CHAPTER V

SUMMARY & CONCLUSIONS
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This chapter deals with the summary, major findings, conclusions, educational implications, recommendations and suggestions for further research.

5.1. Summary:

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.

Some thinkers suggest that this relation influences education in three ways-administration, teaching and educational achievement. These three fields include personality psychology. Administration depends on the mutual relations of concerned persons and this relation is found at different levels in school-between principal and teachers, among teachers themselves, and principal, teacher's and students. If the influence of any of these levels develops in the
form of pressure, then it is natural for school's social situation to come under pressure or tension. If would depend on the constitution of administration how this tension is seen at the administrative level and what measures are adopted.

In the same way, a teacher's personality plays an important role in formulation of the contacts formed between teachers and students on everyday basis. Of the personality is not balanced, the teacher's behaviour would keep creating various problems for school administration.

The social situation of the class too has an important place in teaching and the spirit of leadership of the teacher gives it a direction. Thus, it is expected of a teacher to play a role in teaching for which he must have some personality traits. There can arise several problems during teaching for which the teacher may be required to take immediate decisions. Thus, a teacher's personality has in important place in success or failure of teaching.

It is commonly know that educational achievement is subject to the students personality. Anxiety, fear, insecurity, etc. produce tension and suppression in him and his work is affected. It is necessary for complete success that the students uses his all capabilities. If a students faces failure in the direction of his educational achievement, his personality too would certainly be affected. Thus, success provides encouragement, self-confidence and ambition levels.
It would be justified to say that many advantages can be begot in the field of education by the study 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 organisation with in the individual of those psycho-physical systems that determine his unique adjustment to his environment".

- As per R.B. Cattell, "Personality is that which enables us to predict a person's behaviour in a given situation".

If the definitions are explained, it can be seen that all of them include some facts. The definition given by Allport mentions things and appears to be important, because these things are directly or indirectly included by other definitions too. These are:

1. Personality is the composition of psycho-physical traits, that is, both internal and external forms of personality should be studied. Personality is formed by the characteristics of both mind and body. Intelligence, interest, emotions, attitude and instincts, etc., are related with the inner traits, while social behaviour and personal responses are external traits which are related with physical behaviour.
2. Personality is mobile and not stationary. In other words, we can say that the characteristics that a person gets from heredity are subjected to continuous change in the social environment. Various situation, problems, etc. continue to affect a person, and the person continues to make efforts with the purpose of adjustment. His personality is formed as a result of this process. The expectations of society from education are based on this view that the personality of a child can be is created by education living in which a child is stimulated to move on the path of development.

3. The role of environment is important in the composition of personality. A person's behaviour, attitude and thinking methods undergo change while establishing adjustment with environment. New situations keep arising in the environment due to social, economic and moral causes. Every person has his own peculiar circumstances and every person attempts to adjust with them according to his own capacities. Some succeed and others fail, and repeated failures disintegrate a person's personality. Thus the development and construction a personality is concerned with personality.

Besides these three aspects, the definitions to clarify that personality is related with integrated behaviour, and the heredity and acquired traits that a person gets from heredity and environment respectively, a person tries to adjust with their help and this effective effort constructs his personality.
Thus the general opinion becomes baseless that a personality can be evaluated on the basis of physical composition, health and attractive form. The meaning of personality in scientific language seems to be concerned with psycho-physical traits and not with concrete facts. Personality cannot be taken to be permanent in the continuous changing life situations through some specific traits of a person can be recognized amazingly. These characteristics seem to be permanent, but the concept of personality by itself is kinesthetic because it results from changes.

5.2. Statement of the problem:

The present study is concerned with the personality characteristics of high school pupils and their relationship with their academic achievement. The investigator studied the demographic variables such as gender, locality and management of school. Academic achievement of the pupils in terms of their marks from unit test–I upto their public examinations were obtained and the relationship between their personality characteristics and academic achievement was studied.

5.3. Title of the problem:

The present study entitled, “A Comparative Study of the Personality Characteristics of High and Low Academic Achievers”.
5.4. Need of the study:

Several factors contribute to the high academic achievement of the students. The students' intellectual ability, readiness to learn, interest, motivational level of the student, their parental involvement and support. Apart from these factors the personality of the students is also a major contributing factor. Therefore a need is felt to identify what are the specific personality characteristics that contribute to high academic performance among the high school students. The present investigation is carried out in a small way to fill this gap of knowledge.

It is seen that there is explosion of knowledge and it is not possible to study everything related to good personality development. It is not only the teacher's responsibility to provide learning experiences, but it is also, the responsibility of the pupils to utilize them properly by adopting efficient learning for better academic achievement. One will be able to learn by himself, if he has developed proper personality characteristics which can lead him to develop effective academic achievement. Personality characteristics are an important factor in better academic achievement. Academic success (or) failure reveals pupils' personality in action at their studies.

Hence, it is necessary to investigate into its nature and also to know whether it is related to personality factors, academic achievement and demography too.
5.5. Scope of the study:

The main object of the study is to find out the relationship and difference between personality factors and the academic achievers of high school pupils, belonging to different genders, locality and managements of school. The study is about the academic achievement of the pupils. The study is restricted to some selected schools within some selected districts of Andhra Pradesh State.

5.6. 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 is 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.

5.7. Hypotheses of the study:

1. There would be significant difference between high academic achievers and low academic achievers in their personality characteristics.

2. There would be significant difference between high academic achieving boys and low academic achieving boys in their personality characteristics.

3. There would be significant difference between high academic achieving girls and low academic achieving girls in their personality characteristics.

4. There would be significant difference between high academic achievers studying in Govt. high schools and low academic achievers studying in Govt. high schools in their personality characteristics.
5. There would be significant difference between high academic achievers studying in Private high schools and low academic achievers studying in Private high schools in their personality characteristics.

6. There would be significant difference between high academic achievers studying in urban high schools and low academic achievers studying in urban high schools in their personality characteristics.

7. There would be significant difference between high academic achievers studying in rural high schools and low academic achievers studying in rural high schools in their personality characteristics.

8. There would be significant difference between students studying in Government and Private high schools in their personality characteristics.

9. There would be significant difference between Boys and Girls studying in high schools in their personality characteristics.

10. There would be significant difference between rural and urban high school students in their personality characteristics.

11. There would be significant interaction among gender, locality of the school and management of the school with regard to personality characteristics.

5.8. Variables included in the study:

The present study envisages personality characteristics of different academic achievers of high school pupils in Andhra Pradesh State in relation to certain demographic factors. Hence, the following variables are taken into consideration for the present study.
**Dependent variable:**

14 personality factors as assessed by HSPQ, constituted the dependent variable of the present study. HSPQ consists of 14 personality factors namely factor-A (size thymia Vs Affect thymia), Factor-B (Low intelligence Vs High intelligence), Factor-C (lower ego strength Vs. higher ego strength), factor-D (phlegmatic temperament Vs. excitability), factor-E (submissiveness Vs Dominance), factor-F (Desurgency Vs. Surgency), Factor-G (weaker super ego strength Vs. stronger super ego strength), factor-H (Threctia Vs parmisa), factor-I (Harria Vs premise), factor-J (Zeppia Vs. Coasthemia), factor-Q(Untroubled Vs. Guilt proneness), factor-Q₂ (Group dependency Vs self-sufficiency), factor-Q₃ (Low self-sentiment, integration Vs. Highstrength of self –sentiment) and factor-Q₄ (Low ergictension Vs. High ergictension).

**Independent variables:**

The main independent variable in the present study is academic achievement which is further divided into high academic achievers and low academic achievers (which is based on the marks obtained by the students in their X\(^{th}\) class academic year). Apart from this 3 demographic variables are also considered and these variables are gender (Boys Vs girls), locality (rural Vs urban) and management (Govt. Vs Private).
5.9. Tools used in the study:

The following tools were used in the present study.

1. Cattell’s High school personality Questionnaire, standardized and translated in to Telugu version form–A (HSPQ) was adopted for finding the 14 personality factors of the high school pupils. The validity and reliability of the HSPQ is established.

2. Total marks obtained in the unit test I, unit test II, Quarterly, unit test III, Half yearly, unit test IV, Pre-public and the Public examinations of the X Class students in all of their school subjects have been taken as an index of the student’s academic achievement. This is the standardized procedure followed in the State of Andhra Pradesh for finding the academic achievement of the students.

5.10. Selection of the sample:

The sample for the investigation consists of 800 high school pupils studying in X class. The sample was selected from two districts, namely, Nellore district and Prakasam district. One revenue division was selected from each district and. 9 schools have been taken under different managements and locality in Kavali division in Nellore district and 10 schools have been taken in Kandukur division of Prakasam district. Limited students were selected based on academic performance and achievement in each division. The sample frame for the study consists of 400 high academic achievers and 400 low academic achievers; 400 Boys and 400 Girls (N=800).
5.11. Research design:

Since there is one main independent variable i.e academic achievement of high academic achievers and low academic achievers, A 2 group design was employed to compare the personality characteristics of the students. Apart from this main variable, there are three demographic variables, i.e management, gender, locality and each is divided into two categories. A 2x2x2 factorial design was employed to assess the impact of these variables on personality characteristics of high school students.

5.12. Collection of the Data:

The investigator has taken prior permission from the heads of institutions, and collected the data from the students of class X in two revenue divisions of Nellore and Prakasam districts of A.P.

The required number of pupils were chosen from class X and seated in separate room and given the instructions orally and were also made to read the instructions given and were asked to respond genuinely to all the items in the data collection tool.

In the forenoon HSPQ test was administered and the response sheets were collected from them, whereas in the afternoon the investigator collected their total-academic marks in Xth class examination except public examination marks. In the same manner investigator has collected the data from all the 19 schools.
After publication of the S.S.C public examination results, the investigator obtained prior permission from heads of all those institutions and collected the total marks of the sample which were taken as the indices of the level of their academic achievement.

5.13. Scoring and Analysis:

Cattell’s High school personality Questionnaire, was prepared according to the scoring key prepared by the authors concerned. The numerical values are given for each factor to suit the computer analysis.

The data is analysed with various perspectives in various methods based on the objectives of the study and hypotheses formulated for the study. Tables and graphs are drawn wherever necessary for presenting the data.

5.14. Statistical techniques employed:

Descriptive statistics such as Mean and Standard Deviation were used to describe the distribution of the scores. The inferential statistical techniques such as ‘t’ and ‘F’ tests were employed to test different hypotheses. The obtained numerical results were interpreted meaningfully. Graphs were also drawn for understanding the analysis quickly.
5.15. Major findings of the study:

The statistical treatment of the data reveals the following major findings of the study.

1. The mean value of Low academic achievers (9.17) is more than the mean value of high academic achievers (8.09) on factor ‘E’. (or) It is concluded that high academic achievers are submissive, obedient and easily led. Low academic achievers are dominant, assertive, aggressive and head strong. Hence high and low academic achievers have significant differences on factor ‘E’ only.

2. The mean score for low achieving boys (9.62) is more than the mean score for high achieving boys (8.23) on factor ‘E’ and the mean scores for boys is reversed on factor ‘Q1’.

3. Low achieving girls have higher means 11.85, 8.95, 11.54 and 11.91 on factors C, E, I and Q3 respectively and high academic achieving girls have higher mean on factor ‘F’ only. It is evident that low achieving girls have better personality characteristics than the other group.

4. There is significant difference between high and low academic achievers studying in Govt. high schools on factors ‘B’ and ‘Q3’. High academic achievers studying in Govt. high schools are having higher mean values than the other group.

5. Factor ‘B’ of 14 PF has significant influence on high and low academic achievers studying in private high schools. The mean value of low academic achievers (8.73) is more than the mean value of high academic achievers (7.99).
6. There is significant difference between high and low academic achievers studying in high schools which are located in urban areas on factor ‘E’ of HSPQ.

7. Factors of HSPQ have no significant difference on high and low academic achievers studying in high school which are located in rural areas. It is evident that there is no difference in the personality characteristics of the two groups.

8. Impact of management is significant at 0.01 level on the factors C, I and Q3 of HSPQ. There is no significant impact of management on the remaining factors of HSPQ.


10. The factors such as B,C,E,F,G,H,I and Q3 of HSPQ have significant influence on the locality of the high schools.

11. Interaction between management and gender have significant impact on factors A, E, Q1 and Q4 of HSPQ at 0.01 level.

12. Factors B, Q1 and Q4 of 14 PF have significant influence on the interaction between management and locality.

13. The factors A,B,C, and D of HSPQ show that they have their own significant influence on the interaction between gender and locality of the school.

14. The factors namely A, H and I have significant influence on the interaction among management, gender and locality.
15. There is significant difference between high academic achievers and low academic achievers on factor ‘E’ only. Similarly, irrespective of gender, locality and type of management, significant differences are found between high and low academic achievers on factor ‘E’. Therefore, the significant characteristics that contribute to high academic achievement among the students are submissiveness, obedience, dependence, mildness, easily led, docile, accommodating, humble, considerate, diplomatic, expressive, conventional, conforming and easily upset. High academic achievers possess the qualities of submissiveness, obedience, accommodating, humble, considerate, expressive, easily upset and conventional. This suggests that these qualities are essential for high academic achievers.

5.16. Conclusions:

1. High academic achievers and low academic achievers differ significantly on personality factor ‘E’ only. High academic achievers are submissive, obedient, dependent, mild, easily led, docile, accommodating, humble, considerate, diplomatic, expressive, conventional, conforming, easily upset, whereas low academic achievers are assertive, aggressive, competitive, rebellious, headstrong, admiration demanding, self-assured, independent-minded, stern, hostile, solemn and unconventional.

2. High academic achieving boys and low academic achieving boys differ significantly on personality factors ‘E’ and ‘Q1’ only. High academic achieving boys are obedient, mild, easily led, docile, accommodating,
self-assured, placid, secure, complacent, serene, submissive and untroubled adequacy, whereas low academic achieving boys are assertive, aggressive, competitive, stubborn, apprehensive, self-reproaching, insecure, warring and troubled, dominant and guilt prone.

3. High academic achieving girls and low academic achieving girls differ significantly on personality factors C, E, F, I and Q3 only. High academic achieving girls are obedient, mild, easily led, docile, accommodating, affected by feelings, emotionally less stable, easily upset, changeable, enthusiastic, heedless, happy-go-lucky, surgency, tough-minded, reject illusions, uncontrolled, lax, follows own urges, careless of social rules, harria, submissive and low self-sentiment integration, whereas low academic achieving girls are emotionally stable, mature, faces reality, calm, assertive, aggressive, competitive, stubborn, tender minded, sensitive, dependent, over protected, controlled, exacting will power, socially precise, compulsive, following self-image, dominant, premsia and reveal high strength of self-sentiment.

4. High academic achievers and low academic achievers studying in Govt. high schools differ significantly on personality factors 'B' and 'Q3' only. High academic achievers studying in Govt. high schools have high intelligence, crystallized, power measure, bright, have high general mental capacity, are insightful, fast learning, intellectually adaptable, high strength of self-sentiment, controlled, exacting will power, socially precise, compulsive and follow self image, whereas low academic achievers studying in Government high schools have low intelligence,
low mental capacity, are unable to handle abstract problems, low self sentiment integration, uncontrolled, lax, following own urges, dull and careless of social rules.

5. High and low academic achievers studying in private high schools differ significantly on personality factor 'E' only. High academic achievers studying in private high schools are submissive, obedient, mild, easily led, docile, accommodating, easily upset by authority, dependent, humble, considerate, diplomatic, expressive, conventional and conforming, whereas low academic achievers studying in private schools are assertive, aggressive, competitive, stubborn, unconventional, rebellious, headstrong, admiration demanding, self-assured, independent minded, stern, hostile and solemn.

6. High and low academic achievers studying in high schools which are located in urban areas differ significantly on personality factor 'E' only. High academic achievers studying in high schools which are located in urban areas are submissive, obedient, mild, easily led, docile, accommodating, dependent, humble, conservative, expressive, conventional and conforming, whereas low achievers in urban schools are assertive, aggressive, competitive, rebellious, headstrong, admiration demanding, self-assured, independent minded, stern, hostile, solemn and unconventional.

7. High and low academic achievers studying in high schools which are located in rural areas don’t differ significantly.
8. Type of management has significant impact on factors C, I and Q3 of the high school students. Students studying in Govt. high schools have higher ego strength, emotionally stable, mature, face reality, calm, hardy, tough-minded, reject illusions, high strength of self-sentiment, controlled, exacting will power, socially precise, compulsive and following self-image, whereas students studying in private high schools have lower ego strength, affected by feelings, emotionally less stable, easily upset, changeable, premeditated, tender-minded, sensitive, dependent, overprotected, low self-sentiment integration, uncontrolled, lax, follow own urges and careless of social rules.

9. Gender has significant impact on factors A, B, C, E, F, G, H, I and Q4. Boys studying in high schools are sizothymia, reserved, detached, critical, aloof, have low intelligence, dull, lower ego strength, affected by feelings, emotionally less stable, easily upset, changeable, dominant, assertive, aggressive, competitive, stubborn, surgency, enthusiastic, heedless, happy-go-lucky, weaker superego strength, disregard rules, expedient, par microscopy, adventurous, thick-skinned, socially bold, tender-minded, dependent, low self-sentiment integration, uncontrolled, lax, follow own urges, careless of social rules, high ergic tension, tense, driven, overwrought and fretful, whereas girls are affectothymia, warmhearted, outgoing, easygoing, participating, have high intelligence, crystallized, power measure, bright, higher ego strength, emotionally stable, mature, face reality, calm, shy, submissive, obedient, mild, easily led, docile, desurgency, sober, taciturn, serious stronger superego
strength, conscientious, persistent, moralistic, more excitable, staid, threactia, harria, tough-minded, reject illusions, high strength of self-sentiment, controlled, exacting will power, socially precise, compulsive, tender minded, following self-images, low ergic tension, relaxed, tranquil, torpid, unfrustrated and composed.

10. Locality of residence has significant impact on factors B, C, E, F, G, H, I and Q3. Students studying in high schools which are located in rural areas have higher ego strength, emotionally stable, mature, face reality, calm, highly intelligence, bright, submissive, obedient, mild, easily led, docile, accommodating, stronger superego strength, conscientious, persistent, moralistic, staid, adventurous, thick-skinned, socially bold, tender-minded, sensitive dependent, overprotected, high strength of self-sentiment, controlled, exacting will power, socially precise, compulsive and following self image, whereas students studying in urban high schools have low intelligence, dull, lower ego strength, affected by feelings, emotionally less stable, easily upset, changeable, dominant, assertive, aggressive, competitive, stubborn, weaker superego strength, disregard rules, expedient, shy, timid, threat-sensitive, tough-minded, reject illusions, low self-sentiment integration, uncontrolled, lax, follow own urges and careless of social rules.

11. There is significant interaction between management and gender on factors A, Q1 and Q4; management and locality on A, B, Q1 and Q4; gender and locality on A, B, C and D. A significant finding is that there is significant interaction between management and gender, management
and locality on factors $A$, $Q_1$ and $Q_4$. The second order interaction among management, gender and locality is significant with regard to factors $A$, $H$ and $I$. There is significant interaction between management and gender, management and locality, locality and gender and among management, gender and locality with regard to factor ‘A’ only.

12. All the three independent variables i.e. management, gender and locality have significant impact on factors $C$ and $I$. Gender and locality have significant impact on factors $B$, $C$, $E$, $F$, $G$, $H$ and $I$.

5.17. Suggestions for further research:

The following suggestions are made for further research on personality characteristics of academic achievers.

1. This study is restricted to the factors of academic achievers and personality characteristics only. The same study may be extended to include some other psychological factors like anxiety, creativity, introversion, extroversion, study habits, moral judgement and attitudes.

2. This study is confined to $X^{th}$ class students only. The same study may be extended to other classes of schools, Junior, Degree, Professional and non-professional colleges.

3. The present investigation is conducted on the pupils following State syllabus only. Further investigation may be conducted on the pupils studying in schools using C.B.S.E. and ICSE syllabi.

4. It is a survey method of research. Further research can be conducted through experimental method.
5. Studies can be done on children with various disabilities.

6. Same study can be conducted by using other tools such as 16 PF, Eysenck personality Inventory .....etc.

7. A similar study may be done in schools, colleges of other States of India

8. The same study may be extended to Central schools, like Navodaya schools, Kendriya Vidyalas and Sainik schools.

9. A study to observe the impact of personality characteristics on behavioural change of the students can be carried out.

10. This study is restricted to test the students only. Further study may be extended to personality characteristics of children by eliciting the opinion of the teachers, peer groups and school authorities.

11. A similar study may be extended to university students, day scholars and in mates

12. A similar study may be extended to schools and colleges of all districts

13. Further, the study may be required to compare with in two different types of schools viz. the residential schools and Day schools.

14. Similar study may be extended to tribal welfare ashram schools and Social welfare ashram schools in future.

15. There are two kinds of pupils. The First kind receive moral and social support from literate family members. The second kind receive moral and social support from illiterate family members. Studies can be undertaken comparing the personality characteristics and academic achievements of these two kinds of pupils.