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**Effect of Personality Factors in Relation to Adjustment on Academic Achievement**

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**Abstract**

The term 'academic' may be taken to mean 'pertaining to a school, college or university', i.e. Educational and "academic adjustment", therefore, may mean adjustment to educational environment. Education is a good measure of enlightenment in any society. And as such, there is an increasing tendency in different parts of the world to impart education to as many youth as possible. In view of the importance of predicting students' academic achievement the present study attempts to unravel some of the personality variables as the determinants of academic achievement of adolescent students from rural and urban backgrounds.

**Key Words:** academic adjustment, adolescent, society, tendency, rural, urban

**Introduction**

The term academic has been used as the adjective of the noun "Academy". According to chamber's Encyclopaedia (1959) the term "Academy" has in modern times, been used as an equivalent for 'a place of education of young people, i.e. a school, college or university. According to the new Encyclopaedia Britannica (1968), the term "Academy" means school or place of learning or any association formed literacy, artistic, musical or Scientific Pursuits. It also defines term 'academic freedom' as intellectual or creative freedom practiced in colleges and universities. International Encyclopaedia of social sciences (1968) defines the term "academic freedom" as the freedom claimed by a college or university professor to write or speak the truth as he sees it.

Thus the term 'academic' may be taken to mean 'pertaining to a school, college or university', i.e. Educational and "academic adjustment", therefore, may mean adjustment to educational environment. It implies individual efforts to achieve harmonious relationship with the educational (School, College or university)

environment, as well as the outcome of each effort.

Academic achievement has become a very important topic of research in India. Education is a good measure of enlightenment in any society. And as such, there is an increasing tendency in different parts of the world to impart education to as many youth as possible. In India too, unprecedented efforts are being made to spread education by setting up schools and colleges in response to the increasing demand. Never before, has there been such as enthusiasm about education. The wide appreciation of education by the people of all sections of society is evident from the fact that even the farmers and tillers in the field living in remote villages are keen about sending their children to schools and colleges. Under the circumstances, it is necessary to ensure students' success in proportion to the efforts made and money spent over education. But the academic attainments of the student have not been found commensurable with the efforts and expenditure made in this field. Consequently there is great educational waste in the form of students' failure in examinations and this has been agitating

the minds of the teachers and educationists since long. This problem is, in fact, so alarming that the teachers and educationists have been in constant efforts to find out its right solution. It is evident that extent to which students' academic achievement is predicted, the educational waste or students' failure may be prevented.

In an attempt to tackle the problem of educational waste, early work concentrated on mental ability as an important of students' academic attainments. It was presumed that the students of superior mental ability would have high academic attainment. But in many investigations it was not found true and students having superior mental ability had no corresponding superiority in their academic attainments. This led most of the investigators to look for factors other than the mental ability to account for the academic attainments of students.

Recent investigators have drawn attention to the importance of Non-intellectual personality factors as the determinate of academic achievement. They hold that academic achievement can be accounted for in terms of certain personality factors but at the same time they do not reject altogether the role played by intelligence or mental ability in the field making production of students' academic attainments. Looking at the problem of educational waste from this of view. It is presumed that such waste can be further prevented if we take into account the non-intellectual factors of personality in the prediction of academic success or failure. The author feels that any attempt to predict students' academic achievement must take into consideration both mental ability and personality factors because both of them

taking together give the full picture of the academic work of the students.

In view of the importance of predicting students' academic achievement the present study attempts to unravel some of the personality variables as the determinants of academic achievement of adolescent students from rural and urban backgrounds. It may be indicated here as to why adolescents have been preferred for this study. It is only because this period of life is very important in view of the fact that is full of profound changes. It is a period especially marked by physical, mental and emotional changes with corresponding changes in personality. It is an important stage of life being a transition period between childhood and adulthood. The present study includes both early and late adolescents with a view to find out differences, if any, between these two stage with regard to personality characteristics and their differential effects on academic achievement.

Personality factor namely neuroticism, extraversion, and intelligence, was studied by calculating product-moment correlation (r). Since, Male and Female U.G. Students differed significantly in terms of adjustment (Table 3), it was proposed to proceed with the analysis of data with regard to the two groups separately, it was decided to examine whether or not the male & Female U.G. Students would differ in terms of all the three personality dimensions. In order to achieve the same for both Male & Female under graduate students' samples were compared on the three variables by computing t-ratio. Table 1 presents comparison of Urban Male – Female and Rural Male – Female college students with regard to personality variables in this group.

Table 1: Means and SDs of the two groups on the personality variables and the t-ratio.

Personality variables

| Variables    | Groups | Mean  | SD   | SEM | t-ratio | df  | p-value |
|--------------|--------|-------|------|-----|---------|-----|---------|
| Neuroticism  | Male   | 10.12 | 3.52 | .25 | 6.63    | 398 | .01     |
| Neuroticism  | Female | 12.44 | 3.84 | .27 |         |     |         |
| Extraversion | Male   | 14.38 | 3.27 | .23 | 6.24    | 398 | .01     |
| Extraversion | Female | 12.32 | 3.45 | .24 |         |     |         |
| Intelligence | Male   | 38.80 | 6.70 | .47 | 7.73    | 398 | .01     |
| Intelligence | Female | 33.70 | 6.60 | .45 |         |     |         |

It is evident that Male U.G. Students scored significantly lower on neuroticism than the Female U.G. Students. The obtained t-ratio is significantly significant. Again Male U.G. Students scored statistically higher than Female U.G. Students in respect of extraversion, and intelligence. The differences between the

two groups were statistically significant at .01 level.

Neuroticism

In order to examine the hypothesis that Male U.G. Students and Female U.G. Students would differ significantly in terms of their neuroticism scores, t-ratio was computed (Table 2).

Table 2: Mean and SDs of the two groups on the neuroticism scores and the t-ratio. (N = 200)

| Groups               | Means | SD   | SEM | t-ratio | P-value |
|----------------------|-------|------|-----|---------|---------|
| Male U.G. Students   | 10.12 | 3.52 | .25 | 6.63    | .01     |
| Female U.G. Students | 12.44 | 3.84 | .27 |         |         |

An inspection of Table 2 makes it clear that neuroticism scores successfully discriminated the Male & Female U.G. Students. The t-value for mean N-scores of male & Female Students is 6.63, which is highly significant. The former group is found to be less emotionally labile than the latter group.

Extraversion:

In order to see whether the two groups of students, Namely, Male and Female U.G. Students, differ significantly with respect to extraversion, t-ratio was computed. Table 3 presents the summary of the findings.

Table 3: Mean and SDs of the two groups on the extraversion scores and t-ratio. Extraversion (N=200)

| Groups                      | Mean  | SD   | SEM | t-ratio | P-value |
|-----------------------------|-------|------|-----|---------|---------|
| U.G. Male-Female (students) | 14.38 | 3.27 | .23 | 6.24    | .01     |
| U.G. Male-Female (Students) | 12.32 | 3.45 | .24 |         |         |

The comparison of U.G. Male-Female college students. Shows that U.G. Female students have higher mean extraversion scores than the U.G. Male students. The mean extraversion scores of U.G. Male group of students are significantly higher than the mean extraversion score of U.G.

Female group of students. The t-ratio, 6.24, which is significant at .01 level.

Intelligence:

In an attempt to see whether or not the two groups, namely, U.G. Male and Female college students differ significantly on Intelligence, t-ratio was computed (table 4)

Table 4: Mean and SDs of the two groups on the Intelligence scores and T-ratio. Intelligence (N = 200)

| Groups                    | Mean  | SD   | SEM | t-ratio | P-value |
|---------------------------|-------|------|-----|---------|---------|
| U.G. Male-Female (Groups) | 38.80 | 6.70 | .47 | 7.73    | .01     |
| U.G. Male-Female (Groups) | 33.70 | 6.60 | .45 |         |         |

An examination Table 4 shows that the comparison of mean Intelligence scores of the two groups, namely U.G. Male and Female college students the difference has been found to be statistically significant. The mean intelligence scores of U.G. Group (M = 38.80) is significantly higher than the mean intelligence scores of U.G. Female group (M = 33.70). The t-ratio is 7.73, is statistically significant at .01 level

relationship of different personality variables with Adjustment on Academic achievement among the two groups of the sample. These two groups, namely, U.G. Male and U.G. Female scores on adjustment scale, scores on choice Dilemmas Questionnaire were found normal. Table 5 presents product moment coefficient of correlations between academic adjustments on the one hand and different personality dimensions, namely, Neuroticism, Extraversion and Intelligence on the other hand for the both U.G. Male and U.G. Female Groups.

Personality Correlates a Risk-Taking:

The analysis of data covered in the foregoing pages aimed at examining the

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