RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PERSONALITY DEVELOPMENT OF STUDENTS FROM BACKWARD CLASSES RESIDING AT PRE METRIC HOSTELS

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Abstract: Personality is one of the factor impacts on academic achievement of the students. The present research is to find out relationship of academic achievement of Students from backward classes residing at Pre Metric Hostels with their personality development and also to find out the effect of personality on academic achievement of Students from backward classes of Bangalore Rural and Urban Districts. The present study is chosen as descriptive normative survey method. A total of 100 students were selected by stratified random technique. This sample included 50 boys and 50 girls totaling 100 students of residing in Pre Metric Hostels of Urban and Rural Districts of Bangalore. Personality Development Scale developed by the Researcher was used for data collection and Academic Achievement of the students was collected from office records from their respective schools. Analysis was done by using Pearson's Product Moment Coefficient of Correlation and independent 't' test as a statistical techniques. The correlation analysis revealed that there was a significant positive relationship between Academic Achievement and Personality Development of Students from backward classes residing at Pre Metric Hostels. The study also found that there was significant difference in the Academic Achievement of students having different levels of Personality Development of Students from backward classes residing at Pre Metric Hostels. The study also found that there was no significant difference in Academic Achievement of students from backward classes boys and girls residing at Pre Metric Hostels. Further it was also observed that there was significant difference in the Academic Achievement of urban and rural students. The study concluded that students who had better personality development had higher achievement. Students from backward classes from hostels are more prone to problems due to many reasons. So they should be brought-up in appropriate atmosphere. Therefore, good and challenging tasks should be created to channelize their energy at hostels. This could be done both in educational setting as well as in social and family environment. Thus it is very essential to emulate the Personality Traits to help learners to develop suitable Personality Type which in-turn boost up their Academic Achievement.

Index Terms – Personality Development, Academic Achievement, Students from backward classes.

I. 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, Feedback programs of various kinds,… etc. Academic achievement refers to outcome/performance of education. 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 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 the person. 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 summarises Personality as "a dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment (1948, p-28)". These definitions confirm the fact that Personality is a quite complex concept. It includes everything about a person. Thus, it can't be just a collection of traits but a unique and dynamic structure.

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Andrew M. Colamn, 2009, p. 565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Robert A. Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students.

II. NEED AND IMPORTANCE OF STUDY

Individual's orientation towards academic achievement depends on various factors. One such factor is Personality. Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. Topno and Singh (2018) evaluated an understanding of personality development of senior secondary school students of Patna. and found significant difference between the mean score of senior secondary school students in their understanding of personality on the basis of habitation. Cheaib (2018) compared the personality and learning: an investigation into students' personality development as an outcome of the Lebanese education system. The most important findings were: the ratio of the students' personality traits of Conscientiousness and Extraversion are more dominant as compared to the remaining three Big Five personality traits; the Conscientiousness personality trait was the most dominant, whereas Neuroticism is the least dominant personality trait; and there was a significant difference between male and female students in two big personality traits (Conscientiousness and Agreeableness). Suvarna and Bhata (2016) explored the study on academic achievement and personality of secondary school students. This study was concerned with the Academic Achievement and Personality of 300 students of secondary schools of Mandya city. The Raven's Standard Progress Matrices was used to obtain the Academic Scores and Eysenk Personality Inventory was used to collect data regarding their Personality. Result reflects that there was negligible positive relationship between Academic Achievement and Personality of Secondary School Students. Pushparaj and Dhanasakaran (2015) conducted a study on personality and academic achievement of secondary level school students. The findings of the study revealed that no significant difference between boys and girls secondary level students on personality; and there no significant difference between boys and girls secondary level students on academic achievement. It is well known fact that the performance of students depends on various physical and psychological factors. Particularly, Students from backward classes residing at Hostels 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.

1.2 Statement of the Problem

The topic selected for the investigation is "Relationship between Academic Achievement and Personality Development of students from Backward Classes residing at Pre Metric Hostels"

1.3 Objectives of the study

1. To find out the relationship between Academic Achievement and Personality Development of students from backward classes.

2. To find out the significant differences in the Academic Achievement of Students from backward classes residing at Pre Metric Hostels with respect to their sex and locality.

3. To find out the significant differences in the Academic Achievement of Students from backward classes residing at Pre Metric Hostels having different levels of Personality Development.

1.4 Hypotheses of the Study

The following hypotheses have been framed in null form for statistical verification.

1. There is no significant relationship between Academic Achievement and Personality Development of Students from backward classes residing at Pre Metric Hostels.

2. There is no significant difference in Academic Achievement of Students from backward classes residing at Pre Metric Hostels.

3. There is no significant difference in Academic Achievement of Students from backward classes residing at Pre Metric Hostels of different locality (Urban and Rural)

4. There is no significant difference in Academic Achievement of Students from backward classes residing at Pre Metric Hostels having different levels of Personality (Low, Moderate and High).

II. METHODOLOGY

2.1 Research Method

In the present study, the investigator employed the 'survey method'. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire.

2.2 Population and Sample

The students from backward classes residing at Pre Metric Hostels studying in secondary schools of Bangalore Urban and Rural Districts of Karnataka are identified as population of the study. A sample is a small proportion of a population for observation and analysis. The investigator used stratified random sampling technique over locality. The investigator selected the sample of 100 students from backward classes residing at Pre Metric Hostels situated at Bangalore Urban and Rural Districts (50 students from hostels situated at urban locality and 50 students from hostels situated at rural locality) out of which 50 boys and 50 girls.

2.3 Tool used for Data Collection

The Personality Development Scale developed by the researcher was used.

2.4 Statistical Techniques

The collected data was analyzed by utilizing appropriate statistical techniques namely Karl Pearson's Product Moment Coefficient of Correlation and independent 't' test. The level of significance was fixed at 0.05 and 0.01 levels of confidence.

III. ANALYSIS AND INTERPRETATION OF DATA

The data is analyzed by computing coefficient of correlation and 't' test analysis in the following tables along with graphical presentation.

Table-1: Table shows coefficient of correlation results related to Academic Achievement of Students from backward classes residing at Pre Metric Hostels and their Personality Development.

Variables	No of students	Degrees of Freedom	Obtained 'r' value	Level of Sig.	Sign. (P Value)
Academic Achievement	100	98	0.503	**	0.000
Personality Development					

** Significant at 0.01 level

The table-1 shows that the obtained 'r' value 0.503 is greater than the table value 0.195 at 0.05 and 0.254 at 0.01 levels of significance. Therefore the stated null hypothesis is rejected and an alternate hypothesis has been formulated that "there is a significant positive relationship between Academic Achievement and Personality Development of Students from backward classes residing at Pre Metric Hostels" is accepted.
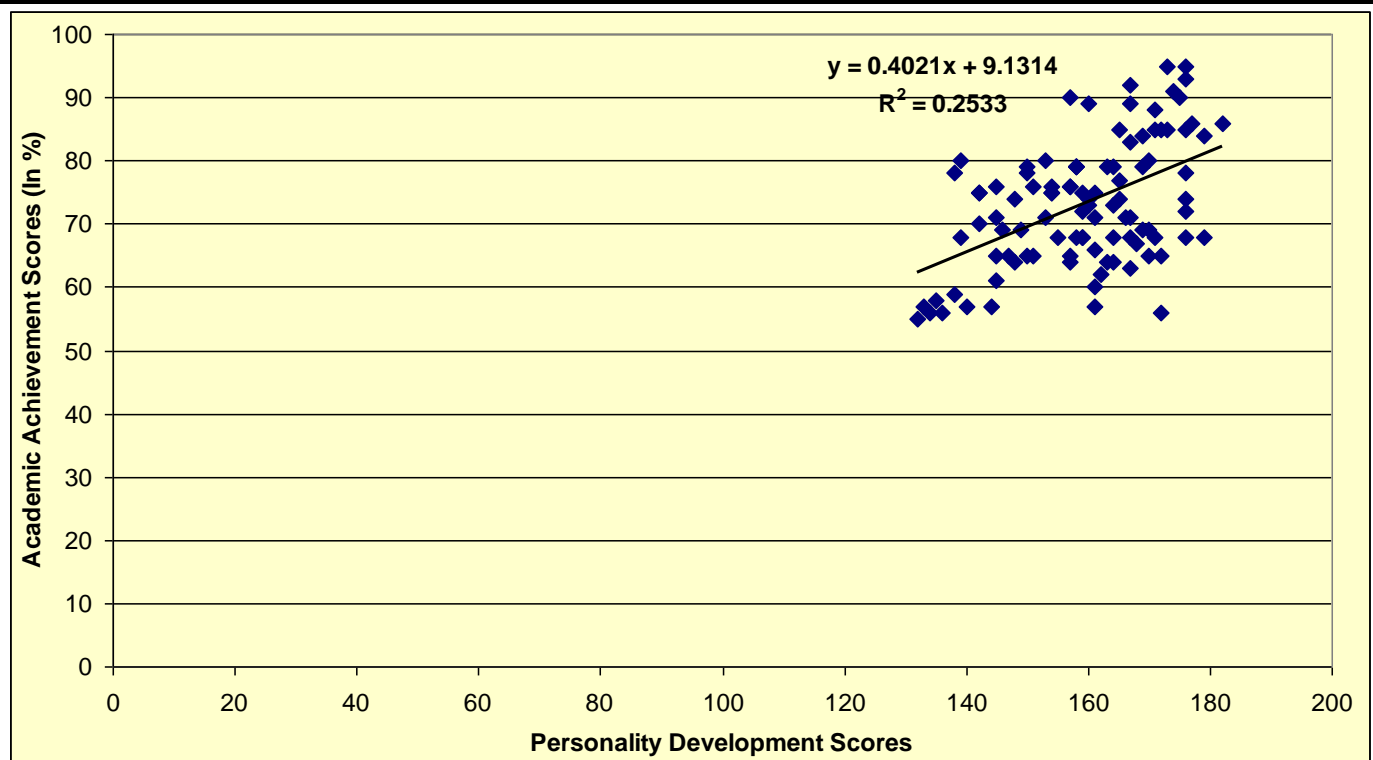
Fig.2: Scatter diagram shows values of Academic Achievement and Personality Development scores.

Table-2: Table shows 't' test results related to Academic Achievement of Students from backward classes residing at Pre Metric Hostels due to variations in their sex, locality and different levels of personality development.

Variable and Groups		Academic Achievement			
		N	Mean	Standard Deviation	't' value & Sig. level
Sex	Boys	50	71.720	8.656	1.49NS
	Girls	50	74.660	10.890	
Locality	Urban	50	75.840	10.252	2.76**
	Rural	50	70.540	8.859	
Personality Development Ability	Low	13	64.923	9.586	2.93**
	Moderate	75	73.280	8.923	
	Moderate	75	73.280	8.923	2.86*
	High	12	81.583	9.385	
	Low	13	64.923	9.586	4.38**
	High	12	81.583	9.385	

NSNot Significant; * Significant at 0.05 level; **Significant at 0.01 level.

Table-2 shows number, mean, standard deviation, 't' value and significant levels of Academic Achievement of Students from backward classes residing at Pre Metric Hostels with few variables. The obtained 't' value of 1.49 is less than the table value 1.97 at 0.05 level of significance and it is not significant. Hence, the stated null hypothesis is accepted that "there is no significant difference in the Academic Achievement of Students from backward classes residing at Pre Metric Hostels." The both boys and girls scored similar achievement in their academic perspectives.

The obtained 't' value 2.76 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Academic Achievement of Students from backward classes residing at Pre Metric Hostels from urban and rural localities." The mean academic achievement scores of students of urban institutions are higher than rural institutions.

The obtained 't' value 2.93 is greater than table value 1.97 at 0.05 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Academic Achievement of students from backward classes residing at Pre Metric Hostels having low and moderate levels

of personality development." The mean academic achievement scores of students of moderate personality level are higher than low personality level.

The obtained 't' value 2.86 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Academic Achievement of Students from backward classes residing at Pre Metric Hostels having moderate and high levels of personality development." The mean academic achievement scores of students of high personality levels are higher than moderate personality level.

The table-2 also shows that the obtained 't' value 4.38 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that "there is a significant difference in the Academic Achievement of Students from backward classes residing at Pre Metric Hostels having low and high levels of Personality." The mean academic achievement scores of students of high personality level are higher than low personality level.
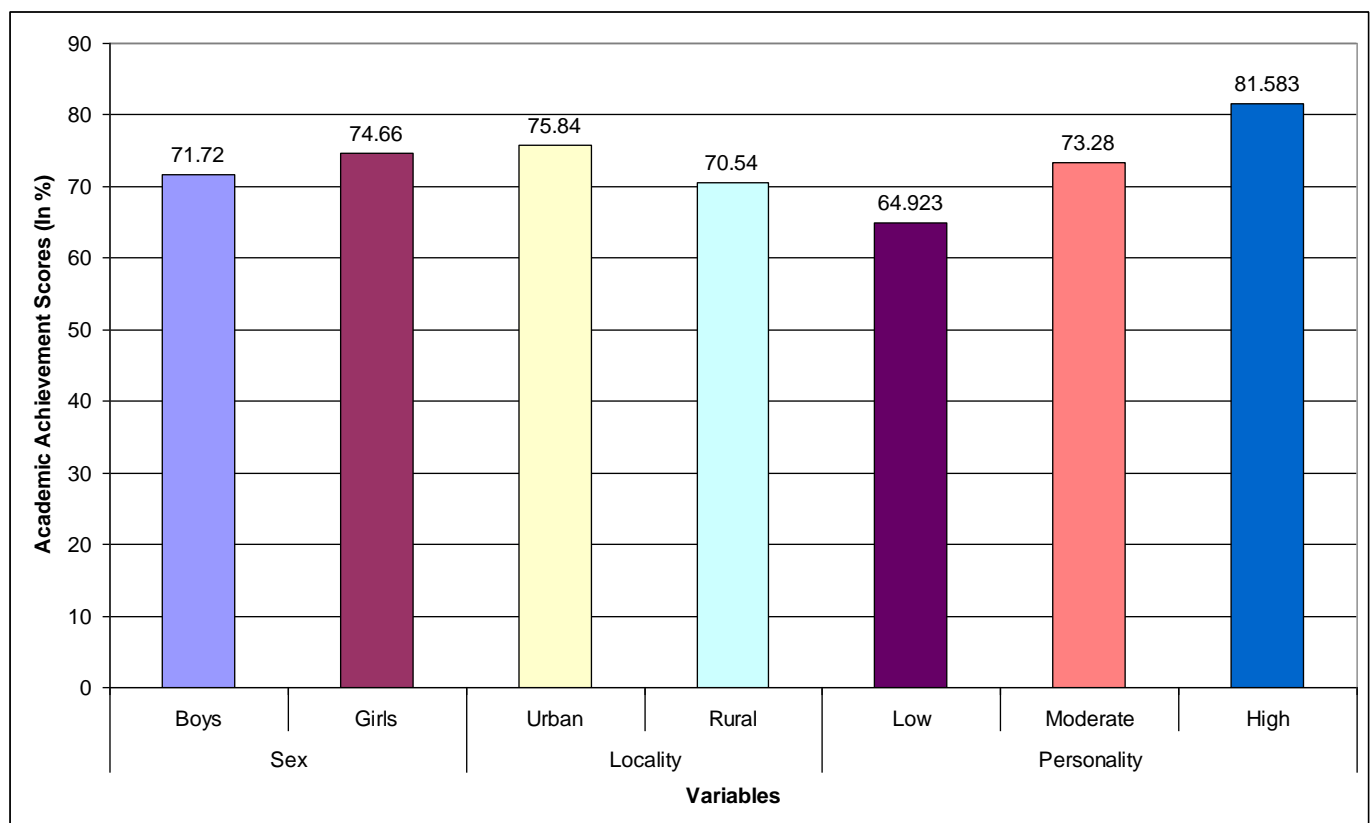
Fig.2 : Bar graph shows comparison of mean academic achievement scores of Students from backward classes residing at Pre Metric Hostels

IV. CONCLUSION

In the present study, it has been found that there was a positive significant relationship between Academic Achievement and Personality Development of Students from backward classes residing at Pre Metric Hostels. The study also found that there was significant difference in the Academic Achievement of students having different levels of Personality Development of Students from backward classes residing at Pre Metric Hostels. The study also found that there was no significant difference in Academic Achievement of students from backward classes boys and girls residing at Pre Metric Hostels. Further it was also observed that there was significant difference in the Academic Achievement of urban and rural students. The study concluded that students who had better personality development had higher achievement and vice versa. Students from backward classes from hostels are more prone to problems due to many reasons. So they should be brought-up in appropriate atmosphere. Therefore, good and challenging tasks should be created to channelize their energy at hostels. This could be done both in educational setting as well as in social and family environments. Thus it is very essential to emulate the Personality Traits to help learners to develop suitable Personality Type which in-turn boost up their Academic Achievement.

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