



A STUDY OF PERSONALITY TRAITS OF GIRLS STUDYING IN PROFESSIONAL COURSES IN RELATION TO THEIR ACADEMIC ACHIEVEMENTS

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Abstract

Present study titled “A study of personality traits of girls studying in professional courses in relation to their academic achievements” conducted on Government and private professional colleges of Mathura district. Descriptive survey method was implied to collect the data of the study. 125 students have been selected by using random sampling technique as a sample of the study. The data was collected through a two questionnaires (1. 16 personality factors - developed by Cattell and IPAT (1982) 2. Marks secured in the previous semester which represented in academic achievement was obtained from the department). Descriptive and Inferential statistics have been used for analyzing and interpreting the data and its findings are concluded as: 1. Majority of students were in moderate range of all 16 personality factors. There is no significant difference in 16 personality traits of girls studying in professional courses of Mathura district. Only socially clumsy verses socially aware aspects have significant difference was found in favour of girls studying in Government colleges. 2. Majority of students were in fair category of academic achievement. Results indicated that there was significant difference in academic achievement of girls studying in Government and private professional colleges of Mathura district. 3. Result indicates that the dull-bright and undisciplined self-conflict controlled aspects have significant relationship with academic achievements of girls studying in professional colleges of Mathura district. Other 14 aspects of personality factors have no significant relationship with academic achievement.

Introduction

Personality is a criterion reference for knowing, understanding or evaluating any person. Personality depends on the psychophysical development of a person. It includes a person's nature, character, intelligence, interest, attitude, aptitude, expectation, ideals *etc.* Personality of an individual is strongly determined by the genetics factors. But the environmental factors cannot be ignored. The early experience in home, neighborhoods school and lay foundations for the personality. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individuals' typical manner of personal and social adjustment. Each cultural group has established behavioral patterns appropriate for the members of two sexes. Within these culturally approved confine each individual is expected to develop a basic confirming personality pattern. Since personality is a product of cultural influences and is shaped by pressures from the social group. The individual normally comes to think of himself as a member of a particular group and his confirming behavior becomes habitual. 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. It is interesting to know whether aptitude makes a noticeable mark on academic achievement. Research has revealed that personality factors such as persistence in completion task, procrastination and other factors have a mark on the accomplishment of an individual. In this contest it is imperative to know whether aptitude or personality or none of the two, but hard work decides the academic achievement of the students.



Rothstein *et al.* (1994) conducted a study on totally 450 students of 2 year MBA programme (357 men, 93 women). The sample comprised two Ist year classes (1989 and 1990) of 225 students each. All students with in a section remain cohorts throughout their first year and take 9 compulsory courses taught by 9 different instructors. Tools used were personality form E of Jacksons (1984) PRF a-352 item questionnaire. Aptitude, verbal ability, quantitative ability and total GMAT percentile scores were available for each student. The result reported was (1) verbal and quantitative aptitudes make important contributions to student success in a variety of academic programs. (2) Personality variables also make important contributions to scholastic success. (3) The relative contributions of cognitive abilities and personality factors to academic success depend on the criterion of performance.

Rao (1995) conducted a study on A comparative study of scientific attitude, scientific aptitude and achievement in biology at secondary school level. The total sample of 600 students studying in 10th class in secondary schools of Guntur district. Andhra Pradesh were included age level of the students was 14 or 15 years. The tools used were scientific attitude scale of JK Sood and R.P. Sandhya and Kerala University science aptitude test of Nair *et al.* The marks in biology scored in the pre-public examination of the tenth class of the district were taken in to consideration to assess the achievement of pupils in biology. The study revealed that the association among scientific attitude, scientific aptitude and biology achievement was highly significant and positive. Roy (1995) conducted a study on differences in personality factors of experienced teachers, physicians, bank managers and fine artists. Data were collected from 95 teachers of well known private and public schools 68 physicians of major govt. hospitals, 72 bank managers of different branches, 51 fine artists of renowned govt. colleges of the 4 metropolitan cities of Calcutta, Delhi, Bombay and Madras. The mean age of the sample was 43-69 years. Cattell's 16 PF questionnaires was used for collection of data. Results showed that teachers were significantly more extroverted and anxious; physicians were more intelligent, introverted and anxious. Bank managers were more extroverted, relaxed, tough minded and intelligent artists were introverted and tender minded.

Singh (1996) conducted a study on some personality characteristics of school adolescents in relation to their mother's employment. The sample of the study consisted of 200 students reading in degree classes in the colleges located in Ara (Bihar). Out of these 100 of them belonged to both mothers and father as earning members and 100 of them whose mothers were housewives and father was earning member. Both male and female sample of age group 18-21 years were taken for study. Tool used in this study was Hindi adaption of 16 personality factor questionnaire (Cattell's 16 PF 1967-68 edition Hindi version). The results revealed that the two groups of adolescents differed significantly on personality factors measured. The results indicated that sample of working group of mothers generally seemed to be outgoing, open minded, emotionally more stable, bold, venturesome, adaptive to change, independent in taking decisions and actions. While students of non-working groups of mothers were found more reserved, less outgoing, easily moved by emotions and feelings, shy, conservative, with drawing, tradition oriented and depending on others to take decisions and actions.

Roy (2002) conducted a study on personality differences across four metropolitan cities of India. Data were collected from Calcutta (N=93), Madras (N=78), Bombay (N=64) and Delhi (N=51). The mean age of the sample was 43.69. They were employed in different govt. schools. govt. hospitals, Nationalized banks and art colleges. The Cattells 16 PF (Form A) was used for assessment of personality patterns. A large number of people in Calcutta and Madras prefer academic and cultural activities. They were high on factors B. I and Q2, *i.e.*, intelligent, tough minded and group dependent



respectively were comparing with Calcutta and Madras. Samples of Delhi and Bombay were less intelligent (B-) conventional (E-) tough minded (I-) and group dependent (Q2). So these places were viable for establishments of conventional. Goel (2003) conducted a study on feeling and security and educational achievement of the college students. The aim of the present study is to assess the relationship between security, insecurity and academic achievement. Security-insecurity inventory was administered to a sample of 500 girls of graduate and post graduate classes from different colleges in Agra. For measuring the educational achievement aggregate of marks obtained in the public examination by the students were taken into consideration. Results revealed that the feeling of insecurity had adverse effect on the students' educational achievement. Low achievement has a positive relationship with the feeling of insecurity whereas the students who had average and high achievements had positive relationship with the feeling of security. The results indicated that students who had the feeling of security made high educational achievement and students who had the feeling insecurity have made low educational achievement. On basis of the above results the topic of the study is as follow.

Statement of the problem

A study of personality traits of girls studying in professional courses in relation to their academic achievements

Objectives of the Study

1. To compare the personality traits of girls studying in professional courses of Mathura district.
2. To compare the academic achievement of girls studying in professional courses of Mathura district.
3. To find out the relationship between the personality traits and academic achievement of girls studying in professional courses studying in Mathura district.

Hypotheses

1. There will be no significant difference in the personality traits of girls studying in professional courses of Mathura district.
2. There will be no significant difference in the academic achievement of girls studying in professional courses of Mathura district.
3. There will be no significant relationship between the personality traits and academic achievement of girls studying in professional courses studying in Mathura district.

Population and Sample

All the students studying in professional courses and residents of Mathura district were the population of the study .The sample for the study consisted of residents of Mathura district. The data was collected from the 125 respondents (50 private and 75 Government colleges) from various area of the district.

Tools

Following tools were used:

1. 16 personality factors - developed by Cattell and IPAT (1982).
2. Marks secured in the previous semester which represented in academic achievement was obtained from the academic office.



Data analysis and results

After collection of data was tabulated and analyses by using descriptive (mean and SD) and inferential statistics (t-test). The first objective of the study was to compare the personality traits of girls studying in professional courses of Mathura district. To achieve this objective mean standard deviation and t-value was calculated and result is described in the table 1.

❖ To compare the personality traits of girls studying in professional courses of Mathura district

To compare the personality traits of girls studying in professional courses of Mathura district, mean scores of these two groups were found out separately. The ‘t’ test was employed to find out whether personality traits of girls of government college differed significantly from private colleges.

Table 1: Mean, SD and t- Scores of personality traits of girls studying in professional courses of Mathura district.

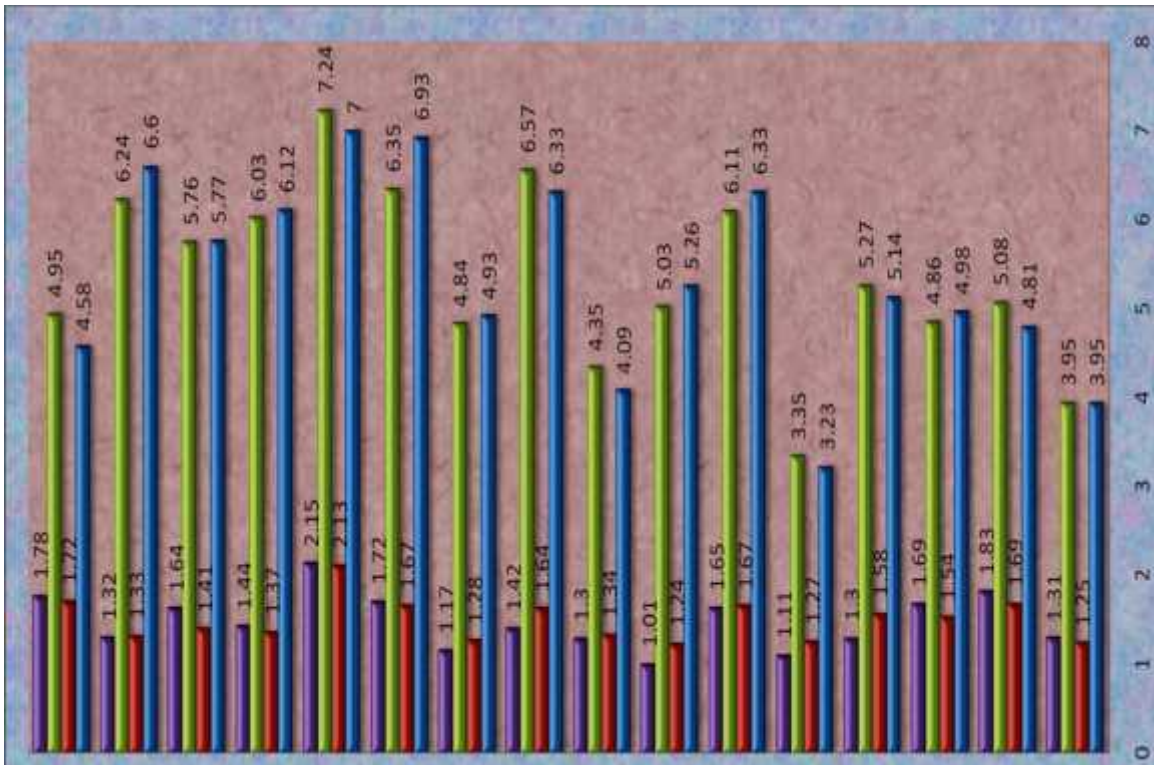
S. No.	Personality factors	Government		Private		t-value
		Mean	SD	Mean	SD	
1.	A-Reserved-outgoing	3.95	1.25	3.95	1.31	.04
2.	B-Dull-bright	4.81	1.69	5.08	1.83	1.04
3.	C-Emotionally stable-mature	4.98	1.54	4.86	1.69	-.40
4.	E-Mild-Aggressive	5.14	1.58	5.27	1.30	.72
5.	F-Sober-enthusiastic	3.23	1.27	3.35	1.11	0.75
6.	G-Disregards rules-moralistic	6.33	1.67	6.11	1.65	0.80
7.	H-Shy-Socially bold-	5.26	1.24	5.03	1.01	1.45
8.	I - Self reliant-sensitive	4.09	1.34	4.35	1.30	1.36
9.	L - Accepting condition-Suspicious	6.33	1.64	6.57	1.42	1.18
10.	M – Practical-imaginative	4.93	1.28	4.84	1.17	0.46
11.	N –Socially clumsy- socially aware	6.93	1.67	6.35	1.72	2.14*
12.	O-Secure-insecure	7.00	2.13	7.24	2.15	0.85
13.	Q ₁ – Conservative-liberal	6.12	1.37	6.03	1.44	0.36
14.	Q ₂ -Group dependent- self sufficient	5.77	1.41	5.76	1.64	0.01
15.	Q ₃ – Undisciplined self conflict controlled	6.60	1.33	6.24	1.32	1.74
16.	Q ₄ - Tense-Relaxed	4.58	1.72	4.95	1.78	1.44

* Significant at .05 level ** Significant at .01 level

Observation of the table 1 shows that mean and SD of 16 factors of personality traits of girls studying in professional courses of Mathura district are calculated. From the above table it can be concluded that there is no significant difference in 16 personality traits of girls studying in professional courses of Mathura district. Only socially clumsy verses socially aware aspects have significant difference was found in favour of girls studying in Government colleges. Thus the first hypothesis is partially accepted. Same is depicted in the Graph 1.



Graph 1 showing mean, SD of personality traits of girls studying in professional colleges of Mathura district



❖ **To compare the academic achievement of girls studying in Government and private professional courses of Mathura district**

The second objective of the study to compare the academic achievement of girls studying in professional courses of Mathura district. To achieve this objective mean standard deviation and t-value was calculated and result is described in the table 2.

Table 2 showing mean, SD and t-value of academic achievement of girls studying in Government and private professional colleges of Mathura district

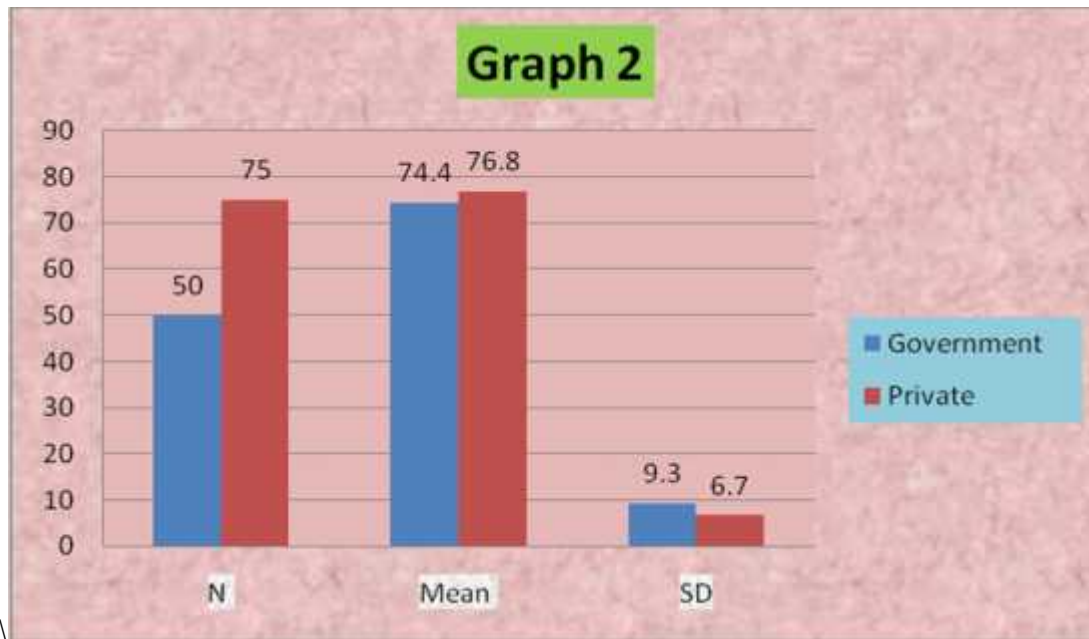
S.No.	Groups	N	Mean	SD	t-vale
1.	Government	50	74.4	9.3	2.27*
2.	Private	75	76.8	6.7	

* Significant at .05 level ** Significant at .01 level

Observation of the table 2 shows that mean and SD of attitude scale of Male and Female parents towards schooling of their children’s are 74.4 : 9.3 and 76.8: 6.7. The calculated t-value is 2.27 which are greater than the table value 1.63 at 123 DF. The results indicated that there was significant difference in academic achievement of girls studying in Government and private professional colleges of Mathura district. The direction of difference was in favour of private colleges. The results of the present study showed that academic achievement of girls studying in private colleges was slightly higher than that of Government. They may be achieving high and also working hard. The findings also showed that they were significantly. Similarly Vijayalaxmi and Natesan (1992) reported. However, Mundaragi (1999) reported that boys were slightly higher in academic achievement compared to girls. Similarly Pattnaik



(1993) reported that with regard to academic achievement. It was found that in both English, mathematics and in total percentage of marks, boys secured better marks than the girls. The author says it or speculates may be because of difference in expectations and treatment by the parents. Thus the second hypothesis is rejected. Same is depicted in the Graph 2.



❖ To find out the relationship between the personality traits and academic achievement of girls studying in professional courses studying in Mathura district.

Table 3: coefficient of correlation Scores "r" of personality traits of girls studying in professional courses with academic achievements of Mathura district

S. No.	Personality factors	Academic Achievements
1.	A-Reserved-outgoing	-0.17
2.	B-Dull-bright	0.28**
3.	C-Emotionally stable-mature	0.12
4.	E-Mild-Aggressive	0.07
5.	F-Sober-enthusiastic	-0.09
6.	G-Disregards rules-moralistic	0.14
7.	H-Shy-Socially bold-	-0.03
8.	I - Self reliant-sensitive	-0.04
9.	L - Accepting condition-Suspicious	0.00
10.	M – Practical-imaginative	0.09
11.	N –Socially clumsy- socially aware	0.00
12.	O-Secure-insecure	-0.01
13.	Q1 – Conservative-liberal	0.09
14.	Q2-Group dependent- self sufficient	0.08
15.	Q3 – Undisciplined self conflict controlled	0.29**
16.	Q4 - Tense-Relaxed	-0.10



The third objective of the study was to find out relationship between personality traits and academic achievement of girls studying in professional colleges of Mathura district. For this data was analysis and result is shown in the table 3. The table 3 indicates that the dull-bright and undisciplined self-conflict controlled aspects have significant relationship with academic achievements of girls studying in professional colleges of Mathura district. Other 14 aspects of personality factors have no significant relationship with academic achievement. Thus the third hypothesis is partially accepted.

Results on the basis of data analysis and interpretations following conclusion has been drawn.

1. Majority of students were in moderate range of all 16 personality factors. There is no significant difference in 16 personality traits of girls studying in professional courses of Mathura district. Only socially clumsy verses socially aware aspects have significant difference was found in favour of girls studying in Government colleges.
2. Majority of students were in fair category of academic achievement. Results indicated that there was significant difference in academic achievement of girls studying in Government and private professional colleges of Mathura district.
3. Result indicates that the dull-bright and undisciplined self-conflict controlled aspects have significant relationship with academic achievements of girls studying in professional colleges of Mathura district. Other 14 aspects of personality factors have no significant relationship with academic achievement.

Educational implications

The present study shows that personality factors like reserved, bright, self-control and independence were associated with achievement. Such qualities need to be strengthened/nurtured among undergraduate students and the factors which lead to low achievement need to be minimized. There is a need for guidance and counseling for parents, teachers and students to enable them to imbibe these qualities.

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