

## A STUDY OF PERSONALITY, AND ACHIEVEMENT MOTIVATION OF THE STUDENTS AT STANDARD IX<sup>TH</sup> LEVEL

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### Abstract

The present study explored the extent to which the Personality and Achievement Motivation of the Students at Standard IX<sup>th</sup> Level. The survey research method was used for the study. In the present study sample of 200 students (100 boys and 100 girls) were taken by using propoanate simple random sampling technique. Personality scales developed by the Howard. P.J., et al., on 2015 were used for data collection. Achievement Motivation scales developed by the Beena. s., on 2015 were used for data collection. The findings of the study revealed that: (i) There is no significant difference between boys and girls IX<sup>th</sup> standard level school students personality. (ii) There is no significant difference between boys and girls IX<sup>th</sup> standard level school students Achievement Motivation.

**Key Words:** Personality, Achievement Motivation, Standard IX<sup>th</sup> Level.

### Introduction

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thought. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. For the present study the five dimensions of personality are considered- Introversion- extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience. Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Andrew M. Colamn, 2009, p. 565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Robert A. Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students.

Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Achievement motivation is a drive to excel in learning tasks combined with the capacity to experience tried in accomplishment (Eggen, Manchak, 1994, David Mc Clelland and Atkinson were the first one to concentrate on the study of achievement motivation. Mc Clelland, Atkinson, Clark and Lowell, (1953). People who strive for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. This need has labeled n-achievement for convenience. Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

#### **Need for the Study**

In this study individual performance in any aspects of life depends on their personality. How they learn influences a lot in their academic performance. The investigator by his experiences and the knowledge acquired through different sources of learning understood importance of personality, achievement motivation, and academic achievement. Having understood importance of personality, achievement motivation the investigator collected more materials related to academic achievement. All types of related literature explains the five dimensions personality Negative emotionality, Extraversion, Openness to experience, Agreeableness, Conscientiousness and three different aspects related to achievement motivation-academic factors, the general field of interest and social habits, and students. The investigator wants to know the correlated the A Study of Personality, and Achievement Motivation of the Students at Standard IX<sup>th</sup> Level.

#### **Review of Related Literature**

**Shambhu Upadhyay (2013)** compare the personality characteristics of opiates addict and non opiates addict females. A total of 200 young female were administered Cattell's 16 PF Inventory Hindi adapted and standardized by Kapoor (1964). Result indicated that there was difference in personality characteristics of opiates addict and non opiates addict females.

**Umed Singh (2014)** examined the gender-specific personality and intellectual correlates of wisdom among high School students. For the realization of main objective 456 High School students (279 males and 177 females) participated in the study. The selected students were tested with 3D-Wisdom Scale, Neo-FFI, Cattell's Culture Fair Test, and

Hundal General Mental Ability Test. Descriptive Statistics, t-ratios, and Pearson's correlations were used to analyse the data. Results revealed female students to be high on overall wisdom as well as on cognitive and affective components of wisdom. No gender differences were obtained in reflective wisdom. Wisdom has been found to be positively correlated with positive traits (extraversion, agreeableness, conscientiousness) and negatively with negative traits (neuroticism). Both  $g_f$  and  $g_c$  components of general intelligence have correlated positively with wisdom. For the generalization of findings further large scale studies are suggested.

**V. R. Santha Kumari (2015)** investigated the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method is used to select a sample of 457 students at the secondary level. Achievement Motivation Scale (Beena, 1986) is used to measure students' achievement by motivation, Study Habits Inventory (Gopal Rao, 1974) to test the students study habits and Academic Achievement Test to assess students' achievements. The results of the statistical analyses show a significant correlation between achievement motivation, study habits and performance of students. A significant difference is found between students in different categories of schools and gender pertaining to achievement motivation, study habits and academic achievement.

#### **Statement of the Problem**

A Study of Personality and Achievement Motivation of the Students at Standard IX<sup>th</sup> Level.

#### **Objective of the Study**

1. To study and compare the personality of boys and girls IX<sup>th</sup> standards level school students.
2. To study and compare the achievement motivation of boys and girls IX<sup>th</sup> standards level school students.

#### **Hypotheses**

1. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students personality.
2. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students achievement motivation.

#### **Delimitation**

The present study being exploratory in nature has following delimitations:

1. The study was delimited to IX<sup>th</sup> class students of secondary schools in Coimbatore in Tamil Nadu.
2. Secondary school students have been selected on simple random sampling based.

3. The present study is delimited to three independent variables only.

### Methodology

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

### Sample for the Study

In the present study sample of 200 students (100 boys and 100 girls) were taken using proportionate simple random sampling technique.

### Tools for the Study

Tools used to be:

- Personality questionnaire developed by Howard. P.J., et al.
- Achievement Motivation questionnaire developed by Beena. S.

### Statistical Analysis

The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, t-test to get results.

### Analysis and Interpretation of Data

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

**Hypothesis 1:** There is no significant difference between boys and girls IX<sup>th</sup> standard level school students personality

**Table 1: Showing the Means, SD, 't' Value and level of Significance of 100 boys and 100 girls Students on personality**

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Personality	68.34	20.544	71.4	15.600	0.258	NS**

S\*-Significant - N.S\*\*-Not Significant

### Interpretation

Table 1 shows that the mean scores of boy's student for linguistic intelligent are  $68.34 \pm 20.544$  and girl's student is  $71.4 \pm 15.600$ . The calculated t-value is 0.258 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of personality. Thus, our hypothesis that, "There is no significant difference between boys and girls IX<sup>th</sup> standard level school students personality" is Accepted at 0.05 level of significance.

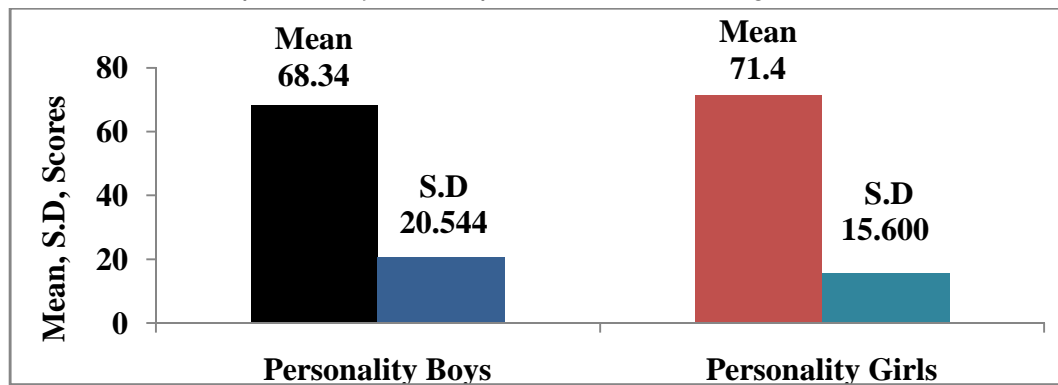


Figure 1: Showing Means, S.D, of Boys and Girls Students on Personality

**Hypothesis 2:** There is no significant difference between boys and girls IX<sup>th</sup> standard level school students achievement motivation.

Table 2: Showing the Means, SD, 't' Value and level of Significance of 100 boys and 100 girls Students on achievement motivation

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Achievement Motivation	64.21	11.949	73.51	12.850	1.798	NS**

S\*-Significant - N.S\*\*-Not Significant

### Interpretation

Table 2 show that the mean scores of boy's student for achievement motivation are  $64.21 \pm 11.949$  and girl's student is  $73.51 \pm 12.850$ . The calculated t-value is 1.798 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of achievement motivation. Thus, our hypothesis that, "There is no significant difference between boys and girls IX<sup>th</sup> standard level school students achievement motivation" is Accepted at 0.05 level of significance.

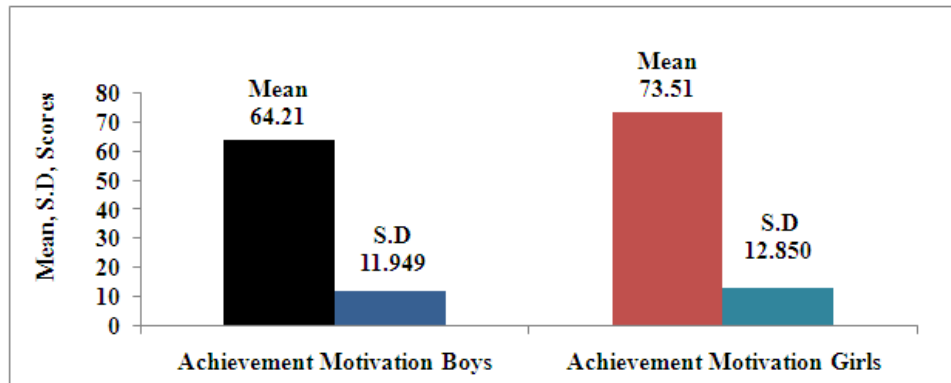


Figure 2: Showing Means, S.D, of Boys and Girls Students on Achievement Motivation

### Findings

Major findings of the present study are as under:

1. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students personality.
2. There is no significant difference between boys and girls IX<sup>th</sup> standard level school students achievement motivation.

### Conclusion

From the above said findings, we can conclude that the girls students are different on personality as compared to boys students. The girls' students show better achievement motivation as compared to boy's students. The development of any country requires integrated personality of young generation. content based on personality, achievement motivation, and academic achievement of the students at secondary level. Studies like this will help to evaluate the new psychological methods which will be very useful for students to adopt various methods in the educational fields. While there are two areas covered in the current study, this should indicate the promise of research in the area of the Personality and Achievement Motivation interface. Clearly, this is an important topic to understand that has a great quantity of individual and social influence on the outcome. As such, it will take the combined efforts of investigators to synthesize the currently disperse and somewhat fragmented nature of the investigation. One goal of this project was to reduce the noisy number of different personalities, and achievement motivation so that students can efficiently cover the full taxonomy of general personality factors, achievement motivation efficiently to explore the dynamic, multivariate nature of these variables without being relegated to using an untenable long collection of instruments. The young generation should be personality development stable and confident to excel in their academic performance and enhance life skills to face the problems in future. Moreover, it is the responsibility of the teachers and the school administrators to create a better

learning environment that arouses students' interest to achieve higher goals and they should ensure transfer of personality development and achievement motivation into academic performance, critical and creative thinking.

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