

**RESEARCH PAPER****Case Study on Academic Achievement and Personality of Government Higher Secondary School Students****Debasis Mahapatra**

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ABSTRACT

The present study was attempted to find the relationship between the Academic Achievement and Personality of Students belonging to government secondary school of Nawapara and tried to find the significant difference between them. For the present study a total of 100 students were selected through Stratified Random Sampling from different government higher secondary schools of Nawapara, Raipur. The study was delimited to the student of class XI. The study was also delimited to the result of English subject. Results revealed that boys and girls students have insignificant difference in academic achievement; insignificant difference in academic achievement and personality was found.

Key words: Academic Achievement, Personality, Government Secondary school, Result of English, Class X

INTRODUCTION

Academic achievement is related to excellence in teaching and learning. The extent in which a student, teacher or institution has achieved their educational goals. That excellence will produce at the end of completion as educational degrees. It is commonly measured through examinations or continuous assessments. The factors which influenced individual's academic achievement are intelligence, motivation, recognition, interest, attitude, aptitude, personality, etc. Academic performance was future by test anxiety, environment, motivation and emotions. Secondary school student are generally belongs to the age group of adolescence. Performance of this age group student was influenced by physical and psychological factors. It can be interpreted that academic achievement and formation of Personality are affected by each other. So, that the present study was considered to these two variables.

ENGLISH LANGUAGE INFLUENCING STUDENT'S ACADEMIC PERFORMANCE

Research shows different factors that affect the students' academic performance. They are two types such as internal and external factors. Internal factors include student's competency in English language. It was influenced by size of the class, class schedules, course materials and text books, class results, classroom facilities, homework, environment of the class, teacher's role, technology used in class and examinations system. External factors include extra co curricular activities, family, work, financial, social problems, age and gender differences and many other factors that can affect student performance.

CRITICAL ANALYSIS OF REVIEW LITERATURE

Personality is an organization of various human traits and group of related traits, Eysenk (1967); person's character, temperament, intellect and physique which determine his unique adjustment to the environment is personality, Hans J Eysenk (1971); Intelligence as measured by Raven's Standard Progressive Matrices was found personality and intelligence as predictors of academic achievement, academic achievement relies basically on the same mechanisms through the school years, Kaia Laidra, Helle Pullmann, Juri Allik (2006); meta-analysis of personality-academic performance relationships was based on the Five-Factor Model (FFM), interaction between academic level and age significantly moderated correlations with academic performance Arthur E.

Porpat (2010); students' efficiency in English will improve academic performance (AlHaddad, *et al.*, 2004; Maleki and Zangani, 2007; Sahragard & Baharloo 2009; Sahragard, *et al.*, 2011; Aina, *et al.*, 2013; Sadeghi, *et al.*, 2013; Ghenghesh, 2014; Kumar, 2014); low proficiency in English affected the performance in Mathematics, Adegboye (1993); positive correlation was found between English proficiency and academic performance in Science and Mathematics among the student, Racca and Lasaten (2016).

OBJECTIVES OF THE STUDY

1. To Study the Academic Achievement of the students of Government Higher Secondary Schools of Nawapara, Rajim; Raipur (CG)
2. To study the relationship between Academic Achievement and Personality of the students of Government Higher Secondary Schools of Nawapara, Rajim; Raipur (CG)

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the Academic Achievement of the boys and girls of Government Higher Secondary Schools.
2. There will be no significant difference in the Academic Achievement and Personality of the boys and girls of Government Higher Secondary Schools

SAMPLE

For the present study a total of 100 students were selected through Stratified Random Sampling from different higher secondary schools of Nawapara, Raipur. The study was delimited to the student of class XI. The study was also delimited to the result of English subject.

METHODOLOGY

Descriptive survey method was used to collect primary data i.e., number of student and their result of class XI in English subject from the Government Higher Secondary Schools of Nawapara, Raipur. Analysis and interpretation was done through mean, standard deviation and inferential statistics- t-test, F-test.

RESULT ANALYSIS

Table 1: Mean, SD, t-value, and r- value of Academic Achievement score

Students	Frequency	Mean	SD	Critical Value of t		CR	Remarks
				0.05	0.01		
Boys	50	13.6	4.9	1.98	2.62	1.07	Insignificant
Girls	50	14.4	4.86				

In Table 1 CR value indicating insignificance of mean difference between boys and girls students at 0.05 levels in measures of academic achievement scores. Hence the hypothesis is accepted. It can be interpreted that boys and girls students have insignificant difference in academic achievement.

H₁- There will be no significant difference in the Academic Achievement of the boys and girls of Government Higher Secondary Schools.

Table 2: Mean, SD, t-value, and r value of Academic Achievement and Personality score

Students	Frequency	Mean	SD	Critical value of t		CR	Remarks
				0.05	0.01		
Boys	50	12.6	3.9	1.98	2.62	1.07	Insignificant
Girls	50	13.4	3.86				

In Table 2 CR value indicating insignificance of mean difference between boys and girls students at 0.05 levels in measures of academic achievement and personality scores. Hence the hypothesis is

accepted. Thus we may conclude that insignificant difference in academic achievement and personality.

H₂- There will be no significant difference in the Academic Achievement and Personality of the boys and girls of Government Higher Secondary Schools

MAJOR FINDINGS

1. Boys and girls students have insignificant difference in academic achievement.
2. Insignificant difference in the Academic Achievement and Personality of the boys and girls of Government Higher Secondary Schools.
3. There is significant difference in Personality of Secondary School Students with respect to Language.
4. There is significant difference in Personality of Secondary School Students with respect to Religion.
5. There is negligible positive relationship between Academic Achievement and Personality of Secondary School Students.

EDUCATIONAL IMPLICATIONS

1. English language subject teachers should be appointed to eradicate language problems.
2. Infrastructural facilities like classrooms, separated rooms for library, language laboratory should be improved.
3. Latest TLMs, books, ICT, etc. should be used during teaching and learning.
4. Extra incentives and orientation program should provide specially to the rural areas school teachers to improve their language proficiency.
5. Teachers should not be assigned for several non-academic duties.
6. Language teaching training should be provided to the teachers.
7. Continuous and comprehensive evaluation pattern should be introduced into the present education system.
8. Parents, teachers, administrators, and educational policymakers should create awareness towards English language teaching.

DISCUSSION

The present study was attempted to find the relationship between the Academic Achievement and Personality of Students belonging to government secondary school of Nawapara and tried to find the significant difference between them. Descriptive survey method was used. Analysis and interpretation was done through mean, standard deviation and inferential statistics- t-test, F-test. From the analysis it was revealed that there was negligible positive relationship between Academic Achievement and Personality of Secondary School Students; no significant difference between Academic Achievement and Language, Religion; students were facing problems in learning language; personality did not influence academic achievement of adolescents. Government secondary schools are without language laboratory and qualified teachers. The study draws attention towards curriculum that should be according to the actual needs of the students as well as to the geographical areas.

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