



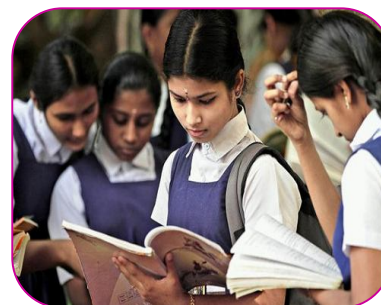
A STUDY ON THE EFFECT OF PERSONALITY ON ACADEMIC ACHIEVEMENT OF ADOLESCENT GIRLS STUDENTS

S. Karthiyayini

Assistant Professor, Vels Institute of Science, Technology & Advanced Studies (VISTAS), School of Education, Pallavaram, Chennai, Tamil Nadu.

ABSTRACT

The present study was aimed to find out the effect of personality on academic achievement of adolescent girls students. A stratified sample of 300 XI standard students studying in different schools was chosen from Chennai district. Data was analyzed by using F-ratio and correlation co-efficient. Result indicated that there is significant difference in personality of adolescent girls students. Finding also showed that there is significant relationship between personality and academic achievement of adolescent girls students.



KEY WORDS: Personality, Academic Achievement, Adolescent Girls Students.

INTRODUCTION

Success in academics is a series of decisions and actions. It requires persistence and patience. The role of the family is significant in the personality development of adolescents the school also plays an important part in the all round development of an individual. An adolescent's inter-personal relationship with the family, the teachers, the peer groups and the society can positively influence the academic achievement. The competent skills and potentialities needed to grow and meet their goals successfully are related to the Personality to have a better Academic Achievement.

OBJECTIVES OF THE STUDY

- To find out the significant difference in personality of adolescent girls students based on type of management.
- To examine the significant relationship between personality and academic achievement of adolescent girls students.

Hypotheses

1. There is no significant difference in personality of adolescent girls students in terms of type of management.
2. There is no significant relationship between personality and academic achievement of adolescent girls students.

Research Method & Sample

In the present study normative survey method is employed. The stratified sample consists of 300 XI standard students in Chennai district.

Tools

1. Personality Inventory by Hans Jurgen Eysenck.
2. Achievement Marks was considered in Quarterly Examination by the XI students.

Data Analysis

Table 1: ANOVA for Personality of Adolescent Girls Students based on Type of Management

Variables	Source of Variance	Sum of squares	df	Mean Square	F	Level of Significance
Personality	Between Groups	360.987	2	180.493	3.533	0.05
	Within Groups	15170.960	297	51.081		
	Total	15531.947	299			

Table-1 shows that there is significant difference in personality of adolescent girls students with regard to type of management. The obtained F-value (3.533) is greater than the table value for df= 2 at 0.05 level of significance. Hence the hypothesis-1 is rejected.

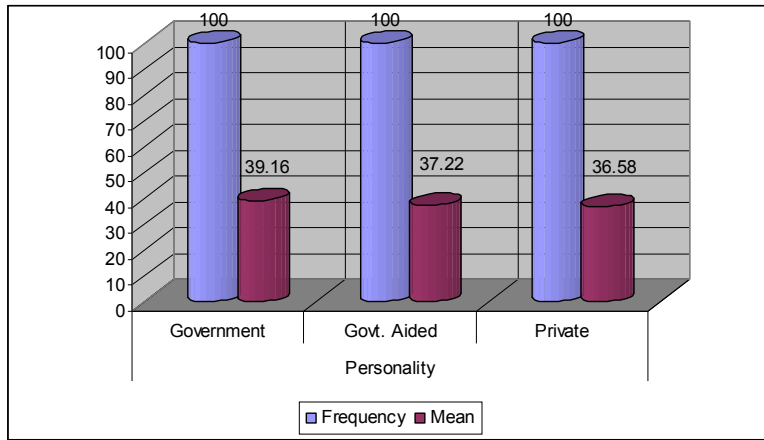


Figure 1: Mean Values for Personality of Adolescent Girls Students based on Type of Management

Table 2: Relationship between Personality and Academic Achievement of Adolescent Girls Students

Variables	N	Mean	SD	'r' value	Result
Personality	300	37.65	7.207	0.174**	Significant at 0.01 level
Academic Achievement	300	73.91	8.921		

From Table-2, the 'r' value is 0.174 is significant at 0.01 level. Hence the hypothesis-2 is rejected. Thus there is relationship between personality and academic achievement of adolescent girls students.

Findings

- Type of management is differing significantly in personality of adolescent girls students.
- Personality and Academic Achievement positively correlating each other.

Suggestions

- This study is limited to adolescent girls students in Chennai district only and it could be extended to

other areas.

- This study could be extended to other areas of population like, teacher trainees, arts and science college students, engineering, law, medicine students etc.
- This study could also be done along with other variables like Adjustment behavior and Emotional Maturity etc.

BIBLIOGRAPHY

- Aruna Mohan. (2000). Psychological foundations of Education, Hyderabad: Neelkamal Publications (P) Ltd.
- Buch, M.B. (1986). Fourth Survey of Research in Education. NCERT, New Delhi.
- Eysenck, H.J. (2005). The Biological basis of Personality, Springfield, Vol. II.
- Murray, H.A. (1938). Explorations in Personality. New York: Oxford University Press.
- Nagarajan, K. (2003). Educational Psychology. Chennai: Ram Publishers.