

Selected Personality Factors and Academic Achievement: A Comparative Study of Private Residential School Children and Rural Government School Children

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Abstract: The study compares the effects of selected personality factors contributing to the High Academic Achievement of Private Residential School Children and Rural Government School Children. Children studying in selected private residential schools and rural government schools in IX and X classes with highest ranks (first 3-4 ranks) in the previous year were selected. Total sample comprised 240 children, 120 from each setting, 60 from IX class and 60 from X class. The study concluded that High achievers were same on Achievement Motivation, Locus of Control in both groups. High achievers from rural government schools were more anxious than high achieving children from private residential school children. There was significant gender difference in Achievement Motivation, Locus of Control, Adaptability, creativity, competition, Self control, General Anxiety. Achievement was positively correlated with competition, Adaptability, Creativity, Self Control, Achievement Motivation and Locus of Control in achievers from private residential schools. In rural government school children gender difference was found in adaptability and self control dimensions of personality and achievement was positively correlated with self control, achievement motivation and Locus of control.

Key words

Academic Achievement

Personality factors

Rural Government school children

Private residential school children

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I. Introduction

Academic achievement represents the performance out comes in instructional environment. It decides the future of an individual and in turn nation's development. Due to modernization and globalization individuals education needs are varying and different learning environments are emerging. Academic success of an individual is determined by many factors both cognitive and non cognitive. The individual differences in these factors determine the school success. So it is necessary to determine to what extent which personality trait is effecting individual's Academic achievement.

II. General Objective

To compare the selected personality factors contributing to the Academic Achievement of private residential school children and rural government school children.

2.1 Specific objectives

1. To study and compare the selected personality factors of private residential school children and rural government school children.
2. To study and compare the gender differences, if any, in the contribution of selected personality factors to the Academic Achievement of private residential school children and rural government school children.
3. To study and compare the contribution of selected personality factors to the Academic Achievement of private residential school children and rural government school children.

III. Review Of Literature

Studies related to the personality factors are presented under the following headings.

Studies on Achievement Motivation

Studies on effect of Achievement Motivation on Academic Achievement lead to two types of conclusions. Some studies concluded that Achievement Motivation fuels performance (Grolnick & Slowiazek, 1994; Varma & Swain, 1991; Rath, 1991).

Some studies reported no significant relationship between Achievement Motivation and Scholastic success (Vimla, 1985, Katyal & Bindra, 1993, John, 1994, Lori, 1994, Ray, Lipika and Bibi, 1994, Fortier et al. 1995, Alam, 2001, Chhabra, 2001, Ellekkakumar and Elankathirselvan, 2001, Singh et al., 2002, and Ali et al., 2011). There was no significant difference between male and female adolescents on the measures of Achievement Motivation (Harikrishan, 1992; Niebuhr, 1995; Dhunna, 2000; varma, 2003; Pandey, 2008 and Ergene, 2011; varma, 2003; Pandey, 2008)

Studies on Self Concept and General Anxiety

Studies on Self Concept inferred better self concept among high achievers than low achievers (Singh, 1987; Santhana, 1993; Bandura, 1993; Tiwari and Bansal, 1994; Vijayalakshmi, 1995; Pujar Gaonkar and Sharma, 1997; Harolda and Sandra, 1998). In contrast to above results a study by Sharma (1989) indicated no influence of Self Concept among girls, which in turn may lead to decrease in Academic Achievement of girl children.

Coming to the studies on Anxiety and Academic Achievement it has been reported that there was significant difference between high and low achievers in their manifest Anxiety (Asthana, 1993; Katyal & Bindra, 1993; Gupta & Anshika, 1998). All these studies found negative correlation between Anxiety and Academic Achievement. There are also some studies, which viewed Anxiety as an insignificant factor in determining Academic Achievement (Verma and Chaturvedi, 1989; Varma & Swain, 1991). Students belonging to urban areas have more anxiety of failure than those belonging to rural areas (Yadav, 1991).

Studies on Locus of Control The control orientation of an individual is also an important factor studied in relation to Academic Achievement. Some studies concluded that Locus of Control had significant correlation with the school achievement. All these studies reported high achievement among students with internal Locus of Control (Rekha & Misra, 1986; Wilson, Castle, Cutts & Jackie, 1989).

Quantitative synthesis of Bhogayata (1989) using a sample of 20 studies, over 6,084 students on the relationship between Locus of Control and Academic Achievement, showed that Locus of Control measures were relatively weak correlates of learning. This weak relationship appeared constant across student characteristics such as grade level, sex, socio economic status as well as characteristics of the measures of Locus of Control and Academic Achievement. (Stipek & Weiss, 1989; Sabita & Basavayya, 1991). Whereas Tanwar and Sethi (1986) found that Locus of Control and self esteem were significantly positively related to Academic Achievement.

Studies on Adjustment, Creativity studies pointed out that high and low achievers differ significantly in home, social and emotional Adjustment and do not differ significantly in health and school Adjustment (Tiwari & Pooranchand, 1995; Agarwal 1998). Studies on Creativity showed positive correlation between Creativity and Academic Achievement (Mishra, 1978; Pathak & Verma, 1995; Chowdhury & Ghosh, 1996). Creativity scores increased with increase in age (Reddy & Salina, 1988).

IV. Materials And Methods

4.1 Sampling procedure

Selection of schools

Popular Private Residential Schools were selected from daily news paper advertisements from different localities of Hyderabad City. Rural government schools which had got more than 60 percent results in last three consecutive years were selected from the office of commissionerate of examination. A total of 17 schools were listed and selected.

Selection of children

Children studying in selected private residential schools and rural government schools in IX and X classes with highest ranks (first 3-4 ranks) in the previous year were selected. Total sample comprised 120 children, 60 from IX class and 60 from X class.

4.2 Tools and Techniques

Tools used for data collection were Multi dimensional assessment of personality inventory (MAP SERIES- FORM T) by psy-com Services, 1993; Achievement Motivation scale by Shah, B. 1986; General Anxiety Scale by Sarason, 1960; Locus of Control Scale by Crandall, Katvoksky, Grandall, 1966; Marks obtained in English, Mathematics and Science were considered to measure the Academic achievement.

4.3 Statistical procedure used for the data analysis

Percentages, Arithmetic Mean, Standard Deviation, Two Sample Z Test, correlation were used for the analysis of the data.

V. Results And Discussion

Table-1: Comparison Of Frequency Distribution Of Selected Personality Dimensions Of Private Residential School Children And Rural Government School Children

Dimension (score range)	Categories of scores obtained					
		0-3	4-6	7-9	10-12	13-15
1. Adaptability(0-12)	Private residential	-	29(24.7)	74(61.67)	17(14.17)	-
	Rural Government	42(35)	60(50)	18(15.00)	-	-
2. Creativity(0-14)	Private residential	-	18(15.00)	74(61.67)	26(21.67)	2(1.67)
	Rural Government	40(33.3)	64(53.4)	16(13.3)	-	-
3. Morality(0-14)	Private residential	-	-	56(46.07)	59(49.07)	5(4.17)
	Rural Government	-	28(23.3)	88(73.3)	4(3.3)	-
4. Competition(0-14)	Private residential	-	-	54(45.00)	8(6.67)	58(48.33)
	Rural Government	20(16.6)	56(46.6)	44(36.6)	2(1.6)	-
5. Self control(0-14)	Private residential	-	-	12(10.00)	66(55.00)	42(35.00)
	Rural Government	2(1.6)	10(8.3)	74(61.7)	34(28.3)	-
6. Self sufficiency(0-14)	Private residential	-	1(0.83)	42(35.00)	53(44.17)	24(20.00)
	Rural Government	52(43.4)	56(46.6)	12(10)	-	-
7. Tension(0-14)	Private residential	-	5(4.17)	89(74.17)	26(21.67)	-
	Rural Government	14(11.6)	100(83.3)	6(5)	-	-

Percentages in parenthesis

The above table shows different categories of children’s scores on selected Personality Dimensions. In private residential school children more than 75 percent children were above average on the Adaptability dimension where as in rural government school children 50 percent of the children scored average and only 15 percent were in above average group.

On creativity dimension private residential school children only 15 percent were below average, rest of them were average (62 percent) and above average (23 percent), where as in rural government school children, very few children (13.3 percent) scored average scores and rest of them scored below average, which shows poor creativity among these group of children.

On Morality dimension private residential school children 95 percent scored average, and remaining 5 percent scored above average. In rural government school children above 70 percent scored average score, and a negligible percent (3percent) of children scored above average.

In Private residential school children scores on competition were 45 percent average and 55 percent above average, on self control 10 percent average 90 percent above average, self sufficiency 42 percent average and 58 percent above average, Tension 74 percent average and 21 percent above average.

Coming to rural government school children on competition, self sufficiency and tension dimensions higher number of children had below average scores (63percent, 90percent, 95percent) where as self control dimension two thirds of children (61.7percent) scored average scores. There were more number of children in above average category for self control dimension (28.3percent) when compared to all other selected personality dimensions.

It is evident from the above results that rural government school children were below average where as private residential school children were average and above average in selected personality dimensions.

Table-2: Comparison Of Frequency Distribution On Dimensions Of Achievement Motivation, General Anxiety And Locus Of Control Of Private Residential School Children And Rural Government School Children

Dimension (score range)	Categories of scores obtained			
		Below (17)	Moderate(up to 23)	High (24 & above)
1. Achievement motivation	Private residential	-	36(30.00)	84(70.00)
	Rural Government	-	40(33.35)	80(66.65)
2. General anxiety	Private residential	24(20.00)	69(49.07)	37(30.83)
	Rural Government	26(21.6)	34(28.4)	60(50)
3. Locus of Control		External(0-17)	Internal(17-34)	
	Private residential	5(4.17)	115(95.83)	
	Rural Government	2(1.7)	118(98.3)	

Percentages in parenthesis

The above table indicates that both private residential school children and rural government school children were same and two thirds of children were in high Achievement Motivation category. In private residential school children half were in moderate General Anxiety category, and in rural government school children 50 percent were in High General Anxiety category and Half of the children were also placed below (21.6percent) and moderate level (28.4percent) on General Anxiety in rural government school children . For both the groups a vast majority were in Internal Locus of Control (98.3percent) category.

Table-3: Comparison Of Mean Scores On Selected Personality Dimensions Between Boys And Girls Of Private Residential School Children And Rural Government School Children

Dimension		Boys(n=36)		Girls(n=84)		Z-Value
		Mean	Standard deviation	Mean	Standard deviation	
1.Adaptability	Private residential	5.03	1.3351	4.32	1.5393	2.0167*
	Rural Government	4.000	1.8822	4.7142	1.3174	1.9844*
2. Creativity(0-14)	Private residential	5.15	2.0541	6.35	1.4568	3.2135**
	Rural Government	4.3333	2.1908	4.5476	1.7996	0.5168
3.Morality(0-14)	Private residential	6.55	1.6567	6.45	1.1822	0.3799
	Rural Government	7.5555	1.4029	7.5476	1.1863	0.0296
4.Competition(0-14)	Private residential	6.13	1.9348	7.42	1.6716	3.7696**
	Rural Government	5.2222	2.0991	5.5476	1.8653	0.0296
5. Self control(0-14)	Private residential	8.93	1.2384	7.42	1.5474	5.3802**
	Rural Government	7.7222	2.2879	8.5952	1.3182	2.1420*
6.Self sufficiency(0-14)	Private residential	7.31	1.6401	7.77	1.8369	1.3468
	Rural Government	3.7222	1.2960	3.8333	2.0583	0.3618
7.Tension	Private residential	5.63	1.2966	5.25	1.3739	1.4838
	Rural Government	4.9444	1.6378	4.7857	1.3086	0.5152

*P<0.05

**p<0.01

From above table it is clear that in private residential school children boys and girls exhibited significant gender differences. These differences are noted in adaptability, Creativity, Competition and self Control. Girls were superior in Creativity and Competition whereas boys were superior in adaptability and Self Control. In rural government school children there was significant gender difference in Adaptability and Self Control dimensions of personality. Girls were better than boys in these dimensions. Girls' scores were high in Creativity, Competition, Self Sufficiency dimensions while boys scored High in dimensions of Morality and Tension. But these differences were not found to be statistically significant.

Table-4: Comparison Of Mean Scores On Measures Of Achievement Motivation, General Anxiety And Locus Of Control Between Boys And Girls Of Private Residential School Children And Rural Government School Children

Dimension		Boys(n=36)		Girls(n=84)		Z-Value
		Mean	Standard deviation	Mean	Standard deviation	
1.Achievement motivation	Private residential	22.75	2.7545	23.30	2.5612	1.0810
	Rural Government	23.8888	2.3878	24.2619	2.2286	0.7998
2. General anxiety	Private residential	20.37	5.7695	21.38	4.5202	1.9907*
	Rural Government	21.7777	6.3114	22.9047	6.9414	0.8694
3.Locus of Control	Private residential	21.83	7.3094	21.80	5.3477	0.1701
	Rural Government	24.1111	2.6379	24.2619	2.8374	0.2804

*P<0.05

**p<0.01

There was no significant gender difference in Achievement Motivation, and Locus of Control for both the groups of children. Private residential school boys and girls differed significantly in General Anxiety. Boys were more anxious than girls. Where in rural government school children there was no significant gender difference in General Anxiety also.

Table-5: Correlation Between The Selected Personality Dimensions And Academic Achievement Of Private Residential School Children And Rural Government School Children

Dimension		English	Mathematics	Science
1.Adaptability	Private residential	-0.0882	0.1227	0.2339*
	Rural Government	-0.2171*	0.0583	-0.1196
2. Creativity	Private residential	0.1916	0.2525*	0.2756*
	Rural Government	-0.0651	0.0053	-0.1595
3.Morality	Private residential	0.0516	0.0061	-0.1695
	Rural Government	0.0015	-0.0425	-0.0575

4.Competition	Private residential	0.1996*	0.2533*	0.0578
	Rural Government	0.0653	-0.1136	-0.2195*
5. Self control	Private residential	0.0509	-0.0172	0.6365**
	Rural Government	0.3468**	0.2472*	0.2022*
6. Self sufficiency	Private residential	0.0704	0.0946	-0.0232
	Rural Government	0.0301	0.1595	0.1904
7.Tension	Private residential	-0.0044	-0.2151*	-0.0829
	Rural Government	0.0328	0.0342	-0.0205

*P<0.05

**p<0.01

In private residential school children there is significant positive correlation between competition with marks in English, Creativity and Competition with marks in Mathematics; Adaptability, Creativity and Self Control with marks in Science. Whereas Tension was negatively correlated and significant with marks in Mathematics.

In Rural government school children there was Negative correlation between Adaptability and English, Competition and Science at 5 percent probability level. Self Control showed a significant and positive correlation with English at 1percent probability level with Mathematics and Science at 5 percent Probability level.

Table-6: Correlation Between The Measures Of Achievement Motivation, General Anxiety, Locus Of Control And Academic Achievement Of Private Residential School Children And Rural Government School Children

Dimension		English	Mathematics	Science
1.Achievement motivation	Private residential	0.3573**	0.6453**	0.1392
	Rural Government	0.2103*	0.3029*	0.0909
2. General anxiety	Private residential	0.0547	-0.2585*	0.1052
	Rural Government	-0.0561	-0.2375	-0.0981
3.Locus of Control	Private residential	0.1994	-0.0026	0.6142**
	Rural Government	0.2042*	0.0674	0.0707

*P<0.05

**p<0.01

In both groups Achievement motivation was positively correlated with achievement in English and Mathematics. There was increase in English and Mathematics achievement with increase in Achievement Motivation. In private residential school children increase in General Anxiety level decreased the achievement in mathematics. Achievement in Science for private residential school children and English for rural government school children were positively correlated with internality of the Locus of Control measure.

VI. Conclusion

It can be concluded from the above discussion that rural government school children were below average where as private residential school children were average and above average in selected personality dimensions. High achievers were same on Achievement Motivation, Locus of Control in both groups. High achievers from rural government school were more anxious than high achieving children from private residential school children. There was significant gender difference in Achievement Motivation, Locus of Control, Adaptability, creativity, competition, Self control, General Anxiety and achievement were positively correlated with competition, Adaptability, Creativity, Self Control, Achievement Motivation and Locus of Control in achievers from private residential schools. In rural government school children gender difference was found in adaptability and self control dimensions of personality and achievement was positively correlated with self control, achievement motivation and Locus of control.

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