CHAPTER– I
INTRODUCTION

1.1. Introduction:

According to Education Commission 1964 -66, Dr. D.S. Kothari started his report with the statement that, "The destiny of India is now being shaped in her class room". It is true, because the future of any nation depends upon its students, because students are the pillars of the nation. No child is born with skill that enables him to function in his particular roll. Thus school plays an important roll in all round development of the child.

Education is a fundamental means to bring any desired change in society. This can be attained only if schools become real centers of learning. Education not only helps in the development of personality of the child but also determines his future. Recent psychological research has shown that favorable attitude towards life helps development in the earliest stages of child’s growth.

The prosperity and progress of a country depends upon the quality of its citizens. The quality of education provided to its citizen is the index of the measure of the quality of its citizens. Thus, education is the right key to economic development of the nation. Education is the most important component, which produces greater returns on human resources.

Therefore, Education plays a vital role in the development of human potentialities. Every country develops its system of education to meet the challenges of changing times. In our country, the developing educational
system must build upon the gains of the past and the present for better future of the people and indeed of humankind. It is possible to reach all the people and make them reap the benefits of economic and technological developments, through a well-planed and well-implemented system of education. At this point in the history of India, it is socio politically imperative to take urgent steps in this direction to help them realize their growing aspirations.

**Historical Land marks in the Field of Indian Education:**

In India education is called ‘Vidya’, which comes from the root “Vid” to know. Vidya means knowledge, learning and scholarship. It was considered as the third eye. Person without vidya was described as blind. Vidya was thought of as a desire satisfying tree. Education in ancient India, meant Illumination, improvement and physical development. The objectives of education were preservation and spread of national heritage and culture, liberation of the individual, preservation for the discharge of duties, training to perform meritorious deeds of public utility and strengthening moral nature to withstand the temptations of life. The ancient Indian society involved a concept of four stages of life which were called Ashrams. These are Brahmacharya, Grihasta, Vanaprasta and Sanyasa.

An individual on his investiture with the sacred thread, when he put his childhood behind him, becomes a Brahmacharin, leading a celibate and austere life as a student at the home of his teacher; next, having mastered the Vedas, or part of them, he returns to his parental home and is married, becoming a house holder (Grihasta); when, well advanced in middle age, he had seen his
children’s children and had thus surely established his line, he leaves his home for the forest to become a hermit (Vanaprastha); by meditation and penance he frees his soul form material things, until at last, a very old man, he leaves his hermitage and becomes a homeless wanderer (Sanyasain) with all his earthly ties broken.

**Main Features of Ancient Indian Education:**

Ancient Indian Education was based on Brahmacharya. It was based on individual needs and social aspirations. The agencies of learning were a) teachers, b) Students, c) Authors, d) Traveling scholars, e) Assemblies and conferences, f) Discourses, g) Ashramas and Gurukulas.

Gurukula system was established by the Gurus normally located in forests. Here teacher was held in high reverence. His income was not fixed and it is decided by way of presentations and gifts by students as ‘gurudakshina’. In these gurukulas rigid discipline and self discipline were followed. Teacher-pupil relationship was based on spiritual character and it was akin to the relationship between father and son. Character building was the most important aspect.

During the period of Buddhism, India could attract and entertain students from many countries for its supremacy in the field of knowledge and education. Varanasi and Taksasila are became renowned for their learned teachers, and achieved a great reputation. Later, around the beginning of the Christian era, Kanchi, acquired a similar reputation in South India. Varanasi, was particularly renowned for its religious teachers, but Taksasila, in the far North-West, laid more emphasis on secular studies.
With Buddhism and Jainism, education centered not on the teacher’s home, but on the monastery. Every monastery might give training to postulants, but quite early in the history of these two religions certain establishments acquired a special reputation as centers of learning. In the middle ages some developed into true universities. The most famous of these was the Buddhist monastery of Nalanda in Bihar. Many other Buddhist monasteries all over the country, and jaina monasteries in the west and south, served as centers of learning.

In Mughul India there was nothing like the modern system of education established and maintained by the state. But primary and secondary education of some sort existed. The rulers themselves, as well as many of the nobles, encouraged such education by grants of lands (or) money to mosques, monasteries and individual saints and scholars. Thus almost every mosque had a maktab attached to it, where the boys and girls, of the neighborhood received elementary education.

**Secondary Education Commission (1954):**

- Development of democratic citizenship
- Development of personality
- Improvement of vocational efficiency
- Equalization of educational opportunities
- Development of the qualities of leadership
1.2. Meaning and Definition of Education:

The Nation’s assets are built up in so many ways of which the most fruitful and highly productive one is Education. According to GREEN (1950), “Education is an absolute must in the modern world for every child, if he finds his way around when he grows to maturity.” So, in a technical sense, “Education” refers to that process by which society, through its different institutions, deliberately transmits through cultural heritage to its young its accumulated values, knowledge and skills from one generation to another. Education also is an acquired experience of any sort intellectual, emotional (or) sensory–motor. Education is a product of experience. It proceeds from birth to death and the agencies that impart education are the school, home, press, radio, television, religion, cinema etc., But life involves constant and continuous modification of experience, because attitudes, ideas, opinions etc., constantly undergo alterations, and education is that process which helps the child to adjust to this changing world.

Education, according to Indian Tradition, is not merely a means to earn a living, nor is it only a nursery of thought (or) a school for citizenship. It is an initiation into the life of spirit, a training of human soul in pursuit of truth and the practice of venture. Aristotle, however, told that education exists exclusively to develop man’s intellect in a world of reality, which men can know and understand.
The root meaning of ‘Education’ is given as bringing up (or) leading out (or) manifesting the inherent potentialities in a pupil. Education commission has stressed this aspect of Education even as early as 1952. “The Education system must take its contributions to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthily the responsibilities of democratic citizenship.” The 22\textsuperscript{nd} session of UNESCO on November 12, 1977 through its resolution 44 (Article –10) has accepted that education is the strongest instrument of persons and societies which could be used to foster peace, justice, understanding, tolerance and equality to the benefit of both the present and future generations.

\textbf{Dr. Kalam} states that education is the pillar of a developed and a powerful country. Education is the most important element for growth and prosperity of a nation. He opines that education is the most important area of service sector and it provides required knowledge and skill to do any work. On the basis of his past experience of his student life, he suggested that real teaching is giving theoretical lesson coupled with practical examples available in nature. He has argued that learning needs freedom to think and freedom to imagine and both have to be facilitated by the teacher and the education system.

\textbf{Dr. Kalam} regards education to be the pursuit of truth and an endless journey through knowledge and enlightenment which opens up new vistas of development of humanism where there is no scope nor room for pettiness, disharmony, jealousy, hatred (or) enmity. Indicating importance of education, he states that education transforms a human being into a wholesome person, a
noble soul and an asset to the Universe. He believes that the universal brotherhood in its true sense becomes the sheet anchor for such education. He holds that real education enhances the dignity of human being and increases his or her self-respect. Dr Kalam often says that education is drawing out and developing creativity inherent in students.

Being the president of a democratic country, he maintains that education is indeed the fundamental right of every child. India is in the process of transforming itself into a developed nation by 2020.

Aim of Education - "Mission of education", according to Dr. Kalam, "Is the foundation to ensure the creation of enlightened citizens who will make a prosperous, happy and strong nation". He suggests that education system should be able to provide nourishment and inject creativity among the children. He beautifully mentions

"When learning is purposeful,
Creativity blossoms,
When creativity blossoms.
Thinking emanates
When thinking emanates,
Knowledge is fully lit
When knowledge is lit
Economy flourishes".
Dr. Kalam advises that education system should retain the smiles of children. This can happen if education system is made creative throughout and full employment opportunity to all youth is provided. He argues that education should be aimed at creation of self-reliance among students to undertake entrepreneurship and to be employment generators rather than employment seekers. He further states that the education system has a tremendous responsibility to transform a child into a leader, the transformation from "What can you do for me?" to "What can I do for you?" He believes that a proper education would help nurture a sense of dignity and self-respect among our youth. He maintains that the purpose of teaching is to create nation-building capacities in the students and these capabilities are derived from - knowledge from education, own experience and value system through civilization heritage.

Main aims of education, according to him, are:

- To build character and to cultivate human values in students.
- To inject creativity and to develop scientific attitude with spiritual foundation.
- To enhance learning capacity through technology.
- To build confidence among children to face the future.
- To ensure the creation of enlightened citizens to make the nation – prosperous, happy and strong.
- To develop capacity for research and enquiry among students.
- To unfold innovating powers and entrepreneurship.
- To develop moral leadership.
- To make the country energy-independent.
- To reveal a sense of dignity, self-respect and self-reliance among students.
There have been a lot of controversial statements about the meaning of education, beginning from Socrates and Plato to Dewey and Gandhi. If it is not completely impossible, it is rather very difficult to assess the real value of the term ‘Education’.

Education is nothing but a process, through which a child can have free, spontaneous and individual development. Education awakens those innate powers, which are there in a child. This process of awakening is nothing but ‘Education’.

Education is a bipolar process in which one personality acts on another to modify the development of the other. It is a process of development from cradle to grave. In this, we find all sorts of influences, like home, friendship, recreations, hobbies etc. Education is a long process, which is never ending.

Here under, we analyze the various view points of various thinkers about the word ‘Education’. Education is a process through which a child makes its internal, external. - Frobel

The analysis of the word ‘Education’ clarifies the fact that a child possesses various internal capacities but these capacities are made external through the weapon of ‘Education’.

When Education works on a noble mind, it draws out to view every latent virtue and perfection. - Addison
Education means bringing out the ideas of universal validity which are latent in every human being.

- Socrates

“By Education, I mean an all round drawing out of the best in child and man-body, mind and spirit”

- Mahatma Gandhi

Education is complete development of individuality of child, so that it can make an original contribution to human life according to the best of its capacity.

- T.P Nunn

Education is defined as natural, harmonious and progressive development of one’s innate powers.

- Pestalazzi

Education is the creation of a sound mind in a sound body.

- Aristotle

“Plants are developed by cultivation and men by Education”

- Locke

In a world based on science and Technology, it is Education that determines the level of prosperity, welfare and Security of people.

- Kothari commission (1964-66)

**Importance of Education in human life:**

The importance of Education in human life can best be seen from Educational values. The Educational values are individual as well as social.

The Educational values have the following advantages for an individual’s social life. They are:
- Development of a healthy and balanced personality
- Capacity to earn livelihood and acquire material prosperity.
- Development of vocational efficiency
- Creation of good citizenship
- Development of good character
- Adjustment with environment and its modification
- Fulfillment of needs
- National integration and national development
- Promotion of social efficiency
- Preserving cultural values
- Utilization of leisure time

The above Educational values play an important role in human life. Through them one is able to lead one’s personal and social life successfully.

The overall development of a nation depends on the proper utilization of its natural as well as human resources. The opinion of the Planning Commission in the 7th five year plan (1985-90) may be mentioned in this context. “Human resources development has necessarily to be assigned a key role in any development strategy particularly, in a country with a large population. Trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in designed directions. Education develops basic skills and abilities and fosters a value system conducive to and in support of national development goals, both long term and immediate”.
Hence the development of human resource is a must for any modern society. As M.S. Swaminathan remarks “Human resource is the most valuable global resource and any short (or) long term development strategy should be oriented to wards the continued well being of human race”.

Education plays a significant role in the development of human resources. “If this change on a grand scale is to be achieved without violent revolution, there is one instrument only that is: Education”.

Other agencies may help and indeed some times have a more apparent impact. But the national system of Education is the only instrument that can reach all the people.

The school can help in manpower planning through, it has no direct role in the matter. It is a social agency and it has social accountability. Education is a social process and so it has a significant role in manpower planning in the light of individual as well as social needs.

In all the countries of the world, it may be seen that high per-capita incomes are associated with high rates of literacy. Education is valued because it contributes to a better life. Alfred Marshall emphasized the importance of education as a national investment –it is the most valuable of all capital, invested in human beings. Economic growth in any society is dependent on the existence of a high level need, for achievement among people in that society.
In a democratic country, education can be used for giving training in good citizenship. It can produce leaders who are capable of independent thought, Judgment, self expression, originality and initiative emphasizing the importance of education. The kothari commission’s report on Indian Education (1964-66) says, “In a world based on science and technology, it is the education that determines the level of prosperity, welfare and security of the people and the quality and number of persons coming out of our schools and colleges, will depend on our success in a great enterprise of national reconstruction, whose principal objective is to raise the standards of living of our people”.

The development of a country is primarily determined by the quality of its human resources, which depend on the level of knowledge, skills, attitudes etc. Therefore, creating the right minds through the right process of education requires the top-most priority.

From the above discussion, it is clear that Education leads to the overall personality development (spiritual, moral social cultural, mental and economic etc.) Therefore ‘Education’ is a must for any individual and for the development of one’s country.

Factors that influence the standards of Education:

The standards of education depends on so many factors like study habits, adjustment, parental education, surrounding community, location, teaching staff, individual’s intelligence, home environment etc.
The individual develops achievement motivation in the life-setting. Home plays an important role in the early training of children for development of attitude and motives. Parental guidance and encouragement develop the need for high achievement in life.

The educational institution, the school contributes a lot to sharpen the already acquired experiences of children and develops positive attitude among children. Efficient learning not only depends on good teaching but also on satisfactory learning procedures and study-habits. In other words, learning involves the development of adequate study-habits and skills. A properly organized school, combined with child’s native interest, experiences, observation and teaching, forms the foundation and thus enlists the child’s instinctive energy in the cause of education. On the other hand, the school should organize its work and curriculum to make the child’s experiences more interrelated, more systematic, and more enlightened than it would be without the intervention of the school as special educative environment.

The society is also an important factor in developing the standards of education. There are communities which are achievement oriented. The classroom plays a vital role in moulding the personality of the student. Personal contact between the teacher and the taught increases the standards of education. An individual endowed with many potentialities is likely to be poor in achievement if the individual has not adjusted to mental problems.
There are some more important agencies that mould his personality among which the home has a pre-eminent place. The socio-economic status of the family would be an important factor in influencing the standard of achievement.

Education not only helps in the development of personality but also determines the future of the child. Human adjustment is not an ending process of dealing with frustration. The adjusted personality is one which bears a realistic relation to physical well-adjusted people who tend to have reasonably accurate evaluation of themselves. The socio-economic status of the family is an important variable in developing achievement motivation.

Further, the importance of education as an agency of modernization and a swell as source of employment has long been recognized in our national plans. The present, the basic problem in education is the problem of motivating the students to learn at all levels. A high level of aspiration for a good education would normally make the individual to not only put forth his sustained effort in getting education but also make him achieve at a high level throughout the course of education.

The tremendous explosion of knowledge makes it impossible for anyone to keep himself abreast of developments even in one’s own sphere of knowledge, unless he develops the habit of careful and well planned study. The acquisition of knowledge by reading comprises three aspects, such as reading, note taking and organizing facts.
Education is the process through which an individual develops individuality and a person evolves exclusive personality of his own. Education should be individualized and personalized to the utmost and should constitute a preparation for self-learning. Now-a-days there are many means and sources of learning. Some children may learn through the use of different learning material rather than merely listening to an inspirational talk by the teacher. The pupils have several sources of information pertaining to the various aspects of human life, but, most of the students of today lack depth of thought and breadth of vision due to poor study-habits. The study-habits of learner means the ability to schedule his time, the plan of his study, the habits of concentration, note-taking, reviewing, over-learning, the judicious application of whole and part method, massed and distributed learning and so on.

**Importance of Secondary Education:**

Secondary Education plays a very important role in the children’s education. The standards of college and Universities depend upon the secondary education, because it prepares the students for higher achievement and personality development. It is not possible to have progressive and strong universities without efficient secondary schools. It is really the nation building education and the maintenance of good quality of tremendous importance. Secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. Secondary education is of decisive importance in the economy of a developing country.
The major challenges before educational researchers, educational planners, administrators, teachers and managers of education is to devise and organize a system of secondary education, which would both widen access to it and simultaneously ensure relevant and quality education. Making quality of education available to all the students at the secondary stage is the only way to develop their full potential either for pursuing higher studies (or) seeking gainful employment.

1.3. Andhra Pradesh Education Act, 1982:

One of the important responsibilities of State Government is to foster a healthy system of education that can take care of the educational needs of all the sections of the people and also ensure quality and uniformity as envisaged in the National policy on Education. As per the Andhra Pradesh Education rules it is the responsibility of the Government of Andhra Pradesh, for the purpose of implementing the provision of act, to provide adequate facilities for imparting general education, important education and teacher education in the state by,

- Establishing and maintaining institutions or,
- By permitting any private body or local authorities to establish and maintain schools by prescribing certain specifications.

The goals of education are achieved if and only proper arrangements are made for imparting education at different levels. While the establishment of educational institutions is the obligation on the part of the Government, which lays down the policies, the economic conditions of the Government might not allow it to fulfill the obligation fully. Hence, the need for participation of other
agencies in the fulfillment of the obligation. This is why we come across different types of schools run by different managements in the State of Andhra Pradesh. These educational institutions can be broadly categorized as,

- Schools managed by Government.
- Schools managed by Local bodies.
- Schools managed by Private agencies.

**Schools Run by State Government of Andhra Pradesh:**

The schools exclusively run by State Government are under the direct control of the Director of School Education. These include Government schools established for both boys and girls and also exclusively for girls only. In all these schools education is offered free and in some institutions textbooks are also supplied free of cost to the students. The expenditure involved in running the schools is totally borne by the government of Andhra Pradesh. All the Government schools are affiliated to the State Board of Secondary Education and the Commissioner of Government examinations.

**Schools run by Central Government in Andhra Pradesh:**

The central schools are established by Central Government for the benefit of the children of the employees of the Central Government and army personnel. These schools are administered by the Central Government through the Central Board of Secondary Education. The Central Board of Secondary Education prescribes the syllabus, textbooks and also conducts examinations.
Schools managed by local bodies:

As a part of decentralization of educational administration, as envisaged by Balwant Rai Mehta Committee, Local bodies are entrusted with the responsibility of educational administration in the districts. As a part of it, local bodies are to establish and secure funds for the educational institutions.

Zilla Parishads, Panchayat Samithis and Municipal Corporations are the local bodies under the decentralized system of administration, which are responsible for offering educational services to the local community. Under the panchayat raj act primary education is entrusted to the Panchayat Samithi / Mandal Praja Parishad and education up to the secondary level to the Zilla Praja Parishads and Municipalities. In almost all the states, we observe decentralization of educational administration. However, there is no uniformity in the role being played by local bodies. Generally municipalities have been associated with education in the urban areas and zilla parishad schools are associated with rural areas in the State of Andhra Pradesh. However, all these schools are affiliated to the secondary school board of education, Hyderabad, and also follow the syllabus and textbooks prescribed by the Secondary Board of Education. In respect of grant-in-aid, generally the funds raised by the local bodies are distributed for different subjects and education gets its share from these funds. In the State of Andhra Pradesh, Mandal Praja Parishad system has been in vogue since 1986. Under this system, Zilla Parishads at District level and Mandal praja parishads at mandal level are functioning.
Schools run by Zilla Praja Parishads:

Zill Praja Parishads are responsible for imparting education up to secondary level in each district. The secretary, Zilla praja parishad in the district, establishes Zilla praja parishad secondary school. The fund allocations are taken care of by the Chairpersons of Zilla parishad. Parishad Educational Officer in each district will assist the Zilla parishad chairman in the administration of education. The parishad educational officer also supervises the functioning of Zilla praja Parishad schools. The District Educational Officer, as the chief administrative authority of the particular district, acts as a liaison officer in maintaining uniformity in standards in these institutions. Besides, he also acts as the academic adviser and supervisor of these schools in the capacity of the custodian of all educational institutions in the district.

Schools managed by Municipalities and Municipal Corporations:

Primary and Secondary schools under the limits of concerned municipalities are managed by the municipalities and municipal corporations. These schools also follow the board of secondary education syllabus and examinations. These schools are monitored and supervised by the municipal chairman and commissioners concerned.

Private Schools:

The demand for education is ever increasing in the State of Andhra Pradesh. Whatever be the effect, the Government is patronizing where the financial capacity of the private agency is not commensurate with the demand.
Hence, the private agencies come forward to extend support to the gigantic task of providing educational opportunities to one and all. While permitting the private agencies, the Government prescribed certain conditions for healthy maintenance of the educational institutions on non-profitable bases and also for maintaining uniformity in standards of education.

**The private schools can be categorized as:**

- Private institutions recognized and receiving grant-in-aid,
- Private institutions recognized but not receiving grant-in-aid,
- Private institutions registered,
- Institutions established by trusts, missionaries, etc.,

The institutions freedom, enjoyed by the private institutions permits them to impart qualitative education and also gives them freedom to raise funds to provide better facilities and maintenance. These schools are run by the individuals and the committee. They appoint the teachers at their discretion. As the private schools are affiliated to the Board of Secondary Education, Hyderabad, the Director of school education keeps a check on the academic programme. There are nearly 5,096 private unaided high schools in the State of Andhra Pradesh. Even middle class and lower middle class parents are sending their children to the private schools which are maintaining consistently high standards with the help of competent and qualified teachers.

The following number of non-residential high schools are in the State of Andhra Pradesh.
1. State Government High Schools - 1482
2. Zilla Parishad High Schools - 7707
3. Municipal High Schools - 293
4. Aided High Schools - 830
5. Central Government High Schools - 29
6. Private Unaided High Schools - 5096

**Total High Schools** 15437

1.4. Concept of Personality:

Through the centuries, personality has been regarded as a practical force in determining success or failure in life. In every culture, stock traditional beliefs about the “mysterious aspects” of the individual have become embedded in the folklore and been passed on from one generation to another. By now, these traditional beliefs or “old wives’ tales” have acquired such a halo of infallibility that few dare to question them. After all, it is claimed, if people have believed them all these years, they must be correct.

Traditional beliefs about personality are myriad. A few of the most widely known may be used to illustrate what traditional beliefs are and how they have affected the scientific study of personality.

The belief that personality is inherited is expressed in the saying “He is a chip off the old block”. The implication of this belief is clear. If the person has some socially undesirable traits, he inherited them from his parents. So forget about trying to change them. If he is stingy and sullen, he can’t become
generous and cheerful any more than one can change his eye colour, his stature, or the size of his ears. The implication is that neither training nor desire to improve will be of any avail. The person is a prisoner of his genes. The acceptance of this belief discourages any motivation to try to improve the personality.

Closely related to this old wive’s tale is the belief that certain personality traits automatically accompany certain physical traits. The person with red hair has fiery temper, for example; or the person with a high forehead is a “brain”. The implication is that, since the physical traits are inherited and thus not subject to change, the personality traits that accompany them are similarly implacable to change. Like the “chip off old block” belief, this belief also discourages the individual from trying to improve his personality.

A third widely held belief is that personality changes automatically accompany body changes. Since body changes are a part of the developmental sequence over which the individual has no control, it is assumed that the accompanying personality changes are like wise uncontrolled. According to tradition radical physical changes are accompanied by equally radical personality changes at two times during the life span: first, at puberty when the child’s body is transformed in to that of an adult, and second, at old age, when pronounced physical changes throughout the body parallel the loss of the reproductive capacity. The child, it is believed, will automatically outgrow his undesirable traits. The improvement in his personality is regarded as a natural accompaniment of the physical improvements which, according to tradition,
transforms the ugly duckling of childhood into a beautiful swan at the time of sexual maturing. Physical deterioration in old age, it is similarly believed, is accompanied by personality deterioration. Old people, as a group, are then said to change for the worse. This old wive’s tale suggests that changes in personality are nature’s work and, therefore, inevitable. With its acceptance, people assume a hands-off policy and wait for the changes to occur. When it becomes apparent that the adolescent is not outgrowing his undesirable personality characteristics (or) that the elderly person is allowing himself to become unsocial in his attitudes and behaviour because people treat him as if he were, it may be too late to provide the motivation and offer the help that we know is possible.

According to tradition, the law of compensation in nature holds equally good for people. A dry summer will be compensated for by a rainy winter; a poor crop one year will be followed by a good crop the next year. A girl who is beautiful is expected to be “dumb” a boy who is endowed with athletic prowess is not expected to have the intelligence necessary to be a good student. Good personality traits are balanced by undesirables ones, thus producing the “average” person. The harm in accepting this traditional belief is obvious. If a person believes that nature will provide him with desirable traits to compensate for the undesirable, he will have little The old beliefs thus have motivation to take the initiative in personality improvement. Nor will he feel that he should oppose nature’s “laws”.
In spite of the halo of infallibility surrounding old wives’ tales, some scientists have been curious enough and bold enough to attack them to see if they can stand up under the scrutiny of scientific examination. What is the scientifically accepted meaning of personality is presented and the reasons given for accepting this definition in place of the traditional idea that personality is a mysterious aspect of the person that determines how he reacts to other people and how they react to him. The chapter explains why personality is considered so important to success in life and why people are more personality-conscious to day than in the past. The explanation centers on such subjects as how people judge others and how they are in turn judged, the role of first and subsequent impressions, and the influence of stereotypes on impressions and Judgments. Further, “character”, “Individuality”, and “personality” are distinguished so that the reader will know, from the very beginning, the scientifically approved use of these terms.

1.5. Meaning of personality:

Etymologically, the word personality is derived from the “Latin” word “persona”, which means a mask worn by the actors in ancient Greece. This is to say that it has its original reference to “false appearance”.

Personality is now considered as a complex structure, which the individual develops during the course of his life as a result of his experience. It is a continuously changing structure depending upon the influence of cluster of experiences about his physical and psychical entity. It is unique as it is
composed of different basic capacities that have been developed due to exposure to different environments from the beginning of one’s birth. It is multi-dimensional.

Psychologically speaking personality is all that a person is. It is the totality of one’s behavior towards one self and others as well. It includes everything about the person, his physical, emotional, social, mental and spiritual make-up. It is all that a person has about him.

In this way, definitely, the term personality signifies something deeper than mere appearance (or) outward behaviour. How should it be given a proper meaning (or) definition is a difficult problem. Actually its subjective nature does not allow to reach a clear-cut, well agreed definition. That is why, it has been defined by some many psychologists in so many ways according to their own points of view. Some of these well known attempts at defining personality are presented.

**Definitions of personality:**

Some of the important and prevalent definitions of personality are mentioned below:

> According to **F.H. Allport**, personality is ‘the individuals’ characteristics reactions to social stimuli and his adaptation to the social features of environment”. (or)

“Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment”.

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As per R.B. Cattell, “Personality is that which enables us to predict a person’s behaviour in a given situation”.

Woodworth defines “personality as the total quality of an individual’s behaviour as is revealed in his characteristics, habits of thought, expression, attitudes and interest, his manner of acting and his own philosophy of life”.

Mc. Dougail says that “personality is the integration of disposition, character and intellect of a person”.

Watson defines, “personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information”.

Warren defines that “personality is such a well organised composition of a person’s cognitive, sentimental, affective and physical characteristics by which he presents himself before other persons”.

In this manner Watson gives emphasis upon the behaviour of an individual and says that personality is nothing but the useful effect one makes upon the person coming in to his close contact.

Morton prince, accepting the role of both heredity and environment, defines personality as “the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies required by experience”.

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Eysenck, “personality is the more (or) less stable and enduring organisation of a person’s character, temperament, intellect, and physique, which determine his unique adjustment to the environment”.

According to Gates personality means “Those traits which have a social significance from personality”.

According to Harold w. Bernard, “personality takes in the whole individual, his physique, his temperament, his skills, his interests, his features and hopes, his looks and feelings, his habits and knowledge. Personality includes what the individual is today, what he hopes to be, and what he can be”.

Freud considered personality to be composed of Id, Ego and super-ego

Brown defines “Personality as the pattern (or) arrangement of the personality traits in an individual. By personality, however, we mean not simply the sum total of these traits but rather the way in which they are combined to give the individuality, we mean that dynamic organisation (or) configuration of traits which determine the individual’s adjustments to his environment”.

According to Dashiell, “a man’s personality is the total picture of his organised behaviour especially as it can be characterised by his fellow men in a consistent way”.
As per **Laster D. Crow**, “every individual is a combination of traits such as physical appearance, gesture, speech, ideas, emotions, habits and skills. These characteristics function together as an integrated whole and constitute what is generally termed as personality”.

Personality is widely considered to be one of the most fascinating and elusive concepts confronting psychology today. Though there have been countless attempts made to define personality, a single, universal definition still does not exist. For example, Lewin (1935) views personality, along with environment, as one of the two determinants of behavior. Bergman (1967), on the other hand, contends that personality and behavior are the result of a combination of heredity (or) physiology, past learning, reaction to different levels of stimuli, and the various elements of the environment. More recently, Maddi (1989) has proposed that personality is a constant set of intrapsychic (or) internal characteristics and pre-dispositions that directly determine psychological bahaviour. Clearly, such explanations of personality have varied greatly since the intial study of personality theory emerged in the early 1900’s. The history of personality theory can be traced back as far as Hippocrates, who initially identified four different types of human beings: the Sanguine, the Choleric, the Phlegmatic, and the Melancholic (True Colors Inc., 2005). While these terms are no longer used to describe different personality types, the fundamental principles still apply today. Much like the work of Hippocrates, modern personality theorists continue to develop methods of categorizing individuals personalities based on varying sets of characteristics, attitudes, and
behaviours. Fulfilling the need to present a practical application of such categorizations, theorists developed and implemented personality tests to assess individuals. Though the content of these tests have differed across time, they have ultimately shared a common goal: to distinguish, identify, and understand personality.

### 1.6. History of Personality Testing:

As early as the 19th century, personality differences were observed among astronomers who conducted various studies regarding the timing and passage of stars. Of great note is that many of them yielded different results, an outcome that was not necessarily due to procedural differences but rather to individual differences in response to “Personality” of perception (APA Monitor, 1999). Such “Personality” differences ultimately led to the study of human reaction times, (or) “character” as it was commonly termed in the initial stages of experimental psychology. During this period in time, phrenologists such as Franz Josef Gall attempted to assess personality based on the shape of the skull and described “faculties” of mind, clearly indicating the early drive to understand personality (APA Monitor).

By the late 19th century, personality was regarded by some as a significant aspect of human life. Ribot (as cited in APA Monitor, 1999) developed a physiological theory of personality in the tradition of somatic psychiatry in 1885 while Janet postulated Conscious and unconscious personalities (or) selves in 1889 (as cited in APA Monitor). William (as cited in APA Monitor) followed suit in 1890 with “Principles of Psychology” in
which he recognized that the self was composed of constituent persons including the material, social, spiritual, and the superego. In addition, Freud’s (1904) dynamic personality concept of mental life (as cited in APA Monitor) and Carl Jung’s (1928), theories of introversion and extroversion (as cited in APA Monitor) opened new dimensions for describing normal personality types and furthered research in this area. However, it was not until Morton Prince’s 1906 text, “Dissociation of a personality, that the term “personality” became commonplace. In the same year, attempts to measure personality traits were initiated by Heymans and Wiersma (as cited in APA Monitor) as they employed rating scales to investigate interests, aptitudes, and temperaments. In the United States, Robert S. Woodworth’s (as cited in APA Monitor) early attempt to measure personality variables through his Psychoneurotic Inventory became the model for such tests by 1917.

Gordon Allport (as cited in APA Monitor) ultimately brought personality theory into the psychological mainstream of the United States in 1937 with his work, “Personality: A Psychological Interpretation”, in which he defined personality as “the dynamic organization within the individual of those psychophysical systems that determine unique adjustments to his environment”. In 1940, the Minnesota Multiphasic Personality Inventory (MMPI), one of the most utilized self-report personality inventories, was introduced by Hathaway and McKinley and put into practice. In 1960, the Myers-Briggs Test, which translated Carl Jung’s personality theory, was introduced, and subsequently joined the MMPI as one of the most widely used models. In 1963, Norman
replicated Cattell’s 16 PF Personality Questionnaire (as cited in APA Monitor) and suggested that five factors would be sufficient to describe personality. These factors include Openness to experience, Conscientiousness, Extroversion, Agreeableness, and Neuroticism (APA Monitor). This conception ultimately became known as the Five-Factor model of Personality and has been perhaps the most popular and extensively applied theory of personality within the past twenty years. Modern Personality Testing Considerations according to Hsu (2004), some feel that personality has not fully coalesced as a subject matter in psychology because there has never been an overarching theory (or) even a thoroughly accepted definition of personality. This has not, however, prevented personality from being the subject of psychological research and the development of theories. Though some psychologists regularly use tests to predict and understand behavior, others believe that personality is a moving target determined by past experience and the current environment and, therefore, cannot be predicted (Hsu, 2004). It is the reconciliation between these two schools of thought that ultimately proves to be the greatest obstacle.

Unfortunately, the recent trend in this area has been to overlook the fundamental aspects of sound personality tests to deliver a useable product. Due to this lack of empirical and theoretical consideration, various subjective and baseless personality tests exist in current practice. There are, however, select inventories that, though largely untested, provide an effective and parsimonious approach to understanding personality. Of great note is a more recently developed assessment called the True Colors Research Word Sort (True Colors
Inc., 2005). Not only does this assessment possess the aforementioned qualities, it has also yielded positive results for management training, new employee training, and team building as a result of its increased national use over the last twenty years. In addition to its organizational success, there are also broad implications for its use within educational settings.

**Nature of Personality:**

The fundamentals of personality include

1. Fundamental physiological process with which one is endowed;
2. His adaptability and learning during the courses of interaction with the physical, social and cultural environment.

**Aspects of personality:**

The different aspects of personality may be enumerated as follows.

1. Physical appearance
2. Mental make –up
4. Habits and interests.
5. Intelligence and learning ability.
6. Personal conditioning.
7. Social-cultural conditioning.
8. Adaptabilities and
9. Acquired abilities
10. Traits.
11. Social maturity
12. Mental maturity
15. Aptitudes.
The Determinants of personality:

These are various determinants of personality, which are given a head.

Genetic Factors:

1. Impulses.
2. Reaction tendencies.
3. Innate Abilities.
4. Emotions,............etc.,

Hereditary Factors:

1. Body –built; and
2. Mental make-up;
3. Drives, urges and motives and
4. Control mechanisms
Environmental Factors:

1. Crises.
2. Self-concept.
3. Role and status.
4. Goal activities.
5. Attitudes.
6. Achievement experiences.
7. Emotional striving
8. Cultural imperatives

1.7. Personality and Education:

The aim of education is to draw the best out of man. It is to help in the all-round development of wholesome and well integrated personality. It is also to help in the formation of desirable moral and national character in the school children. Some of the educationists went to the extent of insisting on the harmonious development of the individual and character formation as the educational aim.

So some knowledge of psychology of personality and its role as an educational foundation is essential for the working teachers and prospective teachers. It is clear that development of personality and character formation are closely related to the educative process. Teachers, who are charged with responsibility of bringing about the all-round development in the students under their custody, should rightly know about the nature, cause and effect, factors involved and educational implications of personality development and character formation to be able to plan the educational plans and programmes wisely and intelligently.
Healthy development of the individual and his personality may be regarded as one of the aims of education. Education, if it is to achieve this aim, has to be well-rounded and not just concerned with subject-matter. Education has to be arranged that it helps the process of personality development that we have discussed.

Personality enters into, at least, three aspects of education, namely, administration, instruction and achievement. Administration involves relationship among persons and the relationships are not only within one level but between different levels in the hierarchy of a school organisation. Dominance of one over another and rivalry to win the praise of the boss (or) of students frequently bring about stressful situations in the administration. How individuals handle such stress depends partly on their personalities. The way they cope with the anxiety has already been referred to. But this affects the teacher’s behaviour in relation to other teachers and, what is more important, it affects his teaching and his behaviour towards students. The teacher may lose temper or may not respond with his usual warm feelings to his students, thereby disrupting the educational climate of the class room conducive to effective learning.

Instruction involves the social situation of a class-room in which the teacher occupies the leader’s position. A role is thus expected from the teacher which requires certain personality traits. During the course of teaching certain kinds of events take place involving give and take between the teacher and the student. Sometimes it involves, emotions and impulses in young students which the teacher may not be able to handle. This is likely to provoke anxiety in the teacher who will then use the coping mechanisms which have been developed.
It is well known that achievement is influenced by personality factors in students. The fear before examination is crippling. The subject of examination may be uninteresting due to dislike of teacher and hence failure of recall of such events happen frequently with students. Though they have the ability, they are unable to achieve according to ability due to lack of application. In order to be able to do as well as one’s abilities will allow, it is necessary that the individual has all the energies at his (or) her disposal. Whether this so (or) not depends on the nature and the amount of conflicts in the personality of the individual. Achievement may have certain symbolic meanings for the individual which arouse anxiety and inhibition following it, so that the individual avoids achievement itself.

The teacher is a parent – surrogate, that is, the attitude of pupils towards their parents are easily transferred to the teacher. Thus the teacher becomes a screen on which is projected the love and hate of pupils for their parents. But the situation gets more complicated by the fact that the teacher as a person is different from the parents and cannot, therefore, be just a screen. It is as if the screen itself has certain forms, colour and contour on which is super-imposed the projected image. Thus, reality and phantasy get mixed up in the image of the teacher in the student’s mind. What the students do in relation to the teacher is, therefore, in reaction to the teacher in reality as much as to the teacher in phantasy.
Education can and must, definitely help in the proper development of personality and formation of desirable character in the pupils in the larger interests of the welfare of human beings. It should take cognizance of moral, social, emotional, intellectual and national aspects of personality and character development.

A knowledge of psychology, personality development and character formation is useful to teachers in getting insight into the complex nature of personality and character which enables them to build up necessary abilities, skills, attitudes and experiences needed for the purpose.

Characteristics:

The adjective “Characteristics” refers to the distinctiveness (or) uniqueness of a person’s behaviour as an expression of the pattern of his particular psychological systems. Since no two people, not even identical twins, have exactly the same life experiences, each person learns to respond to his environment in terms of his individual experiences, drives, and interests and the different psychological systems that have been built up as a result of learning. As Allport has explained, even the behaviour and concepts which people apparently share with others are, in reality, individual. Some, of course, are less “Idio-syncratic” than others but none lacks a “personal”.
**Personality versus character:**

Personality is often confused with “character”. The two are not synonymous, however, and cannot be used interchangeably. Character implies a normal standard and involves a Judgement value.

When used in connection with personality, character relates to behavior that is regulated by personal effort and will. Conscience, an essential element of character, is a pattern of inhibitory conditionings which control the person’s behaviour, making it conform to the socially approved patterns of the group with which the individual is identified.

Klausmeier says, “Though personality integration includes internalization of ethical values, in practice a distinction is frequently made between personality integration and character, with character used to denote ethical attitudes, values and motives”. Thus, the character refers to the conformity to ethical values and observance of the laws set up by the society. A person is considered of a good character when he conforms to the ethical standards set in his society and obeys the laws of the land. It is, however, not desirable to differentiate too much between the character of a person and his personality.

The character-development and personality integration are almost similar processes in the life of normal human being. The ethical conduct of an individual is as much part of his personality as it is a consequence of his character. A person achieves personality integration when he develops ‘self–
control’ has recognized ‘personal responsibility’, ‘social responsibility’ and
democratic ‘social interest’, besides including an ideal value system. The
person with above qualities will also be classified as a person of good character.

A well-adjusted personality does not merely signify the satisfaction of one’s needs, desires, wishes, etc. If satisfaction of selfish motives is taken to be sign of personality adjustment, the chief, the murderer, the delinquent, etc. may often be considered as of well-adjusted personality. But we know how false is this situation. Infact, in personality development we cannot ignore the ethical values. When we talk of ethical values, we also talk of character-development.

According to Cronbach “Character is not really a cumulation of separate habits and ideas. Character is embedded in the total structure of personality”. To understand character, the structure of the personality must be thoroughly examined.

1.8. Personality Characteristics:

Personality is described in terms of an individual’s behaviour his actions, postures, words, and attitudes and opinions regarding his external world and also individual’s cover of feeling about his external world and his feelings about himself, may be conscious, pre-conscious (or) unconscious level. Personality means man within the man personality should not be equated with one’s characters. Character is an ethical concept. It represents a moral estimate of the individual. While personality, as a psychological concept, is a more comprehensive term which encircles in its sphere the character as one of the constituents of one’s personality.
Confining ourselves to those aspects of personality that are characteristic and distinctive, simplifies considerably the problem of studying personality. We find that personality characteristics often overlap and are highly correlated with each other. e.g., honesty, integrity, dependability. We shall consider several sets of characteristics under the following heading.

1. Personality Traits.
2. Personality Types
3. Abilities, Interest, Attitudes
4. Motives and
5. Modes of Adjustment.

1. Personality Traits:

A trait is a generalized tendency toward action, but trait is an abstraction, it can not be analysed. Trait is “higher order habits” (or) “organized frames of references”.

A Trait is any aspect of personality that is reasonably characteristic and distinctive. The general personality traits are: 1) Social adaptability, 2) Emotional Control, 3) Conformity, 4) Inquiring intellect and 5) Confident self-expression. Individual traits are:

i. Cheerful-depressed. Talkative-silent.

ii. Unshakable-easily upset, self-sufficient emotional expression.

iii. Readiness, good natured, trustful, selfish, easy going, self-centred.

iv. Broad (or) narrow interests, imaginative.

v. Assertive–submissive, opposite sex, expression.
2. Personality Types:

There have been many attempts to classify persons on the basis of their personality pattern.

According to Thorndike persons are of three types on the basis of thinking  i) Abstract thinker, ii) Ideal thinker and iii) Concrete thinker.

According to Jung, two types: i) Introverts and ii) Extroverts this classification is famous. An introvert is self-centered, shy, simple, impractical. Extroverts are practical minded persons, they try to please others. Most are in between the two and can be termed as Ambiverts type.

3. Abilities, Attitudes and Interests:

Any description of personality characteristic is incomplete if it does not include such things. He is intelligent, conservative and sports loving. They are more often measured by objective tests. They are often measured for special purpose such as selection of the students, vocational counselling (or) public opinion.

4. Motives:

It is also possible to describe a person in terms of his motives and goals. We need to have concept of personality that are cast in terms of motives as well as traits. The traits are described by motives.
A classification of major personal motives (according to Murray).

<table>
<thead>
<tr>
<th>Motives</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achievement</td>
<td>To accomplish difficult task, surpass other</td>
</tr>
<tr>
<td>2. Affiliation</td>
<td>To seek and enjoy cooperation with others to make friend</td>
</tr>
<tr>
<td>3. Aggressive</td>
<td>To overcome opposition, revenge (or) ridicule others</td>
</tr>
<tr>
<td>4. Dominance</td>
<td>To control and influence the behaviour of others to be leader</td>
</tr>
<tr>
<td>5. Order</td>
<td>To arrange things in order, cleanliness.</td>
</tr>
<tr>
<td>6. Play</td>
<td>To devote one’s free time to sports, games, to laugh,</td>
</tr>
<tr>
<td></td>
<td>Joke at everything.</td>
</tr>
<tr>
<td>7. Rejection</td>
<td>Avoidance of an inferior person</td>
</tr>
<tr>
<td>8. Exhibition</td>
<td>To make an impression</td>
</tr>
<tr>
<td>9. Deference</td>
<td>To admire a superior person</td>
</tr>
<tr>
<td>10. Defence</td>
<td>To defend oneself against attack</td>
</tr>
</tbody>
</table>

5. Modes of Adjustment:

Another way of characterizing people is by their typical modes of adjustment. The term adjustment refers to accommodating oneself to circumstances (or) motives under various circumstances.

i. Conflict of motives approach-approach, circumstances, avoidance.

ii. Defence Mechanism.

iii. Neurotic Reactions

iv. Effects of Functions, and

v. Psycho-Reactions.
1.9. Some Salient features of High Achievers:

**Background:**

Most of the high achievers seem to come from urban homes, where generally the father is educated. In some cases, though not very commonly, they also have educated mothers. Generally, a happy and pleasant childhood is recalled by most of the subjects. A few specific incidents like accidents, punishment, and rebellious behaviour are also recollected. In a few instances initial aversion to studies is stated. But general satisfaction in school, good relationships and high academic records are the common features of this group. Illness and diseases do not figure with any degree of prominence in their health record.

**Family Figures:**

An attitude of respect and warm admiration frequently characterises their perception of their father. In a few cases he is conceptualized as stern and dominating. But more frequently he is seen as helpful, considerate and understanding. The father generally entertains a positive attitude towards education and encourages (or) helps directly in it. Frequently little (or) no compulsion for studying on the part of the parent is asserted by the subject. The mother is most often perceived as loving, devoted and kind. She is also seen as helpful in a general kind of way. Moreover, both parents seem to repose considerable confidence and trust in these subjects. They usually entertain high aspiration and hopes of them, while expressing general satisfaction over their achievement and activities.
With respect to sibling, a conflicting pattern of relationship is frequently asserted. Along with regard and admiration for the older sibling there is some indication of self-assertiveness. An urge to rival and excel the achievement of siblings is often noticeable. It is uncommon that this group asserts that their older siblings are indifferent (or) critical towards them. An ambivalent attitude towards the siblings is far more common with younger siblings, they frequently appear to demand respect and recognition for their qualities and achievements.

**Personality Features:**

**Thinking variables:**

In general intelligence, most high achievers grade as “superior”. In their thinking, they seem to place greater reliance on themselves rather than imitate (or) depend on others. Greater self-reliance is expressed in solving their problems and devising plans and solutions. They manifest a marked degree of interest in theoretical and the abstract.

Interests in abstract ideas and principles are frequently asserted. However, this interest appears or indicates more a fantasy orientation rather than a genuine intellectual ambition. Fantasy activity occupies a significant place in their thinking. Further indication of fantasy orientation is gained by a perusal of their career aspiration and choice of models, which are often drawn from fiction.
**Emotional Variables:**

With respect to their anxiety, the high achievers in general tend to display a normal range of manifest anxiety. The major area of worry is related to studies such as anxiety and tensions related to the present task of keeping up a high achievement level in the examination which is the concern of most of the subjects. However, this anxiety seems to act as an instigator to better performance rather than an overwhelming influence disrupting effective functioning.

Specific anxieties relating to other areas, however, are not so common with them. Whenever there is awareness of specific anxieties relating to areas like interpersonal relationship and home adjustment, such anxieties are generally compartmentalized (or) systematically cut off from their experience, leaving the subjects free to devote themselves to the present activity of studies.

**Motivational variables:**

The high achievers are generally highly motivated. They have a higher persistence and frequently express high aspirations and need for achievement. High motivation is also frequently reflected in high ambitions, and aspirations for a career. Administrative services, engineering and higher research frequently appear to be their goal. Desire for status and recognition from others is fairly common with this group. Desire to contribute creatively in research (or) other profession is indicative of the drive for status and recognition. Urge to gain acceptance by others through adult accomplishment and outstanding academic achievement frequently directs and channelises the strivings of this group.
Self-Image:

In general, the high achievers describe themselves as persons of above average intelligence, honest and sincere.

They express general satisfaction over their self-image, accepting both the good and the bad with equanimity.

They generally think that the favourably disposed (friendly) persons over estimate them, while the unfavourably disposed underestimate them. Over estimation of self by friends would again suggest the significance of the positive expectations of others in their functioning.

They stress the diversity of interests which an ideal student should have. Keen interest in studies along with interest in extra-curricular activities and games are generally regarded as the mark of an ideal student. However, they usually have leisure activities like reading, but athletic interests are not so common with this group. An emphasis on the dual aspect of students life, viz., academic and extra-mural, suggests an awareness of a similar lack of balanced development in themselves.

Study habits:

Regularity of regarding hours and routine characterize most of the high achievers. But it can not be regarded as the general feature. In preparing for examination, greater reliance is placed on text books and self prepared notes. Cramming, except for a few key phrases, is not recommended and subjects seem to depend more on their own powers of expression, organization and presentation
According to Lucito: The high achievers are those children whose potential, intellectual powers and abilities are at such a high ideational level in both productive and evaluative thinking that it can be reasonably assumed that they could be future problem solvers, innovators and evaluators of the culture if adequate educational experiences are provided to them:

Characteristics of Gifted Children:

Psychologists have enumerated the following general characteristics.

1. The giftedness is upper extreme on the normal distribution of any trait.

2. A gifted child is one who shows remarkable and outstanding performance in any worthwhile task.

3. He possesses a superior central nervous system high degree of intellectual creativity and imagination.

4. A gifted child makes outstanding contribution to the welfare and quality of living of our society.

Intellectual Characteristics:

1. The gifted children have better ability to organize, analyse, memorise, synthesize and reason out things.

2. Have extensive rapidity in learning and comprehension.

3. Quick and clear self-expressions.

4. Good in abstract thinking and good insight.

5. Good imagination power-use original ideas.

6. Better understanding and comprehensive power.

7. Keen and accurate observation power-can note minute details.
8. Right vocabulary.

9. Good common sense and good general knowledge.

10. Generally better in science and arithmetic.

11. Possess broad span of attention.

12. Varied and wide interest.

**Personality characteristics:**

The following are specific personality characteristics of gifted children.

1. Have better ability to adjust, organize, analyse and synthesis things.

2. Sometimes show emotional-instability also.


4. Have lack of recognition of their potentialities.

5. Feel boredom in classroom.

6. May participate actively in discussion.


8. May be popular.

9. General superior personality.

10. Superior character.

11. More humourous, cheerful and generous.

12. Have friends of higher age and of class.

13. Sincere and dutiful.

14. High Achievers in class.

15. Possesses high character, and

16. Possesses good physical health.
Social Characteristics:

1. They are socially well mature.
2. They are popular in their group.
3. They are responsible in performing their duties (or) assigned work.
4. They have quality of leadership.
5. They have the capacity to be socially useful and intermingle with others.
6. They are humorous and honest (or) trust worthy.
7. They are democratic and less autocratic, and
8. They posses high moral qualities.

Procedure of Identifying Gifted Children:

The commonly used procedures are as follows.

1. By administering intelligence tests may be verbal, non-verbal and performance.
2. By administering, achievement tests, scholastic tests.
3. By observing cumulative and academic record.
4. By collecting observations and opinions of teachers parents, friends and neighbour.
5. By the participation in co-curricular activities of schools and social functions.
Suggestions for Teaching to the high achievers:

i. For making the high achievers adjust to typical school situation, provision must be made for him to advance at his superior rate of learning speed. Special class for the high achievers should be arranged.

ii. Though the special classes are necessary it is also required that the gifted young person has opportunities to mingle with young people less able than himself. As an adult, he will need to adjust to such persons. Hence, he needs training in this form of adjustment during his school years.

iii. They should participate in the out-of-class activities regardless of their mental status. It can be expected that the high achiever will be the leader in such activities. The teacher should, however, not appoint them as leaders because then it will be resented by the other pupils.

iv. The teacher should help the high achievers to have emotional balance. For this, he should seek co-operation of the parents by the high achiever.

v. In teaching the high achievers, drill should be reduced to the minimum (or) even eliminated.

vi. For the high achievers, there is no need for artificial motivation if the subject-matter be really suited to their intelligent interests. Their interests are quite broad and their intellectual curiosity is always keen.

vii. To teach the high achievers, particularly able teachers are required who are themselves of high intelligence, well-informed, acquainted with psychology of the bright and free from prejudice, jealousy and superstitions.
1.10. Some salient features of Low Achievers:

**Back ground:**

Quite frequently the low achievers hail from rural homes, where the father often has little education (matriculation (or) less). Mother’s education is not so common either.

A happy and uneventful childhood is recollected by them. Many of them assert an affectionate and loving atmosphere at home during childhood. During early schooling mischievous behaviour, and quarrels with classmates are frequently reported. Pressure either by teacher (or) from parents is mentioned for early schooling, Periods of illness during childhood are also mentioned by some of them.

**Family Figures:**

A distant and ambivalent pattern of relationship with the father is more frequently observed. The father is conceptualized by many as overbearing, dominating and fearful. Closeness with the father is not commonly experienced.

The mother is seen as very loving, protective and nurturant. During childhood she appears to bear considerable closeness. Protective behaviour is also assigned to her if the father became too angry (or) primitive.

The parents (particularly father) hold a positive attitude towards education. Often they stated that their presents were on the whole satisfied with their performance. In some cases, pressure by father for obtaining education is mentioned.
With siblings, a very Co-operative and harmonious adjustment is asserted. Minimal conflicts and quarrels, along with a helpful and affectionate attitude towards each other seem to be the general intersibling relationship pattern.

**Personality Features:**

**Thinking Variable:**

In general, on intelligence, most of the subjects grade as “average”. With respect to their thinking, they do not seem to depart from the usual, exhibiting unlike the high achievers, a lack of conscious striving for originality (or) novelty in expression and presentation of ideas. In their thinking, they mostly tend to imitate (or) depend upon others, embracing ideas, principles and ideas which are widely prevalent. Many of them have keen interests in their subjects of study besides general interest like literature and other reading hobbies. They frequently place premium value on novelty in expression and presentation of ideas. Originality in ideas is valued considerably.

**Motivational variables:**

By and large, the low achievers display a low level of general motivation. A passive and dependent approach appears to be more characteristic of their motivational structure. Likewise, they lack of high degree of persistence which sets off in sharp contrast to the high achievers.

In addition, they show a general lack of desire for recognition from others and do not seem to manifest a strong desire for achievement in their present field of activity. More often, acceptance by others is sought not through
adult accomplishment but rather by adopting passive behaviour patterns like helpfulness and sincerity towards others and being rewarded for good behaviour.

In their career aspirations also, they generally entertain ill-defined goals like studying to get a job. Such vague ends fail to provide a strong urge for studies and at best arouse a weak and segmental motivation.

Even when high career aspirations (or) ambitions are expressed, they appear more like fantasy wishes, essentially hollow and unrealistic bearing little relation to their potentiality and abilities. Operational plans for fulfilling ambitions are rarely outlined. An indication of fantasy orientation may also be gained from their choice of ‘models’ as such. Specific ‘persons’ in some cases from fantasy sources are frequently chosen as ‘models’. However, they are considered more as standard of excellence (or) achievement to be admired, but rarely understood and emulated.

Finally, they do not exhibit a realistic and strong orientation to future. The present activities are generally not placed cognitively against a broad time perspective, while fantasy desires and dreams of future seem to substitute for realistic future orientation. Even when a high drive level is displayed, it is generally a misguided drive for status, lacking a future perspective and unrelated to the present activity of studies.
A sense of responsibility and duty frequently appears as a significant motivational component in directing the activities of these individuals. This may be diffused as duty towards work (or) present occupation. A well developed conscience (or) super ego is also suggested.

Another source of motivation for better performance is reflected in their perception of themselves and what they conceive to be the expectation of others in relation to them. For instance, high expectations of parents, their trust and confidence, and the perception of significant others granting them a higher positive self frequently increases the drive level for measuring up to these expectations. However, they, on their part, do not generally select specific models but rather hold a group of composite qualities gathered from different sources as the ideal for emulation or incorporation. Finally, the group as a whole displays a strong future orientation, its present activities being evaluated against a broad time perspective. Their career ambitions are precise and their activities display this singleness of intent and purpose.

**Emotional variables:**

Most of the subjects display a satisfactory general adjustment. They have better home adjustment emotional adjustment and health adjustment than the low achievers. However, in their social relationships they are often some what withdrawn. They also prefer a few close friends to having a lot of friends. In addition sensitivity to others is seen to be fairly common with this group. Difficulties arising in social relationships are frequently due to such sensitivity
to the feelings and reactions of others. In their general adjustment, they manifest a diffused urge for the satisfaction of the primary needs of acceptance and belongingness.

Most of the low achievers in their general adjustment are graded as "Satisfactory". However, it is not infrequent that difficulties in home adjustment emotional adjustment and health adjustment are encountered. In addition, specific problems relating to self-functioning and adjustment in other specific areas are a source of considerable anxiety and tension in this group. Family troubles, tension due to pressure responsibilities and worries are frequent and persistent.

The Sources of specific anxieties and tension are varied. Future insecurity relating to career (or) job, and anxiety associated with the present task of studies occur with considerable frequency. Anxieties relating to self-functioning personal inadequacy, uncertainty and general lack of confidence are fairly common.

Anxiety relating to a feeling of inadequacy and inability to cope with problems are disturbing. Combined with the present pressure to succeed in examinations, and the consequent worry to settle on a job, anxieties tend to overwhelm the subjects, frequently forcing them either to escape in fantasy or to repress such tensions and withdraw to other fields of activity.
A markedly dependent behaviour is reflected in their attempt to face the present problems realistically. Assistance is frequently sought from others (friends, parents, teachers) to solve their problems and self reliance is not displayed. Dependence on friends plays an important role for this group. It may be useful in this context to mention that perhaps the most striking features of low achievers is their accentuated dependency needs.

They tend to manifest a strong desire for acceptance and belongingness and a child like desire for regard, for good behaviour. This dependency, when extended to their social environment, is frequently expressed in motives and desires to help others, to be of use to others, to be good, sincere and similar passive traits.

Finally, the group appears to be more conscious of its problems and anxieties and is frequently unable to resolve such tensions. These anxieties tend to have an adverse effect on the functioning of these subjects and prevent a full and free access to their potentiality and abilities.

Self–Image:

In describing themselves, the slow achievers consider themselves as possessing a good character. They feel that others consider them as good. Moreover, they regard themselves as persons of moderate ability and at times show awareness of some of their weaknesses.
They frequently feel that both the favourably disposed and unfavourably disposed persons underestimate them. In other words, they think that others over scribe to them negative traits and underestimate their positive qualities (a difference from the high achievers may be noted here, who felt that those who were friendly over estimated their positive qualities in relation to their own self image). In addition, the image of an ideal student is not so clearly defined in his mind as it is frequently found among the high achievers. The qualities of keeping away from family troubles, and policies are in the main mentioned as the necessary pre-requisites for an ideal student.

Most of the subjects in this group report that they spend their leisure with friends either gossiping and roaming (or) seeing films. Games constitute frequently a popular leisure activity for them. Light reading also occupies their leisure time.

**Study habits:**

Very regular habits of study are not adopted by these subjects. Class notes and textbooks serve as chief aids in preparing for examinations.

**Low achieving (Backward) Children:**

The children who fall at lower extreme of normal distribution of educational attainment trait are known as backward. The causes of backwardness may be due to heredity and environmental factors. The backward children are classified in to two categories-mental retardation and educational retardation. The degree of backwardness can be understood with the help of
intelligence tests and achievement tests. In the classroom they deviate from their classmates in school achievement. They are not benefited by the normal teaching in school. The teacher can easily locate them on the basis of their participation in classroom activities.

**Characteristics of Backward (Low achieving):**

Cyril Burt and Schonell have statistically characterized with help of mental age and chronological age of the child:

1. The backward child’s mental age is smaller than his chronological age.
2. A backward child may be retarded as well but not always.
3. The dullness of a child may be one of the causes of his backwardness.
4. A backward child has low educational attainment than what he is capable of.
5. He can not keep pace with the class even in one subject (or) in all subjects.
6. A backward child mentally lags behind others so much that he cannot do the work assigned to children studying in classes lower than his own.

a. **Physical characteristics:** Physically backward children are slow (or) inferior in physical (or) health development. They have certain physical defects and deficiency (or) deformity of eyes, nose and speech defects, their muscular coordination may be poor (or) slow.
b. **Mental characteristics:** The major area of backwardness is the intelligence. Their I.Q. is less than average. They lack in reasoning, abstract thinking to see the relationship abilities. They are unable to correlate their various experiences.

c. **Social and Moral characteristics:** The social development is slow as compared with normal children. The maturity age is higher than the averages. He may be isolated in this class. They may develop some anti-social or undesirable traits. They have poor adjustment in class as well as with peers.

d. **Educational characteristics:** Education attainment and participation in school programme are the basic qualities of backward children. They cannot keep pace with class in academic progress. They are poor in one subject (or) may be poor in all subjects. They are also poor in doing the home assignments (or) class assignment. They have poor interaction with teacher and poor participation in classroom activities. They are low achievers and weak in examination and class tests.

Backwardness may be identified by employing formal and informal methods. The observation technique is most commonly used by teachers and parents (or) guides, counsellors and researcher. The following are the four methods which are used for this purpose. 1. Observation method, 2. Mental tests, 3. Achievement test and 4. Personality, adjustment inventory and case study. There are several causes of backwardness, some important causes have been listed here: 1) Low intelligence, 2) Physical cause, 3) Poor environment of family, 4) Truency, 5) Poor conditions of school, 6) Postural defects.
Suggestion for Teaching to low achievers:

1. Avoid placing low achievers in a situation that is likely to lead to frustration. Give tasks to them which they are capable of doing.

2. Encourage in them a sense of self-esteem. Create in them a confidence in themselves.

3. Present learning tasks that are simple. Tasks which involve a number of elements must be avoided.

4. Give a series of brief lessons that can be completed in short periods of time. They should not require sustained concentration and effort.

5. Try over learning of the lessons, keep revising the lesson previously learned.

6. Techniques of programmed instruction may be found useful. Teach in small steps, each of which leads to immediate feedback.

7. Keep a record that assignments are being completed and the progress is taking place.

Remedies for General Backwardness:

General backwardness means backward in all the subjects. To remove general backwardness, the following remedies may be applied.

1. To diagnose and apply the cure of physical defects. The teacher should get the backward child medically examined so that in case he is suffering from any physical defect that may be properly diagnosed and proper remedies are applied for that. The education of the physically defective should be provided, keeping in view his physical disability.
2. To find the intelligence level of the child through intelligence tests and to apply suitable remedies for it. If the child is of low intelligence then it is very difficult to cure him. The mentally retarded children will always remain backward in studies than the average child.

3. The general backwardness which is due to bad environmental factors is to be removed by making the environment healthy for the child. Backwardness which is due to bad environment can be remedied through the proper organization of the education of backward children. For this the following measures should be adopted.

   Backward children should be taught according to their interests. It is not necessary that they are to be taught only the three R’s (or) they are to be kept busy in dull, monotonous and mechanical activities but they are to be given those tasks to perform in which they feel interested. For them, project method is a good method of teaching. Their education should have the practical bias. They should be taught with the adequate help of the visual aids and more of experimental work should be assigned to them. Through dramas they should be made to understand the various characters involved in the drama. Their parents should be made to realize that they should not be asked to perform too heavy domestic duties. The teachers should also try to stop their running away from the classes.
Educational Policy for the Backward:

Educational policy for the backward children should be guided by special considerations arising out of their disabilities. Education for backward children should aim at developing necessary skills so as to enable them to lead a life of usefulness to others and of self-support for themselves. Education for them should be selective and should aim at developing necessary skills attitudes and interest in them. The level of their difficulty of their lessons should be graded to their degree of backwardness and should be phased in accordance with their limitations. Although backward children may be suffering from illness and intellectual retardation, an opportunity should be given to them to mix with bright children so that they share the wide pursuits and social skills of bright children.

Since backwardness can also be connected with poor reading, spelling, speaking and writing the education curriculum of the backward children has to keep these considerations in view. There has been considerable discussion and controversy on segregation and integration and on manual curricula and academic curricula for backward children. What ever may be the merits of such controversy, the content of the curriculum has to be of such level that backward children should not fail to profit from instructions. The contents of the curriculum and the goals of instructions should aim at training the backward children to a certain level of schooling through the exploitation of their manual skills and senses training. It is an undisputed fact that a vast majority of the backward children are potential learners whose learning cannot be confined to
purely manual skills and sense training. Under suitable level of motivation and readiness, a number of skills can be picked up by them which can be enable them to be economically and socially independent.

**Role of Teachers:**

The role of a teacher is extremely crucial in the context of education being the best instrument of change and Nation building.

Teachers play an important role in moulding the lives and careers of students and through them the destinies of the Nation. It is they who develop in their pupils, the qualities to lead disciplined lives with a spirit of service. Reverence for teachers is a part of our tradition. Their responsibility is beyond imparting the knowledge and training the mind. A complete human being is the product of a good education, both in home and in school.

Teachers are saviours of the society and redeemers of the race. It is in this respect, the role of the teachers acquires significance on shaping the society and in bringing revolutionary changes in the development of the country. So the teachers are held in high esteem and respect.

**Dr. Radha Krishnan,** himself as a teacher said “An ordinary teacher teaches; An average teacher explains; A good teacher demonstrates, but a great teacher inspires”.
Dr. Radha Krishnan’s life as a teacher inspired every one and he has been a shining example to prove that a teacher can rise to the expected heights in life. A teacher should above his profession and develop right type of attitude and zeal towards the profession. Half hearted teachers are as bad as half backed bread. The paramount duty of a teacher is to disseminate learning and impart correct information to the students.

According to Louis Raths, a researcher, the main functions of a good teacher are explaining, informing, initiating, directing, administering, unifying the group, clarifying, diagnosing, learning problems, evaluating, recording, reporting, participating in school activities and in processional and critic life.

Another researcher Arthur W. Comb, says that a good teacher can be characterized typically in the light of knowledge of his subject, his frame of reference for approaching problems; his perception of others; his perception of self; his perception of purpose and process of learning and his perception of appropriate methods of teaching.

1.11. Role of the Teacher in the personality development of students:

1. Teacher as a ‘Spiritual Preceptor’ as in the vedic period.
2. Teacher as a ‘Communicator and provider of knowledge’.
3. Teacher as a ‘Learning Facilitator’.
4. Teacher as a ‘Gardener’ (or) ‘Directress’ of learning in the Naturalist Movement in Education.
5. Teacher as a ‘Manager’ of learning activity in the pragmatic philosophy of education.

6. Teacher as an ‘Ideal Person’ in the philosophy of Idealism.

7. Teacher as a ‘soldier’ and ‘Weapon’ in Nazism and Communism.

8. Teacher as an ‘Agent of Social Change’ in the Democratic Philosophy.

9. Teacher as a ‘Mediator between the learner and the subject-matter’.

10. Teacher as a ‘Transmitter’ of cultural heritage.

11. Teacher as the ‘Educational Media user’.

12. Teacher as the ‘Spearhead’ of change in the society.

13. Teacher as the ‘Harbinger’ of Social change.

1.12. Academic achievement:

Academic achievement has been playing an important role. Since formal education decides the level of learning of different students in different subjects all classes. Achievement can be defined as total marks (or) score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this difference in the achievement. It has been observed that in subjects like mathematics, science and English, the achievement is considerably low when compared to the other subjects, in the case of majority of students at secondary level, due to various factors.
Academic achievement is a multi-dimensional phenomenon and may be effected by three main types of factors Viz. subjective, objective and personality factors. Subjective factors are related to the individual himself, his intelligence, learning ability, aptitude, self-concept, perception of school, study habits and level of aspiration; objective factors lie with in the environment, socio-economic status, family traits, education system, system of evaluation, school situation, type of the school, number of students in the class etc. personality factors are related to the individual’s adjustment with the school environment, his attitudes towards the subject, attitude towards the teachers, adjustment with his peers and emotional adjustment.

Academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievements? Many factors have been hypothesized and researched upon.

Scholastic/academic achievement is of paramount importance, particularly in the present Socio-economic and cultural contexts. Great emphasis is placed on achievement right form the beginning of formal education. A considerable number of students from schools go to the colleges and institutions of higher learning. It is very important to ensure that such students acquire the requisite competence so as to benefit more out of higher education. Setting the stage for achievement of youth is thus a fundamental obligation of the educational system.
In Schools/Colleges, great emphasis is placed on the achievement right from the beginning of the formal education. The school has its own systematic hierarchy, which is largely based on achievement and performance rather than ascription. The school/college performance, the function of selection and differentiation among students on the basis of their scholastic and other attainments open out avenues for advancement, primarily in terms of achievement.

The Central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all-round development as a goal of educational process, where academic achievement would be just one of the dimensions, in most of the educational institutions, academic achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement.
1.13. Statement of the problem:

To make comparison between high and low academic achieving students with regard to their personality characteristics. It examines the differences in the performance of pupils residing in two divisions, i.e. Kavali (Nellore district) and Kandukur (Prakasam District); in Rural, Urban and type of Management they are studying, their gender and their academic achievement in class X; in a series of tests and examinations conducted in one academic year (i.e, 2009-10). It establishes the relationship between the personality traits and other variables viz., personality factors and academic achievement of the pupils studying in class X of the above mentioned divisions of Andhra Pradesh.

1.14. Title of the problem:

The title of the present study is stated as “A comparative study of the personality characteristics of high and low academic achievers”.

1.15. Purpose of the study:

The present study is aimed at investigating the pattern of the personality characteristics of high and low academic achievers related to certain variables. The objective of the study is an attempt to answer the following aspects.

1. Whether personality characteristics of high school pupils like reserved (Vs) out going, less intelligent (Vs) more intelligent, emotionally less stable (Vs) emotionally stable, phlegmatic (Vs) excitable, obedient (Vs) assertive, sober (Vs) happy-go-lucky, moral standards (Vs) super ego
strength, shy (Vs) venturesome, tough-minded (Vs) doubting, placid (Vs) apprehensive, Group dependent (Vs) self sufficient, Indisciplined (Vs) controlled, and relaxed (Vs) tense… etc., are related to academic achievement?

2. Whether the demographic variables such as gender, management and locality impact on personality characteristics of the high school pupils?

1.16. Need of the study:

A review of earlier studies presented in chapter II reveals that many researchers have compared high academic achievers and low academic achievers with regard to various factors such as Rezier, A.G. (1975) compared to orderly life. style and introversion; Gadzalla, B.M. (1976) studied learning in class, study habits, attitudes, peer relations, student–Instructor relationship, physical and emotional needs, Srivastava (1979) compared subdued ness Vs. independence. Girija and Bhadra (1984) studied motivation to succeed, efficient work plan and competititiveness; Sharma and Sunitha (1985) compared study of anxiety pattern; Ramaswamy (1988) studied achievement motivation, self-concept and study habits, Thilagavathi, T. (1990) studied intelligence, creativity and anxiety, Vijaya Kumar Sethi (1990) compared personality characteristics among Engineering, Medicine and student-teachers; Mavi and Iswar patel (1997) studied personality adjustment, intelligence, self-concept, level of aspiration among tribal students; Siequle, Del (2001) compared attitudes, perceptions and motivations; Betsy (2001) compared attitudes towards school, attitudes towards teachers, goal –valuation, motivation
and general academic self-perception; Goel Swami pyari (2001) studied feeling of security and social values; Haq,N (1988), and Sood (1999) compared the personality traits of high and low academic achievers but they classified different academic achievers based on their academic performance in single subjects like mathematics and English. No attempt has been made to compare 14 personality factors of high academic achievers and low academic achievers, taking into account all the subjects of study. Thus, the need is felt to take up the present study.

A brief review of some of the investigations concerning personality characteristics reveals that more researchers studied the role of such factors on the academic achievement among the high school students.

Not only psychologists but also sociologists and educationalists have evinced lot of interest in identifying the variables that contribute to academic performance among high school students.

It is observed that there is no study, which has attempted to investigate the impact of personality characteristics on academic performance and variables.

Therefore, to fill the gap in the existing knowledge in the area of personality characteristics, an attempt is made in the present investigation, to study the impact of personality characteristics on academic achievement. In addition to the above, which is the study proper, the impact of gender, locality and type of management on the variable are studied.
1.17. Scope of the study: 

The main intention of the study is to make a survey of the personality characteristics of high school pupils. The high school pupils, were classified into two groups. i.e. high academic achievers and low academic achievers based on their marks obtained in all unit tests, quarterly, half early and public examinations at X\textsuperscript{th} class level. The pupils, both boys and girls studying in Government and Private high schools which are located in rural and urban areas of Kavali division and Kandukur divisions of Nellore and Prakasam districts, constituted the sample of the present study. Government schools include Z.P High schools, schools run by the municipalities and schools which are aided by the Government of A.P. Private schools are those which are recognized by the Govt. A.P. but run by different private managements.

1.18. Objectives of the Study: 

The objectives of the study are as follows:

1. To compare the personality characteristics of high and low academic achievers.

2. To compare the personality characteristics of high and low academic achieving boys.

3. To determine the personality characteristics of high and low academic achieving girls.

4. To study the differences, if any, in the personality characteristics of high and low academic achievers studying in Govt. high schools.
5. To study the differences, if any, in the personality characteristics of high and low academic achievers studying in private high schools.

6. To identify the personality characteristics of high and low academic achievers studying in high schools which are located in urban areas.

7. To identify the personality characteristics of high and low academic achievers studying in high schools which are located in rural areas.

8. To study the differences in the personality characteristics of high and low academic achievers with respect to the type of management (Govt. & Private) of the schools.

9. To study whether there is any significant gender difference in the personality characteristics.

10. To study whether there are any significant differences between rural and urban high school students in their personality characteristics.

11. To observe whether there is any significant interaction among gender, locality and type of management with regard to the personality characteristics of high school students.

1.19. Limitations of the study:

1. The study is limited to the pupils of only class X

2. The pupils personality characteristics are measured through the HSPQ constructed by R.B. Cattell.

3. This is only a precise product study in the area of personality characteristics.
4. Due to laborious calculations, only certain variables are studied in this investigation.

5. It is a study of survey research where in the technique of questionnaire is employed.

6. The study is limited to only 800 pupils studying X\textsuperscript{th} class.

7. This study is related to high and low academic achievers only.

8. The study is limited to only Kavali division in Nellore district and Kandukur division in Prakasam district.

9. The study is limited to Government, local bodies and private aided management only.

10. The study is restricted only to Telugu medium schools in rural and urban areas of the two divisions.

1.20. Educational Implications:

Study of personality is very useful for education. The works conducted in this direction makes it know that if the following things are paid attention to then the use of education can become still more purposeful and effective.

1. The schools should consider the personality of a student and try to understand it. This study would help in intellectual, social and physical development.

2. Specific help can be given to the socialisation process of a student with the study of his personality.

3. The teacher should provide self-confidence to the students for independent behaviour so that they learn to less depend on others.
4. Limited anxiety, which neither less nor more, can prove helpful in social and intellectual development of the students.

5. Controlled behaviour of the students can be developed for the control and development of moral decisions, behaviour and emotions.

6. A student’s personality develops in desired direction in the school atmosphere of affection, free behaviour and freedom of work, so it would be desirous to create such as atmosphere.

The chief basis of the above discussion is the close relation between education and personality. On it depends how educational objectives and aims can be achieved with the help of educational psychology.

Since it is found that high academic achievers are submissive, obedient, mild, easily led, docile and accommodating; teachers have to inculcate these positive aspects in their students by way of Value–oriented education; training and counselling. The academic performance of low academic achievers can be improved to some extent. Teachers have to design certain programmes in consultation with psychologists and counsellors to promote these positive qualities in their students, particularly the low academic achievers. Then will improve the academic achievement of the students. Programmes for the improvement of good personality characteristics among students may be developed by the regular teachers, researchers and psychologists.