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Research Article

Personality and Academic Achievement level in Geography Subject at Secondary level

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ABSTRACT

This paper reports a relation between personality and academic achievement in geography subject at secondary level in which sample size is 170 from secondary school of Howrah district. A survey questionnaire was used to gather data. Result reflects that Academic achievement was significantly positive correlated with Extraversion vs. Introversion, Agreeableness vs. Antagonism, Conscientiousness vs. Lack of direction, Neuroticism vs. Emotional stability, and Openness vs. Closedness to experience.

Keywords: Personality, Academic Achievement, Secondary Students, Geography

Introduction

The term Education has been interpreted by different people in different ways. Some people refer to it as formal schooling of knowledge, skill and attitudes some say that education is nothing but training of peoples mind in a particular direction to bring out desired changes. But Education is not only gathering of information and acquisition of knowledge by the training of a child's mind, it is continuous, lifelong and never ending process, it is a process of all around development that shape our personality, enhance our knowledge, foster values, which can make a new born child into a human being and make human resource.

The word personality has been derived from Latin word "persona" which means the article mask. It is a characteristics way of thinking feeling, behaving personality embraces moods,

attitudes and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics both inherent and acquired that distinguish one person from another and that can be observed in people's relations to the environment and to the social group. According to Allport, "Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to the environment".

Achievement refers to outcome 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,

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whatever may be the indicator used to measure academic achievement, the factor which have their influence on it are general intelligence, achievement motivation, recognition, interest, attitude, aptitude, personality etc of the person. Thus individual's orientation towards academic achievement depends on various factor. One such factor is personality.

Objectives

1. To find out the difference in personality between boys and girls at secondary level.
2. To find out the difference in achievement test in geography between boys and girls at secondary level.
3. To find out the relationship between personality and achievement test at secondary level.

Hypothesis

Ho1: There is no significant difference in personality traits between boys and girls at secondary level.

Ho2: There is no significant difference in achievement test in geography between boys and girls at secondary level.

Ho3: There is no significant relationship between personality and achievement test at secondary level.

Review of Literature

For the first time I have opportunity to understand and act on personality on academic achievement level in geography subject at secondary level. The forgoing review of related literature shows that in order to find the effect of personality on academic achievement (suvarna & Bhata, 2015), importance of personality traits and self-esteem on scholastic achievement (Troncone et al., 2014), importance of personality traits on subject choice and performance from elementary to secondary level (Mandolia & Walker, 2014), some researcher give importance both personality traits and learning style towards Academic achievement (Khan et al., 2018), A meta analysis of five factor model of personality and academic performance (Propat, 2009). Some researcher have

applied this approach on tribal (Gaddi) students (Kumar & Bakshi, 2016) some applied this approach on tribal (Gaddi) students (Kumar a& Bakshi, 2016) some applied this approach on high secondary level (sheebha 2016 ; Mandolia, & Walker, 2014) and some applied this on high secondary, graduate and post graduate management level (Saxena & Mishra, 2015) where as one researcher give importance in effect of attitude on achievement in geography subject. The review shows that no study has yet been taken upto study the personality and achievement level in Geography subject of secondary level which is very important study area in this era of depreciation of values and tech-savvy.

On the basis of observations made available through review of research on personality, personality traits, self esteem, intelligence, learning style, attitudes as related to subject choice and achievement of the different level of students. It was clear to the researcher that there is a need at studies on applicability of personality on students achievements, so the researcher found the study quite desirable at this level to fill the gap that was not been taken up by other researcher. Hence the study is taken up. It is quantitative research work for personality and achievement level in geography subject at secondary level.

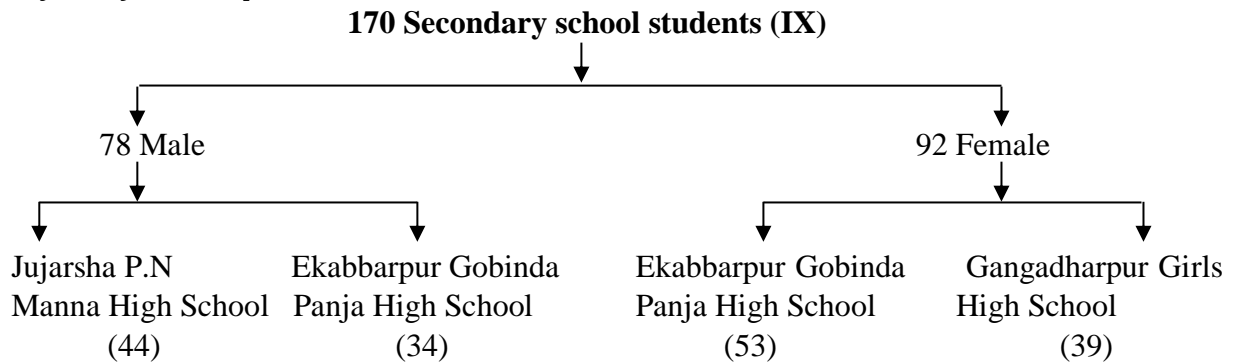
Methodology

For analyzing the achievement of secondary students in relation to their personality the investigator has used survey method for her study. Research deal with Personality (independent variable) and achievement (dependent variable).

Population & Samples

In the present study schools were selected randomly and Stratified Random sampling technique was used to select the sample. The total sample for the study comprised of IX grade and 170 male and female students at Howrah district in WB belonging to the age group of 14-15 years.

Layout of the sample



Tools

The following are the tools used in the research study to collect the data:

1. Big Five Inventory (Goldberg, 1993) used to study Personality of Secondary school students.
2. Geography Achievement Test developed by investigator herself to measure the achievement of Secondary school students.

Statistical Techniques

The data of 171 students from Howrah district was analyzed by Descriptive statistics such as calculating mean scores and inferential statistics such as product moment co-efficient of correlation.

Analysis and Interpretation of Data

Table 1. Mean scores of personality factor (BIG FIVE INVENTORY) among girls and boys of secondary student

	FACTORS OF PERSONALITY				
	Extraversion vs Introversion	Agreeableness vs Antagonism	Conscientiousness vs Lack of direction	Neuroticism vs Emotional stability	Openness vs Closedness to experience
Boys	27.77	34.13	33.01	22.53	34.01
Girls	29.24	34.26	32.66	26.03	35.34

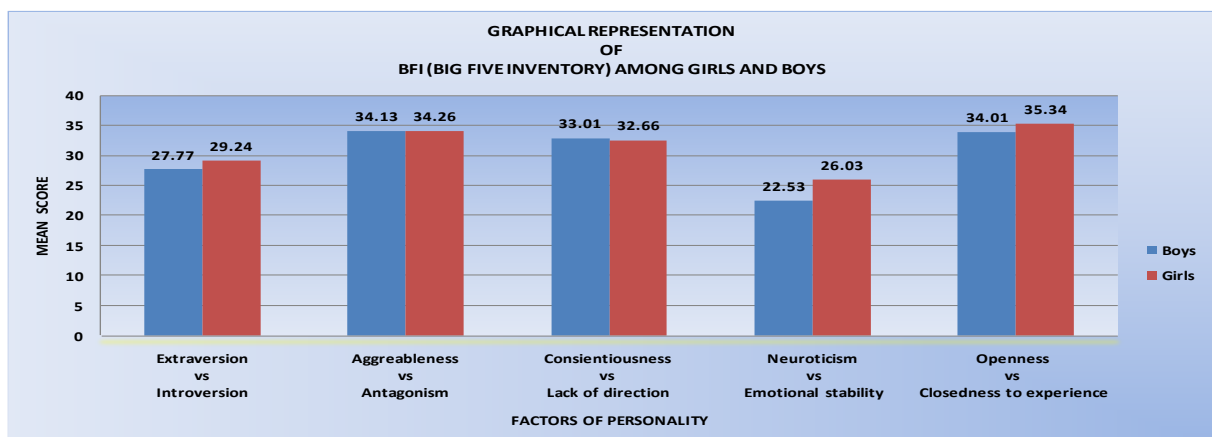


Figure 1. Graphical Representation of BFI (Big Five Inventory) Among Girls And Boys

Table 2. Mean scores of Achievement test on Geography among girls and boys

Category	Mean Score
Boys	10.29
Girls	10.74

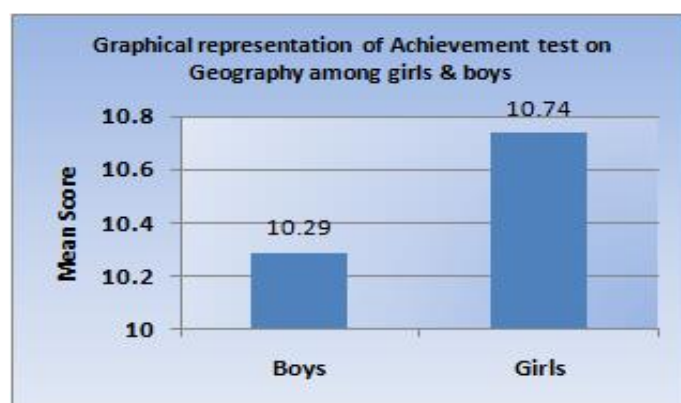


Figure 2. Graphical Representation of Achievement test on Geography among girls & boys

It is observable from the Table 1 that the mean scores of personality factors of girls and boys are 27.77 and 29.24 for Extraversion vs. Introversion, 34.13 and 34.26 for Agreeableness vs. Antagonism, 33.01 and 32.66 for Conscientiousness vs. Lack of direction, 22.53 and

26.03 for Neuroticism vs. Emotional stability, and 34.01 and 35.34 for Openness vs. Closedness to experience.

It is observable from the table 2 that the mean scores of achievement on Geography of girls and boys are 10.29 and 10.74.

Relationship between academic achievement and personality factors (Extraversion vs. Introversion, Agreeableness vs. Antagonism, Conscientiousness vs. Lack of direction, Neuroticism vs. Emotional stability and Openness vs. Closedness to experience of secondary school students)

Table 3. Relationship between academic achievement and personality factors

Variables	N (Samples)	Co-efficient of correlation	Correlation
Extraversion vs. Introversion Academic achievement	170	0.92	very high positive correlation
Agreeableness vs. Antagonism Academic achievement	170	0.91	very high positive correlation
Conscientiousness vs. Lack of direction Academic achievement	170	0.92	very high positive correlation
Neuroticism vs. Emotional stability Academic achievement	170	0.89	high positive correlation
Openness vs. Closedness to experience Academic achievement	170	0.91	very high positive correlation

Table 3 depicts that co-efficient of correlation between Extraversion vs. Introversion and academic achievement is 0.92, Agreeableness vs. Antagonism and academic achievement on is 0.91, Conscientiousness vs. Lack of direction, and academic achievement is 0.92, Openness vs. Closedness to experience and academic achievement is 0.91 indicate very high positive correlation exists among academic achievement and these personality factors and co-efficient of correlation between Neuroticism vs. Emotional stability and academic achievement is 0.89 indicate that there exists high positive correlation between two variables.

Summery & Findings

It can be clearly seen from the table 4.1.1 that the girl students are more Extrovert (sociable, energetic, adventurous, enthusiastic, outgoing), Agreeable (sympathetic, soft-hearted, trusting, forgiving) Neurotic (shy, moody, irritable, insecure emotionally unstable, anxious) and Open to experience (imaginative, interested in variety) than boy students but the result depicts that boy students are more Conscientious (organized, efficient, disciplined, careful, responsible) than girl students and It also be clearly seen from table 1.4.2 that the girls have well academic achievement in comparison to boys.

It can be clearly seen from the above table 4.1.3 that the value of coefficient of correlation is 0.92 for the academic achievement and Extraversion vs. Introversion, 0.91 for the academic achievement and Agreeableness vs. Antagonism, 0.92 for the academic achievement and Conscientiousness vs. Lack of direction, 0.89 for the academic achievement and Neuroticism vs. Emotional stability, and 0.91 for the academic achievement on geography and Openness vs. Closedness to experience. It indicates that academic achievement and Extraversion vs. Introversion, Agreeableness vs. Antagonism, Conscientiousness vs. Lack of direction and Openness vs. Closedness to experience of secondary school students are very high positive correlated to each other so it could be concluded that these types of personality factor have significant impact on academic achievement of secondary school students.

Conclusions

The present study of personality and achievement of secondary student in geography found very important in present scenario. Many researchers work on related talking point and has shown that academic achievement can be effective in influencing by personality, intelligence at different category and level. The result of this research has provided further evidence that personality is an important factor of student performance. Students of secondary level studying in government and private school should be given proper guidance to enhance personality by expanding their interpersonal skill, leadership skill, presentation skill etc.

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