

Impact of Personality Traits on the Academic Achievement of Male and Female Adolescents: A Study of Block Keller of District Shopian (J&K)

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ABSTRACT

The totality of qualities and traits, as of character or behavior, that are peculiar to a specific person constitute personality. The personality of males and females differs considerably due to inherent differences in biological traits that consequently affect other dimensions of their behavior. Their personalities along with specific associated traits get reflected in various spheres of their lives and perform differently. Like other facets, personalities play a significant role in the learning abilities and influence the educational status of males and females. Males and females possess different capabilities to learn on account of their inherent differences. Thus, it is in the interest of educational psychology to evaluate different personality traits of males and females and the respective impact on their performances in the field of education to utilize their potential properly. This will help educationists in general and teachers in particular to come up with promising strategies of teaching best suited to both the genders. The present study is conducted to investigate the impact of varying personality traits on the academic achievement of male and female adolescents. The present study employs descriptive method of research. It was conducted at block Keller of District Shopian in the state of Jammu and Kashmir where from a sample of 80 male and female adolescent students was selected through random sampling method from different Government and Private schools with equal proportion of gender. The primary research tool administered to the respondents included in the selected sample was the Cattell's High School Personality Questionnaire (HSPQ). The findings of the study reveal that the impact of different personality traits of male and female adolescents on the academic performance in Mathematics and General Science subjects is significant while as it is insignificant for subjects Urdu, Social Science, English and Value and Moral education.

Keywords: Personality, education, learning, trait, adolescent, gender.

INTRODUCTION

Personality is frequently used in our present day context to refer to man's totality of behavior, cognition and emotions. The totality of qualities and traits, as of character or behavior, that are peculiar to a specific person constitute personality. Behavior can be described in terms of the functioning of various traits or factors that make personality. The personality of males and females differ considerably due to inherent differences in biological traits that consequently affect other dimensions of their behavior. Thus, these two opposite genders get differential opportunities to develop their personality. Their personalities along with specific associated traits get reflected in various spheres of their lives and perform differently. Like other facets, personalities play a significant role in the learning abilities and influence the educational status of males and females. Açıkgöz, (2007) asserts that each person has his or her own learning patterns in the course of learning. Every person can learn if the appropriate learning atmosphere is supplied to them. Moreover learners differ in respect to their learning types, speed and capacity. Thus males and females possess different capabilities to learn on account of their inherent differences. Learning patterns is a factor which is usually

confronted from kindergarten to university for each level of students and plays a decisive role in the educational status of an individual. Learning styles is one of the most important subjects of individual differences. It is often used as a metaphor for considering the range of individual differences in learning.

Thus, it is in the interest of educational psychology to evaluate different personality traits of males and females and the respective impact on their performances in the field of education to utilize their potential properly. When individual differences of males and females are taken into consideration, effective instruction can be provided to them by teachers. Their differential learning styles need to be taken into consideration to attain success in the system of education. By understanding different personality dimensions of male and female adolescents and by applying specific reading-teaching strategies, significant improvement in learning outcomes as compared to other strategies for reading instruction may lead to recommendations being made for developing a curriculum to prepare future teachers to master a wide variety of appropriate reading-teaching strategies. This will help educationists in general and teachers in particular to come up with promising strategies of

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teaching best suited to both the genders. In the present scenario this area of study is gaining much significance in the academic circles in general and literature of education in particular.

The present study is conducted to investigate the impact of varying personality traits on the academic achievement of male and female adolescents. It aims to identify their general academic performance and their performance in different subjects of learning.

METHODOLOGY

The present study employs descriptive method of research. It was conducted at block Keller of District Shopian in the state of Jammu and Kashmir where from a sample of 80 male and female adolescent students was selected through random sampling method from different Government and Private schools with equal proportion of gender. The primary research tool administered to the respondents included in the selected sample was the Cattell's High School Personality Questionnaire (HSPQ). The investigator scored the questionnaire as per the manual of the test. The sample includes adolescent boys and girls of age group 14-16 years. Personality traits refer to the dominant set of traits as measured by Cattell's HSPQ.

RESULTS AND DISCUSSION

The data was analyzed by applying T-Test in order to find the impact of personality traits on the academic achievement of male and female adolescents. The findings of the present study and their relevant discussion in light of the objectives and variables under study are presented below:

Table 1: Academic achievement in mathematics

Subject	Group	Mean Value	S.D	T-Test	Level of Significance
Mathematics	Male	5.72	1.59	3.05	Significant at 0.01 level
	Female	4.65	1.56		

Source: Primary data

Mean value in subject Mathematics for male adolescents is 5.72 with standard deviation of 1.59 at 0.01 level of significance. On the other hand, mean value for female adolescents is 4.65 with standard deviation of 1.56 at 0.01 level of significance.

Thus table 1 show that the difference regarding the impact of personality traits on the academic achievement of male and female adolescents in mathematics is significant at 0.01 level. Mathematics subject shows a significant difference between male and female

adolescents. It is because of the fewer tendencies of girls to learn mathematics. The girls were more critical with lower mental capacity. They were unable to handle abstract problems, lacking creativity and do not give more mind to solve mathematical problems. It was also observed that girl students remain busy with other affairs at their homes.

Table 2: Academic achievement in Urdu

Subject	Group	Mean Value	S.D	t -Test	Level of Significance
Urdu	Male	4.72	1.70	1.36	Insignificant
	Female	4.20	1.77		

Source: Primary data

The data presented in Table 2 given above reflects the performance of male and female adolescents with different personality traits in subject Urdu. In this case both the assessed genders were keeping same attitude of learning and same academic performance.

Here the level is insignificant that clearly shows no difference or relation in the impact of personality traits on the academic achievement of male and female adolescents in subject Urdu. Block Keller is hilly area where Gujjar and Pahari people live in large proportion. Both male and female adolescents have equal inclination with the Urdu subject. They are socially as well as culturally linked with the subject and speak this language at their homes as well.

Table 3: Academic achievement in science

Subject	Group	Mean Value	S.D	t -Test	Level of Significance
Science	Male	6.07	1.86	2.85	Significant at 0.01 level
	Female	7.07	1.26		

Source: Primary data

The data presented in Table 3 indicated that the mean comparison of male adolescents is 6.07 with Standard deviation of 1.86 and the mean value for female adolescents is 7.07 with standard deviation of 1.26 at 0.01 level of significance.

The male and female adolescents differ significantly in the academic performance in Science subject due to difference in their personality traits. Both male and female adolescents are comparatively poor in science subject.

Table 4: Academic achievement in social science

Subject	Group	Mean Value	S.D	t -Test	Level of Significance
Social Science	Male	5.72	1.93	0.51	Insignificant
	Female	5.92	1.60		

Source: Primary data

The data presented in Table 4 given above reflects the performance of male and female adolescents with different personality traits in subject Social Science. In this case both the assessed genders were keeping same attitude of learning and consequently same academic performance. Here it is insignificant that clearly shows no difference or relation in the impact of personality traits on the academic achievement of male and female adolescents in subject social science. The cramming power of both male and female adolescent being very high makes no positive difference between them in learning this subject.

Table 5: Academic achievement in english

Subject	Group	Mean Value	S.D	t -Test	Level of Significance
English	Male	4.90	2.02	0.83	Insignificant
	Female	5.25	1.73		

Source: Primary data

The data presented in Table 5 reflects that the mean values for male and female adolescents are 4.90 and 5.25 respectively where as the standard deviations for males are 2.02 and for females is 1.73. Similarly the t-Test score (0.83) indicates that it is insignificantly related to the performance of male and female adolescents in English subject. English being the general subject for all students makes no impact of personality traits for learning this subject among adolescent boys and girls.

Table 6: Academic achievement in value and moral education

Subject	Group	Mean Value	S.D	t -Test	Level of Significance
Value and Moral Education	Male	5.20	1.80	0.76	Insignificant
	Female	5.52	2.01		

Source: Primary data

The data presented in Table 6 given above reflects the performance of male and female adolescents with different personality traits in value and moral education. In this case both the assessed genders were keeping same attitude of learning and consequently same academic performance. Here it is insignificant that clearly shows no difference or relation in the impact of personality traits on the academic achievement of male and female adolescents. Both males and females have been found emotionally suitable, assertive, adventurous, tender minded and like group actions. They have also been found reserved, affected by feelings, shy, timed and restrained. However, boys have been observed talkative, frank and alert.

CONCLUSION

The present study is conducted to investigate the impact of varying personality traits on the academic achievement of male and female adolescents. It employs descriptive method of research. The study was conducted

at block Keller of District Shopian in the state of Jammu and Kashmir where from a sample of 80 male and female adolescent students was selected through random sampling method from different Government and Private schools with equal proportion of gender. The primary research tool administered to the respondents included in the selected sample was the Cattle's High School Personality Questionnaire (HSPQ). The findings of the study reveal that the impact of different personality traits of male and female adolescents on the academic performance in Mathematics and General Science subjects is significant while as it is insignificant for subjects Urdu, Social Science, English and Value and Moral education.

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