

Personality and Achievement in Zoology of Higher Secondary Students

Dr. Pravosh Dhar. T

Associate Professor,

R.P.A. College of Education, Marthandam, Viricode P 0., Kanyakumari Tami Nadu - 629 165

ABSTRACT

Personality and achievement are the two sides of a coin as far as the learners are concerned. The investigator, who has done his academic studies in Zoology discipline, has genuine interest to know the relation between achievement in Zoology and their personality. He has many years of teaching experience and has paid visit to many higher secondary schools and has discussed with many teachers of Biology working there and also collect relevant data for his study. The present study reveals that there is a relation between achievement and personality and both are influenced by so many variables such as sex, locality, medium of instruction, type of school and monthly income.

Keywords: *Personality and academic achievement in Zoology, secondary school students, influence of gender, locality, medium of instruction, type of school, and socioeconomic status.*

INTRODUCTION

A contemporary definition for personality is offered by Watson (1990) "Personality is the sum total of all activities that can be discovered by actual observations over long enough period of time to get a reliable information" and G.W. Allport (1988) "Personality is a dynamic organization, with in the individual of those psychophysical system that determine the unique adjustment to the environment"

Personality and achievement are the two important factors which are closely associated with education. Education has to be so arranged for the processes of personality development. Educated persons are having good personality when compared to uneducated persons. So, education plays an important role in the development of personality.

The investigator, who did his academic studies in Zoology discipline, has genuine interest to know the relation between academic achievement in Zoology and personality.

© 2012, Dhar, P. T.; licensee IER. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

He had visited man) Higher Secondary Schools and has talked to many teachers of Zoology working there and also collected relevant data for his study. Thereby he came to know that there are so many relation between achievement and personality and both are influenced by so many variables. Hence, this investigator felt the need of a study to seek the relationship between the two among the Higher Secondary school students, and thus his wish culminated in the selection of this particular topic for the present research investigation.

Statement of the Problem

The present problem is stated as "PERSONALITY AND ACHIEVEMENT IN ZOOLOGY OF HIGH SECONDARY STUDENTS"

Objectives of the study

1. To test the relationship between achievement in Zoology and personality of Higher Secondary students of Kanyakumari District, Tamil Nadu.
2. To study the relationship between achievement in Zoology and personality of Higher Secondary students in Kanyakumari District, Tamil Nadu with regard to the variables such as sex, locality, medium of instruction, type of school, monthly income.

Hypotheses

1. There will be significant relationship between achievement in Zoology and personality of Higher Secondary students of Kanyakumari District, Tamil Nadu.
2. There will be significant relationship between achievement in Zoology and personality of Higher Secondary students of Kanyakumari District, Tamil Nadu with respect to variables viz., sex, locality, medium of instruction, type of school, and monthly income.

METHODOLOGY

Sample

The present study was conducted in Kanyakumari District, Tamil Nadu. The investigator selected 15 Higher Secondary Schools of Kanyakumari randomly. After seeking the coordination of the school administrators and teachers from these schools, the investigator selected 250 students. Out of 15 selected schools, four schools were government schools, three government aided schools and the remaining three schools private schools. The investigator selected a minimum of 20 students from each school randomly.

Tools and Method

The investigator adopted survey method for the present investigation. For this study investigator used General data sheet in order to collect student's personal information. The researcher used a standardized Multi-Dimensional Personality Inventory developed by Manju Agarwal and also used an achievement test in Zoology in order to assess the student's level of achievement.

ANALYSIS

Table:-1 correlation between achievement in ZOOLOGY and personality of higher secondary students

Category	Number	df	r-value		Result at 5% Level
			Cale.	Table	
Whole Sample	250	148	0.359	0.126	Significant

TABLE:-2

CORRELATION BETWEEN ACHIEVEMENT IN ZOOLOGY AND PERSONALITY OF HIGHER SECONDARY STUDENTS WITH RESPECT TO SEX, LOCALITY, MEDIUM OF INSTRUCTION, TYPE OF SCHOOL AND FAMILY MONTHLY INCOME

Variables	Number	df	r-value		Result at 5% Level
			Cale.	Table	
Boys	128	126	0.241	0.173	Significant
Girls	122	120	0.228	0.178	Significant
Rural	125	123	0.369	0.176	Significant
Urban	125	123	0.391	0.176	Significant
Tamil	175	173	0.217	0.149	Significant
English	75	73	0.362	0.228	Significant
Government	100	98	0.379	0.197	Significant
Government Aided	75	73	0.285	0.228	Significant
Private	75	73	0.487	0.228	Significant
Up to Rs.3000	91	89	0.539	0.206	Significant
Rs.3001-5000	73	71	0.532	0.231	Significant
Rs.5001-10000	58	56	0.634	0.259	Significant
Above Rs.10000	28	26	0.445	0.374	Significant

RESULTS AND DISCUSSION

The above two tables (Table1 and 2) revealed that there exist significant correlation between achievement in Zoology and personality of Higher Secondary students. The present

study also proved that there is a significant relationship between achievement in Zoology and personality of Higher Secondary students with respect variables such as sex, locality, medium of instruction, type of school, monthly income.

Griffiths (1945) measured relationship between scholastic achievement and personality characteristics by using Bell Adjustment Inventory showed a positive correlation between scholastic achievement and personality. Hundal and Aggarwal (1972) administered 6 intelligence tests and personality tests to 115 female having 13-16 year old. Early academic achievement was also used as a predictor of achievement in Physics, Chemistry and overall grade level. The cross validating coefficients between predicted and obtained scores for Chemistry, Physics and overall achievement were statistically significant.

Borg and Shapiro (1996) and Ziegert (2000) examined students' learning from a different perspective. Personality type was correlated with students' academic achievement in several principles of Economics courses. The research showed significant correlations between personality type and academic achievement, although different academic assessment tools yielded different correlations. Outcomes of the present study also found out that there is a positive relationship between personality and achievement in Zoology of Higher Secondary school students.

REFERENCES

- » Borg, M.O. and Shapiro, S.L. (1996). Personality type and students Performance in Principles of Economics. *Journal of Economic Education*. 27. 3-25.
- » Mangal, S.K. (1999). *Foundations of Educational Psychology*. Ludhiana: Tandon Publications, Pvt. Ltd. PP 505.
- » Griffiths, G. R. (1945). **The Relationship between Scholastic achievement and Personality Adjustment of college students.** *Indian Journal of Applied Psychology*. 29(5) 360-367.
- » **Hundal, P. S. and Aggarwal, Vibha** (1972) Prediction of Academic Achievement of the Higher Secondary students using measures of Intellectual and Non-Intellectual variables. *Indian Journal of Applied Psychology*. 9(1).32-37.
- » Ziegert, A.L. (2000). The role of personality Temperament and student Learning in Principles of Economics: Further evidence. *Journal of Economic Education*. 31. 307-32