

Personality Types as Correlates of Achievement

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Abstract:

The purpose of this study was to assess the effect of different personality types on academic achievement. 600 Participants were selected through quota sampling from Various Schools of Lakhimpur-kheri (U.P.). Age related factors treated as control variable. For obtaining the score on perceived parenting style, Type A,B ad C Personality inventory was used, which has 45 items. It is five point scale based on five options: strongly agree, agree, undecided, disagree and strongly undecided response of Subject Through this scale three type of personality has been taken and 100 Participants were selected through quota sampling from Various Schools of Lakhimpur-kheri (U.P.) for each personality types. Research was based on ex-post facto research design. Statistically analysis was done by paired t test. Results indicate that children of Type B personality have high academic achievement.

Keywords: Personality Types, Academic achievement

Educational performance gets affected by a number of factors such as intelligence, achievement, motivation, home environment, school environment, interest and resources. The most significant influence on child is his or her parents. Psychologists and educationists are of the opinion that child rearing practices have the direct bearing on the educational performance of children. In this competitive era, where every parent expects that his child should do well at school, it is necessary to understand how different parenting styles determine the child's educational performance at school.

Society and parent's emphasize effective education because it forms the main basis for admission to professional courses and for career development. Thus the academic achievement that has the highest prestige in the eyes of the members of the group with which the child is identified has the greatest influence on the personality development. Research has revealed that personality factors such as persistence incompleting task, procrastination and other factors have a mark on the accomplishment of an individual.

Academic performance is a major issue among students, teachers, parents, schools, administrators, and the community at large. Attempts have been made by researchers to unravel the complexities surrounding academic performance. Psychologists have put forward a lot reasons why these disparities in performance exist (WAEAC 2005). A lot of attention has been paid to external factors such as type of school, teaching methods, school location, instructional materials, teachers experience and so on. Many spend lots of money in order to secure good schools either for their children or themselves and those who can afford it even invest on education abroad as they believe this will enhance performance, and which in turn gives an added advantage in terms of securing gainful employment. Opinions vary as to why some students excel academically while others appear to be underachievers. Many psychologists have consistently attempted to identify the major predictors of individual

academic performance. Another major factor that is believed to be responsible for academic performance is their PERSONALITY.

Personality comes from the Latin word "charm", which means mask, face shield or even a sound (personae). Mischel (2004) stated the concept of personality as the dynamic organization psychosocial systems that determine individual behavior and thinking. Wolfe, & Johnson (1995) in his study found that there was a significant correlation between personality factors and Academic achievement.

The study of personality is important because many people in our society who think that intelligent students are much better behavior than other students. But the actual reality is not as assumed. This is because all the students in the class have the same good .the belief that gifted students are better encourage the implementation of unfair practices or negative practices for other students in classroom.

The academic performance is influenced by various factors. The factors which affect academic achievement is self-personality, friends, family. When we reflect on one's personality within someone else then in will be there the difference. According to Engler (2009), this difference arises as a result of environmental factors and genetic factors. Personality is the major factor which influences academic achievement.

Every person has innate abilities in him. When these innate abilities get the opportunity to develop, they develop according to the individual capacity. When the physical development of a child is going on, the foundation for his emotional intelligence and individual developments is laid down. Personality development starts in the very childhood which gradually gets affected or influenced from heredity and environment

Education plays a vital role in building a society. The word academic here, stands for those aspects of school that involve

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the study of books. The achievement of students in the course syllabi, and books studied by them and expressed in the forms of grade, percentage or on any other point of scale can broadly be termed as academic achievement. The importance of prediction of academic achievement has increased during recent years because of various reasons. One of the reasons is the mushroom growth in student population which has created manifold problems. The second is that child education has not been found to be commensurable with the efforts and huge expenditure made in this field. The third is concerned with the wastage of great human potentials because it is often found that student perform much below their capacities.

It is important to consider why personality should be expected to be correlated with academic performance when most measures of personality, including the Five Factor Model, were not designed to predict academic performance (Ackerman & Heggestad, 1997). The idea that intelligence, socioeconomic status and personality each affect socially-valued behaviors is consistent with the proposal that performance in both work and academic settings is determined by factors relating to capacity to perform, opportunity to perform and willingness to perform (Blumberg & Pringle, 1982). Capacity incorporates knowledge, skills and intelligence; opportunity to perform is affected by environmental constraints and resources, including socioeconomic resources (Traag et al., 2005); while willingness to perform reflects motivation, cultural norms and personality (Blumberg & Pringle, 1982). Factors associated with willingness to perform, such as attendance, initiative, involvement in non-academic activities, and attitudes to study, have been shown to provide additional prediction of academic performance beyond that provided by mental ability (Willingham, Pollack, & Lewis, 2002). With respect to willingness to perform, the dimensions of the Five Factor Model may contribute directly but have been indirectly linked through their associations with motivation. Personality and academic performance may be associated due to common links with intelligence. Consistent with this, Chamorro-Premuzic and Furnham (2006) argued that correlations between academic performance and personality measures would mirror corresponding correlations of intelligence with personality. The measures of personality based on the Five Factor Model should be correlated with academic performance relate to the evidence supporting the importance of personality factors for predicting socially valued behaviors and on the recognition of personality as a component of an individual's willingness to perform. At the same time, intelligence should be considered in order to adequately assess these relationships.

Objective of Present Study

1. To identify the type of personality associated with the school going children of high and average academic achievement.
2. To analyze the difference in the academic achievement among the group of school going children of different personality types.

Hypothesis

There is no difference in the level of academic achievement of different personality types.

1. There is no difference in the level of academic achievement as a result of different personality type A and B.
2. There is no difference in the level of academic achievement as a result of different personality type A and C
3. There is no difference in the level of academic achievement as a result of different personality type B and C.

I. METHOD

Sample plan A total 300 participants from various schools of Lakhimpur-kheri (U.P.) selected through quota sampling. The age ranged between 12 to 16 Years. All participants were school going children. The minimum educational status was Eighth class and maximum was Tenth class. At the time of research work, researcher went to class and had distributed the questionnaire and asked to read questions and give the answers carefully. There are some statements which are based on your personality. Read every statement carefully and what you feel fill the options according to it. Every statement has five options and you have to give only one answer for each statement.

Research Design Ex-post facto research design was used in this research.

Measures

1. **TYPE A, B AND C PERSONALITY INVENTORY**
Researcher developed the scale to assess the personality types of students age 12 to 17 school going students. The process constructing scale is as follows: - Researcher made list of the dimensions of Type A, Type B and Type C personality. On the basis of these dimensions along with description of Type A, B and C researcher developed a questionnaire in Hindi, which was sent to 5 experts (professors in psychology, of different college and university) to express their viewpoints whether or not these dimensions fit the description of the corresponding personality patterns. According to their suggestions the questionnaire was modified and seven dimensions for Type A, four dimensions for Type B and five dimensions for Type C were selected finally. Based on the expert's opinions total 45 items were selected, that is 18 items for Type A, 13 items for Type B and 14 items for Type C.
2. **Academic Achievement** It will be measured by the number of courses passed in each academic year. Percentage of achievement was arrived at by dividing the number of courses passed by the total number of courses taken.

Procedure After selection of the participant, they were informed about the research purpose and researcher told them—their response will be kept confidential.

II. RESULT

Under This section of research work, deals with the statistical analysis of data and its interpretation as well as discussion of

the obtained results. As pointed out in preceding section, the following table has been drawn-

1. Hypothesis. There is no difference in the level of academic achievement of different personality types.

Hypothesis 1.1 There is no difference in the level of academic achievement as a result of different personality type A and B.

N	A.A.	Mean	S.D.	SEd	t-value
100	Mean of A.A. of type A personality	75.87	11.51	1.64	3.2 Significant at 0.01 level
100	Mean of A.A. of type B personality	81.22	11.73		

As shown in Table, the mean value of academic achievement of Type A personality is 75.87 and the mean value of academic achievement of Type B personality is 81.22 which show difference of 5.35 in both values and obtained t-value is 3.2, which is significant at 0.01 level of confidence. Hence hypothesis rejected.

Thus result reveals that **there is significant difference in the level of academic achievement of children as a result of different personality type A and personality type B.**

Hypothesis 1.2 There is no difference in the level of academic achievement as a result of different personality type A and C.

N	A.A.	Mean	S.D.	Sed	t-value
100	Mean of A.A. of type A personality	75.87	11.51	1.5	2.85 Significant at 0.01 level
100	Mean of A.A. of type C personality	71.59	9.8		

As shown in Table, the mean value of academic achievement of Type A personality is 75.87 and the mean value of academic achievement of Type C personality is 71.59 which show difference of 4.28 in both values and obtained t-value is 2.85, which is significant at 0.01 level of confidence. Hence hypothesis is rejected.

Thus result reveals that **there is significant difference in the level of academic achievement of children as a result of different personality type A and personality type C.**

Hypothesis 1.3 There is no difference in the level of academic achievement as a result of different personality type B and C.

N	A.A.	Mean	S.D.	SEd	t-value
100	Mean of A.A. of type B personality	81.22	11.73	1.5	6.33 Significant at 0.01 level
100	Mean of A.A. of type C personality	71.59	9.8		

As shown in Table, the mean value of academic achievement of Type B personality is 81.22 and the mean value of

academic achievement of Type C personality is 71.59 which show difference of 9.36 in both values and obtained t-value is 6.33, which is significant at 0.01 level of confidence. Hence hypothesis is rejected.

Thus result reveals that **there is significant difference in the level of academic achievement of children as a result of different personality type B and personality type C.**

III. DISCUSSION AND INTERPRETATION

Interpretations of these hypotheses are as follows:-

Hypothesis 1. There is no difference in the level of academic achievement of different personality types.

Hypothesis 1.1 There is significant difference in the level of academic achievement of children as a result of different personality type A and personality type B. The mean value of academic achievement of Type A personality is 75.87 and the mean value of academic achievement of Type B personality is 81.22 which show difference of 5.35 in both values and obtained t-value is 3.2, which is significant at 0.01 level of confidence. Hence hypothesis is rejected.

However the mean value of the academic achievement of Type B personality is more than the academic achievement of Type A personality so we can say that Type B personality has high academic achievement as compare to Type A personality. The result is also in agreement with Johnston (1993) who emphasized that student whose personality is Type B scores high grades due to their easy going nature. As type A personality people are highly competitive and ambitious so they have all time mental pressure on them to score high marks and to achieve highest grade among all students. This result that their academic achievement is low as compared to Type B personality because they are relaxed and easy going. They don't take any kind of pressure on them. They also don't compare themselves with anyone so their academic achievement is higher.

Hypothesis 1.2 There is significant difference in the level of academic achievement of children as a result of different personality type A and personality type C. The mean value of academic achievement of Type A personality is 75.87 and the mean value of academic achievement of Type C personality is 71.59 which show difference of 4.28 in both values and obtained t-value is 2.85, which is significant at 0.01 level of confidence. Hence hypothesis is rejected.

However the mean value of the academic achievement of Type A personality is more than the academic achievement of Type C personality so we can say that Type A personality has high academic achievement as compare to Type C personality. Research conducted by Forshaw (2012) is in the favor of the result. As Type A personality are highly competitive and ambitious and Type C personality are not very highly competitive. They used to suppress their feelings and emotions. So the academic achievement of type A personality is more than type C personality. Because type C personality students are facing any difficulty regarding their studies they are unable to express it to teachers or students. It may cause lots of stress and mental tension.

Hypothesis 1.3 There is significant difference in the level of academic achievement of children as a result of different personality type B and personality type C.

The mean value of academic achievement of Type B personality is 81.22 and the mean value of academic achievement of Type C personality is 71.59 which show difference of 9.36 in both values and obtained t-value is 6.33, which is significant at 0.01 level of confidence. Hence hypothesis is rejected.

However the mean value of the academic achievement of Type B personality is more than the academic achievement of Type C personality so we can say that Type B personality has high academic achievement as compare to Type C personality. As type B personality are easy going and they do one thing at a time and are able to express their feelings with anyone so they have no tension regarding studies, they do it freely and easily. This results them to score high grades than the academic achievement of type C.

IV. CONCLUSION

Children of Type B personality have high academic achievement because they are easy-going, relaxed, their patience level is high and are cool in nature, they do one thing at a time, are less competitive so don't take any stress, they are highly creative, and enjoy every moment. So if children have type A or C personality so the parents should focus on their kids and try to enhance some qualities of Type B in their kids so they can do better and gets high academic achievement.

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