



## IMPACT OF 14 PERSONALITY FACTORS ON READING ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN KARNATAKA

**Dr. Mohan Kumara T. M.**  
Lecturer, M.M. College of Education, Davanagere.

### 1. INTRODUCTION:

Reading serves unique purposes. It is many things to many people. It is a microscope, because through it we can not only examine the chromosomes and the atoms, but also infer those minute particles which even the finest micro-lenses cannot reveal. It is a never-ending wide screen film on which the human pageant passes in review. It is still the only known time machine that can recreate the events of the past and open the vistas of the future.

Learning to read constitutes an intellectual advance of great significance, that is valued in most societies. In 1908, Edmund Burke Huey denounced that to completely analyse what we do when we read would be the acme of a psychologist's achievement, "for it would be to describe very many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all its history".



In psychological terms, reading has been defined as "a process by which the child can on the run, extract a sequence of cues from printed texts and relate these, one to another, so that he understands the precise message of the text. The child continues to gain in this skill, throughout his entire education, interpreting statements of ever-increasing complexity" (Clay, 1972, p.8).

The process of reading starts with the visual perception and analysis of a grapheme, passes on to the recoding of graphemes into the corresponding phonetic structures, and ends with the comprehension of the meaning

of what has been written. In the initial stage, reading is a piecemeal activity incorporating all the enumerating operations.

Reading disability presents very real and devastating problems to the society, for reading failure constitutes a significant factor in the high rate of emotional maladjustment, social dropout, and juvenile delinquency, which contribute appreciably to the social welfare costs. Education, therefore, must assume some of the responsibility for solving the reading problems of children

and one must play the role of a "superteacher", if he/she is to rouse their fondness for reading. Researches were studied and were found that many variables influence the reading performance but personality attributions play a major role. Bhatnagar (1967), Abraham (1960), Jha (1970), Rothkoph (1972), Binder (1976), Hussain (1977), Gupta (1983), Lail (1984), Sontakey (1986), Mehrotra (1986) and Umadevi (1994) were studied on achievement.

## 2. OBJECTIVES:

The present investigation aims at ascertaining the impact of the personality characteristics on reading achievement of high school students.

## 3. DESIGN OF THE STUDY:

### 3.1. Sample:

A sample of 600 students studying in classes VIII, IX and X among 18 High Schools of Davanagere District of Karnataka state were studied by stratified random sampling procedure. In every school, classes 8 to 10 were included, 20 boys and 20 girls in every class were selected at random from rural and urban. 30 boys from the Boys Residential High School, 30 girls from the Girls residential High School at random from the above selected districts were included in the study. Thus, the total sample consisted of 600 students.

### 3.2. Tools:

High School Reading Achievement Test in Kannada was used to measure the reading achievement of the students. The test consists of two parts namely (I) Vocabulary and (ii) Comprehension. In Vocabulary test, 100 items with validity indices of 0.30 or more were selected. Each vocabulary test item was followed by five alternatives and each question of the comprehension test was followed by four alternatives. Validity and reliability for the tests were established. The intrinsic validity for the reading achievement test was 0.98 and the reliability was 0.96. Total time prescribed for the test was 40 minutes; 20 minutes for Part-I and 20 minutes for Part-II.

Cattell's H.S.P.Q was used to measure the influence of personality attributions on reading achievement of high school students. The H.S.P.Q. Test was translated into Telugu by the investigator and the validity and the reliability of Telugu version was established.

### 3.3. Data Collection:

For the collection of data, both tools were administered for the students as shown in the sample and care was taken to ensure that all students followed the instructions.

## 4. ANALYSIS, RESULTS AND DISCUSSION:

The data were analysed based on the objectives of the study. The answer sheets were scored using the scoring keys and the scores were tabulated and analysed.

To identify the influence of HSPQ on reading achievement scores of high school pupils, one-way analysis of variance technique is employed. The students are divided into three groups on each personality of HSPQ based on sten values. As recommended by Cattell et al (1970) the criterion of the divisions based on sten values was used. The Sten values 1 to 4 were grouped as low scores (Group-I), 5 and 6 as average scores (Group-2), and 7 to 10 as high scores (Group-III).

The following hypothesis is formulated to see the influence of the 14 personality factors on reading achievement of the pupils.

**H<sub>0</sub>: There is no significant effect of 14 personality factors of HSPQ on reading achievement of the students.**

To test the above hypothesis one-way analysis of variance technique is employed. A comparison of the means, SDs and 'F' values are given in Table - 1. It is evident from Table-1, the computed 'F' values for all the fourteen factors of HSPQ are far beyond 0.01 level of significance. Hence, the hypothesis 1 is rejected for all the 14 personality factors of HSPQ. It is clear from Table - 1, that the performance of group III is far better than the performance of group I and II. Similarly the performance of group II is better than the group I.

The characteristics of group I, II and III:

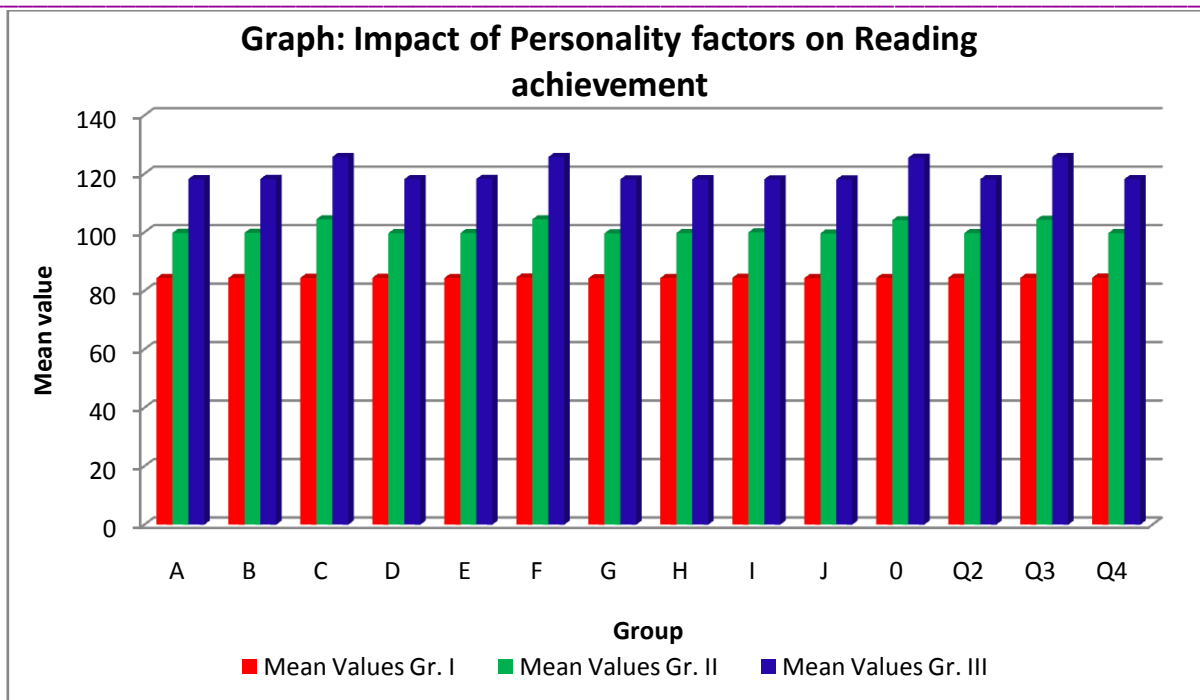
**Table - 1**  
**Impact of Personality factors on Reading achievement**

Personality Factors	Number of Observations			Mean Values			SD values			F Value	Level of Significance
	Gr. I	Gr. II	Gr. III	Gr. I	Gr. II	Gr. III	Gr. I	Gr. II	Gr. III		
	I	II	III	I	II	III	I	II	III		
A	200	175	225	84.35	99.81	118.23	7.57	3.58	9.94	2275.76	Significant
B	200	208	192	84.36	99.82	118.24	7.57	3.4	9.84	2288.47	Significant
C	202	195	203	84.42	104.48	125.8	7.68	6.26	7.98	2878.05	Significant
D	188	204	208	84.43	99.73	118.19	7.83	3.22	9.84	2229.6	Significant
E	198	202	200	84.39	99.75	118.25	7.6	3.23	9.83	2291.05	Significant
F	186	208	206	84.55	104.46	125.74	7.86	6.24	8.02	2803.25	Significant
G	195	200	205	84.28	99.65	118.13	7.58	3.33	9.93	2256.73	Significant
H	210	190	200	84.37	99.75	118.2	7.59	3.23	9.87	2280.34	Significant
I	170	211	219	84.43	99.99	118.15	7.77	4.08	9.96	2147.55	Significant
J	165	220	215	84.34	99.64	118.08	7.76	3.32	10.04	2175.12	Significant
O	175	225	200	84.4	104.15	125.54	7.76	6.65	8.38	2629.92	Significant
Q2	194	186	220	84.48	99.75	118.17	7.8	3.23	9.95	2196.87	Significant
Q3	197	203	200	84.43	104.33	125.78	7.8	6.31	7.97	2813.31	Significant
Q4	187	185	228	84.51	99.73	118.19	8.01	3.26	9.97	2138.62	Significant

It implies that pupils in group III whose characteristics are outgoing, warm hearted, easy going, participating (Factor-A); more intelligent, abstract thinking (Factor-B), emotionally stable, calm, mature (Factor-C), excitable, impatient, demanding, overactive (Factor-D); assertive, independent, aggressive, stubborn dominant (Factor-E), happy go lucky, gay, enthusiastic, impulsive, lively (Factor-F), conscientious, persevering, rule bound, stronger super ego strength (Factor-G), venturesome, socially bold, uninhibited, spontaneous (Factor-H), tender minded, dependent, over protected, sensitive (Factor-I), doubting, obstructive, individualistic, reflective, internally restrained, unwilling to act, (Factor-J), apprehensive, worrying, depressive, troubled, guilt proneness (Factor-O), self-sufficient, prefer own decisions, resourceful (Factor Q2), controlled, socially precise, self-disciplined, compulsive, high self-concept control (Factor-Q3), and tense, driven over wrought frustrated (Factor-Q4), performed far better than the pupils in group-I and II.

It implies that the performance of pupils in group-I whose characteristics are reserved, detached, critical, cool (Factor-A), less intelligent, concrete thinking (Factor-B), affected by feeling, emotionally less stable (Factor-C), phlegmatic, deliberate, inactive, stodgy (Factor-D), obedient, mild, conforming, submissive (Factor-E), sober, prudent, serious, taciturn (Factor-F), expedient, evades rules, weaker super ego strength (Factor-G), shy, restrained, diffident, timid (Factor-H), tough minded, self-reliant, realistic, no non-sense (Factor-I), vigorous, goes readily with group, justful, given to action (Factor-J), placid, confident, serene, untroubled (Factor-O), group dependent-A 'joiner' and sound follower, (Factor Q2), undisciplined self conflict, careless of protocol, follows own urges, low integration (Factor Q3), and relaxed, tranquil, torpid, unfrustrated (Factor-Q4) is least among three groups.

The personality characteristics of group II are in between the group III and I and their performance on Reading Achievement Test is better than group I. The data can be represented graphically as follows:



**5. CONCLUSIONS:**

1. All the 14 factors of HSPQ have significant influence on reading achievement of high school students.
2. On all the 14 personality factors group I mean values were less than those of group II and group III. Similarly, group II mean values on all the 14 personality factors were less than that of group III.
3. It is concluded that students whose personality characteristics were outgoing, more intelligent, emotionally stable, excitable, assertive, happy go lucky, super ego strength, venturesome, tense minded, doubting, apprehensive self-sufficiency controlled and tense performed significantly better on reading achievement than the students whose personality characteristics were observed less intelligent, emotionally less stable, phlegmatic, obedient, sober, moral standards, shy, tough-minded, vigorous, placid, group dependent, undisciplined and relaxed.

**6. EDUCATIONAL IMPLICATIONS:**

Null hypothesis formed for the study was rejected. This proves that the better personality characteristics contribute to higher reading achievement. Conscious efforts should be made by teachers to assess the personality characteristics of each student and do the needful to enhance the student personality. Attention may be given to the provision of resources and to the internal organisation of schools on the development of language and the teaching of reading. All that mankind has done, thought, gained or been, is lying as in magic preservation in the pages of books.

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