

Big Five Personality and Academic Achievement for Higher Secondary School Students in Krishnagiri District

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Abstract: In this Research Paper focuses on the Big Five Personality and Academic Achievement for higher secondary school students in Krishnagiri district. The main objectives of this study are to find out the any level of significance difference between big five personality and academic achievement of higher secondary school students in Krishnagiri district based on demographic variables. The data were collected for the survey method was adopted the sample consists of 110 students studying at eleventh and twelfth standard school students in Krishnagiri District. The researcher carried out the study with a standardize tool. The descriptive analysis statistical techniques and Pearson's correlation used for this study. The major findings are high level of significance difference between big five personality of higher secondary school students in Krishnagiri district. The average level of significance difference between academic achievement of higher secondary school students in Krishnagiri district. There is a positive correlated for big five personality and academic achievement of higher secondary school students in Krishnagiri district.

Keywords: Big Five Personality, Academic Achievement and Higher Secondary School Students.

1. Introduction

1.1 Big Five Personality:

The Big Five refers to the five personality traits. Traits are many and to pin-point exactly which traits make-up the personality is a herculean task. Many have attempted and came with diverse views. Lots of researchers and psychologists believed that Eysenck's theory focused on too few traits while Cattell's theory focused on too many traits. As a result, a new theory was established, namely-The Big Five Factor Theory of Personality (<https://www.psychestudy.com>). The idea behind the Big Five is not whether one has or does not have these traits. Rather, it is believed that everyone has these traits but to varying degrees or different forms. Where you fall within each of the five traits is a good indicator of how you react in different situations. Today, the big five personality test is more common than the original 16PF questionnaire (Lustbader, 2018). The five independent dimensions, selected using statistical procedures, are known as the Big Five. Big Five is one of the best-known trait theories of personality (Cherry, 2018).

1.2 History of the Big Five

The History of Big Five personality theory is rooted in data-driven statistical results of intense research. It began with Ernest Tupes and Raymond Christal who advanced the initial model, based on work done at the U.S. Air Force Personnel Laboratory in the late 1950s. J.M. Digman proposed his five factor model of personality in 1990, and Goldberg extended it to the highest level of organizations in 1993. In a personality test, the Five Factor Model or FFM and the Global Factors of personality may also be used to reference the Big Five traits. McCrae and Costa (1983) suggested that personality of a person can be described in 5 factors and most people score near the middle of each trait with only a few people scoring at the extremes.

1.3 Academic Achievement:

The Dictionary of Education (Carter 1969) defines Academic achievement as, the knowledge attained or skills developed in school subject usually designated by test scores or marks assigned by teachers or both. Academic achievement in education precisely speaking is with reference to ones knowledge, understanding and skill in specific subject and groups of subjects. Academic grades or marks assigned by teachers are scores on standardized achievement tests. Academic achievement score was to take student's quarter yearly mathematics subject marks.

2. Review Of Literature

Soric, Penezic and Buric (2017) examined whether achievement goal orientations mediate the relationship between personality traits (Extroversion, Agreeableness, Conscientiousness, Emotional Stability and Intellect) and academic achievement. The participants were 501 (160 boys and 341 girls) high school students in Croatia. The IPIP Big-Five factor markers (Goldberg, 1999), the Achievement Goals Questionnaire (Rovan&Jelic, 2010), and the mid-term grade in chemistry were used for collecting data. The mediation analysis (a bootstrapping method) revealed that learning approach; performance-approach and work-avoidance and goal orientations fully mediate the relationship between students' personality traits and their academic achievement, but only for Conscientiousness.

TM-Bui (2017) examined the relationship between the Big Five personality traits and job satisfaction. A large national sample of 7,662 respondents from the United Kingdom was used. Hierarchical regressions were employed to investigate the impact of the Big Five traits on job satisfaction among male, female, young, middle aged and elderly subsamples. The results show that extroversion has no significant impact on job satisfaction in any group of employees, while up to four other traits are significantly linked to job satisfaction in subgroups. The younger the employees are, the larger the numbers of traits they display that have a significant impact (both positively and negatively) on job satisfaction. This study also shows differences in this relationship between male and female employees. These findings imply that the relationships among the Big Five traits and job satisfaction are more complex than shown in the literature. Therefore, using the dispositional approach to job satisfaction, managers should take different approaches to age and gender because job satisfaction is likely to vary among different ages and genders.

Statement of the problem

The statement of the problem is “**BIG FIVE PERSONALITY AND ACADEMIC ACHIEVEMENT FOR HIGHER SECONDARY SCHOOL STUDENTS IN KRISHNAGIRI DISTRICT**”.

Objectives of the study

The following objectives have been set in the present study.

1. To find out the level of big five personality for higher secondary school students in Krishnagiri district.
2. To find out the level of academic achievement for higher secondary school students in Krishnagiri district.
3. To find out the any significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on gender.
4. To find out the any significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on medium of instruction.
5. To find out the any significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on location of the school.
6. To find out the any relationship between the Big Five Personality and academic achievement for higher secondary school students in Krishnagiri district.

Hypotheses of the study

The following hypotheses were formulated based on the hypotheses of the study.

1. There is low level of big five personality for higher secondary school students in Krishnagiri district.

2. There is low level of academic achievement for higher secondary school students in Krishnagiri district.
3. There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on gender.
4. There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on medium of instruction.
5. There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on location of the school.
6. There is no relationship between the Big Five Personality traits and academic achievement among higher secondary school students in Krishnagiri district.

3. Methodology

Normative Survey Method was used for carrying out the study.

Population of this study

Population of the present study was eleventh and twelfth standard school students studying in Government, Aided and Private Schools at Krishnagiri district.

Sample of this study

The sample consists of 110 students studying at eleventh and twelfth standard school students in Krishnagiri District.

Sampling technique

Random sampling technique is followed in the study.

Tools used in the study

- Five Big Personality Traits Questionnaire - Gosling et al. (2003).
- Academic achievement for students' quarter yearly examination marks in mathematics.

Statistical techniques used in the study

The following Statistical Techniques were adopted to realize the given objectives and to test the hypotheses.

- i. Descriptive Analysis (Mean and S.D) and Differential Analysis (t-test), (F-test)
- ii. Correlation Analysis

4. ANALYSIS AND INTERPRETATION OF THE DATA

Hypothesis: 1

There is low level of big five personality for higher secondary school students in Krishnagiri district.

Table-1

Variable	Level	Number of respondents	Percentage (%)
Big Five Personality	Low	31	28
	Average	54	49
	High	25	23

From the above table-1, it is clear that the level of big five personality for higher secondary school students in Krishnagiri district is average, confirming the hypothesis. 28% of students were found to be low, 49%

of students were found to have average, and 23% of students were found to have high. Hence the hypothesis is rejected. Thus, the hypothesis-1 stating “There is low level of big five personality for higher secondary school students in Krishnagiri district” is rejected.

Hypothesis: 2

There is low level of academic achievement for higher secondary school students in Krishnagiri district.

Table- 2

Variable	Level	Number of respondents	Percentage (%)
Academic Achievement	Low	26	24
	Average	31	28
	High	53	48

From the above table-2, it is clear that the level of academic achievement for higher secondary school students in Krishnagiri district is high, confirming the hypothesis. 24% of students were found to be low, 28% of students were found to have average, and 48% of students were found to have high. Hence the hypothesis is rejected. Thus, the hypothesis-2 stating “There is low level of academic achievement for higher secondary school students in Krishnagiri district” is rejected.

Hypothesis: 3

There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on gender.

Table -3

Table showing the significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on gender.

Sub Groups	Categories	N	Mean	S.D	t-value	Level of Significance
Gender	Boys	48	83.94	5.147	12.475	S**
	Girls	62	79.24	5.073		

S*-0.05 level, S**-0.01 level, and NS-No Significant

From the above table-3, it is observed that the calculated ‘t’-value (12.475) is greater than the table value (1.96). Hence the hypothesis is rejected. Thus, the hypothesis-3 stating there is a significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on gender at 0.01 level.

Hypothesis: 4

There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on medium of instruction.

Table -4

Table showing the significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on medium of instruction.

Sub Groups	Categories	N	Mean	S.D	t-value	Level of Significance
Medium of instruction	Tamil	41	81.652	7.341	2.942	S*
	English	69	80.961	7.362		

S*-0.05 level, S**-0.01 level, and NS-No Significant

From the above table-4, it is observed that the calculated 't'-value (2.942) is greater than the table value (1.96). Hence the hypothesis is rejected. Thus, the hypothesis-5 stating there is a significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on medium of instruction at 0.05 level.

Hypothesis: 5

There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on location of the school.

Table -5

Table showing significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on location of the school.

Sub Groups	Categories	N	Mean	S.D	t-value	Level of Significance
Location of the school	Rural	38	68.747	5.014	0.748	NS
	Urban	72	71.581	5.136		

S*-0.05 level, S**-0.01 level, and NS-No Significant

From the above table-5, it is observed that the calculated 't'-value (0.748) is less than the table value (1.96). Hence the hypothesis is accepted. Thus, the hypothesis-5 stating there is a no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on location of the school.

Hypothesis: 6

There is no relationship between the Big Five Personality and academic achievement among higher secondary school students in Krishnagiri district.

Table -6

Table showing relationship between the Big Five Personality and academic achievement among higher secondary school students in Krishnagiri district.

Variables	N	'r' Value	Correlation
Big Five Personality Vs Academic Achievement	110	0.736	High Positive Correlated

From the above table-6 it is observed that the calculated 'r' value (0.736) for the Big Five Personality and academic achievement among higher secondary school students in Krishnagiri district. It exists high positive correlation between the Big Five Personality traits and academic achievement among higher secondary school students in Krishnagiri district.

5. Major Findings

The following major findings of the present study given below,

- There is average level of big five personality traits for higher secondary school students in Krishnagiri district.

- There is high level of academic achievement for higher secondary school students in Krishnagiri district.
- There is a significant difference between the Big Five Personality traits for higher secondary school students in Krishnagiri district based on gender at 0.01 level.
- There is a significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on medium of instruction at 0.05 level.
- There is no significant difference between the Big Five Personality for higher secondary school students in Krishnagiri district based on location of the school.
- It exists high positive correlation between the Big Five Personality and academic achievement among higher secondary school students in Krishnagiri district.

Educational Implications

- It helps to identify higher secondary school students' academic performance and their personality.
- To improve higher secondary school students' personalities and use it to guide their careers.
- It helps the higher secondary school students to overcome their psychological problems and improve their academic achievement.
- The higher secondary school students to improve the academic achievement and self-confidence.
- Personality development workshop can be conducted to given awareness to the higher secondary school students.
- Teachers should take steps to improve the achievement in mathematics and personality for the higher secondary school students.

6. Conclusion

Through this study it is possible to identify personality skills and academic achievement of higher secondary school students in Krishnagiri district and find ways to improve them. This can improve their students' academic achievement and personality. By carrying out these kinds of studies it will pave a way for the young aspiring minds to improve the achievement in mathematics. The students can develop their personality so as to face the challenges in the society. From the results it is clear that the students have good personality and academic achievement among higher secondary school students in Krishnagiri district.

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