cattell (Indian adaption by S.D. Kapoor, form C) has been used and scores in final examination of 10th class have been taken as academic achievement of the students. Result showed that personality factor A, B, E, are significantly related to scholastic achievement while factor C, F are not found related to scholastic achievement.

Key Words:- Personality factors, Scholastic Achievement, Attitude

Student's scholastic achievement is the major consideration at all levels of education. Teaching is for student's learning which is reflected in the marks obtained by them in the examinations. But the fact is that learning or scholastic achievement of students is not determined only by teaching. No doubt good teaching positively influences student's achievement. But, besides teaching there are many other factors that influence student's achievement. Among them students' personality characteristics are considered to be of greater importance. A large number of studies have concentrated on finding out how these factors influence students' achievement. ZebunNisha Khan¹(2005) considered that a high achiever is reserved, serious and trusting in nature. Concordantly in this study reservedness was not found a strong predictor of scholastic achievement. The prominent role of intelligence and conscientiousness in predicting academic achievement agrees with the common sense notion that any kind of success is a result of ability and effort Gagne & St. Pere²(2001). Another personality factor consistently predicting academic achievement through all grades was openness which is related to the ability to grasp new ideas and tendency to seek novel educational experience (Costa & MC Crae³, 1992). However Jahan,⁴ Haq⁵, Khan⁶, impulsive (Neog)⁷, Rani⁸ and Khan. They have studied influence of intelligence attitudes, self-concept, motivation, values, personality needs

etc. Rarely, any study has included sixteen personality factors as conceptualized by Cattell in his 16PF test for observing their influence on students' scholastic achievement. This author considers this issue quite important and hence has tried to relate these factors to girl student's scholastic achievement. The reason for confining to girl students is paucity of research in this area. Research on girl students has not received due attention from the researchers in the past. These few considerations led this researcher to undertake the present research which is titled as follows:

Statement of The Problem: The problem is stated as

A Study Of Some Personality Factors As Related To Girl Students Scholastic Achievement

The main objective of the study was to study cause-effect relationship between some personality factors such as factor A (Reserved-Outgoing), factor B (less intelligent- more intelligent), factor C (affected by feeling-emotionally stable), factor E (Humble-Assertive), factor F (Sober- Happy go lucky) and girls scholastic achievement. For achieving this objective five hypotheses depending upon five factors of PF test were formulated as follows-

- (i) That factor A is significantly related to scholastic achievement of high school girl students.

- (ii) That factor B is significantly related to scholastic achievement of high school girl students.
- (iii) That factor C is significantly related to scholastic achievement of high school girl students.
- (iv) That factor E is significantly related to scholastic achievement of high school girl students.
- (v) That factor F is significantly related to scholastic achievement of high school girl students.

Method and Procedure:

This study aimed at finding out how these five personality factors influence girl student academic achievement.

Population:

Population for the purpose of this study was defined as all the girl students of class XIth of Moradabad Region.

Sample:

The numbers of students being very large a representative smaller sample consisting of 300 girls was selected using systematic sampling technique. For this a list of all the girls of intermediate colleges was obtained. This list consisted of 119 colleges, out of which six colleges were picked up using systematic sample technique. From each of these institutions only one section of students appearing in the board examination of 2009 was included in the sample. In this way double stage sampling techniques was used.

The data were obtained on five personality factors and scholastic achievement. Scholastic achievement was measured in terms of U.P. Board examination of 2009.

Variables Involved:

The present study involved three kinds of variables, namely

- (a) Dependent Variable
- (b) Independent Variable
- (c) Controlled Variable

(a) Dependent Variable:

The dependent variable in this study was scholastic achievement.

(b) Independent Variable:

Personality factors had as measured by 16 PF Contitute independent variables

Measurement:

For measuring scholastic achievement the school marks obtained by girls students in their final board examination were taken. For measuring five personality factors 16 PF Test constructed by Cattell was used. The whole test was administered to the students included in the sample but scoring was done only for five variables as defined earlier.

Analysis of Data And Findings:

For the purpose of analysis of data two groups of students as high achievers and low achievers were identified on the basis of their scores of scholastic achievement. Those students who obtained first division were identified as high achievers and those who obtained third division were identified as low achievers. These two groups were then compared on each of the personality variables. Their mean difference on each personality factor was tested for significance by applying t-test of significance. All the hypotheses mentioned earlier were tested in this way. Following tables present the statistical computations hypothesis wise:

Hypothesis (i) This hypothesis was stated Asthat Factor A Is Significantly Related To Scholastic Achievement Of High School Girl Students.

Table (i) Sig.diff.betweenhigh and low achievers on personality factor A

	Mean	N	Diff.	SE _D	t-value
High Achievers	8.24	125	2.898	0.321	9.014
Low Achievers	5.342	175			

*Significant

It is seen from the above table that the difference between the means (2.898) for 298 d.f.is significant. Hence it is concluded that the personality factor A (reserved- outgoing) is significantly related to scholastic achievement of girl students, the t-value being 9.0145. In other words it means that high achievers are outgoing persons since their mean score is significantly higher to that of low achiever.

Hypothesis (ii) This hypothesis was stated as That Factor B Is Significantly Related To Scholastic Achievement Of High School Girl Students.

Table (ii) Sig.diff.between high and low achievers on personality factor B

	Mean	N	Diff.	SE _D	t-value
High Achievers	03.88	125	1.79	11.035	9.014
Low Achievers	2.0857	175			

*Significant

The forging table shows that the difference between the mean scores of high and low achievers is significant at 0.001 level for 298d.f. The factor B is significantly related to scholastic achievement of girl students the t-value being 11.035. It means that high achievers are more fast learners and intelligent as compared to low achievers.

Hypothesis (iii) This hypothesis was stated as That Factor C Is Significantly Related To Scholastic Achievement Of High School Girl Students.

Table (iii) Sig.diff. between high and low achievers on personality factor C

	Mean	N	Diff.	SE _D	t-value
High Achievers	8.60	125	0.43	0.324	1.327
Low Achievers	8.17	175			

* Not Significant

In this case the difference between the mean scores of high and low achievers on factor C was not found to be significant. The factor C (affected by feelings- emotionally) is not related to scholastic achievement. It means that high achiever and low achiever both are equally stable emotionally.

Hypothesis (iv) This hypothesis was stated as That Factor E Is Significantly Related To Scholastic Achievement Of High School Girl Students.

Table (iv) Sig.diff.between high and low achievers on personality factor E

	Mean	N	Diff.	SE _D	t-value
High Achievers	6.2	125	1.971	0.2615	7.537
Low Achievers	4.228	175			

*Significant

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The forgoing table shows that the difference between the mean scores of high and low achievers on factor E is significant. It is concluded that high achievers have a higher status on factor E (Humble Vs Assertive). In other words high achiever girls are more assertive self-assured and independent minded.

Hypothesis (v) this hypothesis was stated as That Factor F Is Significantly Related to Scholastic Achievement of High School Girl Students.

Table (v) Sig. diff. between high and low achievers on personality factor F

	Mean	N	Diff.	SE _D	t-value
High Achievers	9.08	125	0.034	0.257	0.1320
Low Achievers	9.11	175			

*Not Significant

The forging table shows that the difference between the mean scores of high and low achievers on personality factor F is not significant. That factor F (sober- Happy go Lucky) is not related to scholastic achievement.

Concluding Research

Taking into consideration results of all an hypothesis testing it emerges that as compared to low achievers high achievers are more outgoing in nature, are more fast learners and intelligent, are more assertive, self-assured and independent. In other words XI class girl achievement is significantly affected by these three personality factor. The other two factors, C (feelings and emotionality) and F (sober happy go lucky) do not seem to have any influence on these students achievement.

EDUCATIONAL IMPLICATIONS:-

The results of the present investigation appear to be hopeful in understanding students. Several personality characteristics as measured by sixteen P.F. questionnaires have been found to be correlated with scholastic attainment. The findings of the study are significantly useful for the teachers, parent, psychologists, sociologists, counselors in order to understand the subjects who are high achievers and low achievers belonging to the various streams.

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