

The Impact of Personality on Academic Achievement of B. Ed Teacher Trainees

Shikha Nagpal

Abstract: *This research paper aims at studying the relationships between personality traits and academic achievement among B.Ed teacher trainees. Participants were 1000 teacher trainees (692female and 308male). Instruments used were NEO Big Five Personality Factors and student's graduation examination scores. Results revealed personality traits were significantly related to academic achievement. Results also showed conscientious, extraversion, openness to experience and agreeableness are positively and significantly correlated and neuroticism is negatively and significantly correlated to academic achievement of B. Ed teacher trainee. The study further indicated that there was no significant gender difference in the personality characteristics and academic achievement of B. Ed teacher trainees.*

Keywords: Personality, Academic Achievement, B. Ed. teacher trainees

1. Introduction

Education plays a vital role in building a society. Education is a purposeful activity with varied aims. Some of these aims have their realization in a long period of time. In educational institutions, success of educational efforts is measured by academic performance. In fact, in this emerging competitive world, academic achievement constitutes centre of the efforts in educational institutions. Academic achievement has always been considered to be a very important factor in the educational life of an individual, because good academic record over years predicts future success of a person. Achievement means one's learning attainment, accomplishment, proficiencies, etc. It is directly related to pupil's growth and development in educational institutions, where learning and teaching are intended to go on. The term academic achievement is often understood in terms of pupil's scores on certain school test. Achievement in education, precisely speaking, implies one's knowledge, understanding or skills in a specified subject or group of subjects. Academic achievement can also be defined as excellence in all academic disciplines, in class as well as extra-curricular activities. Academic achievement of pupil thus refers to the knowledge attained and skills development in the subject which is asserted by the educational authorities with the help of achievement test which may either being standardised or teacher made.

Academic learning and achievement are among the most important topics across the life span in our society today, especially because educational and professional careers, social relations, and the allocation of many kinds of resources are largely dependent on individual achievement.

Understanding the reasons for individual differences in levels of academic achievement has always been a concern of educational psychologists. Knowledge of the factors that influence academic success has important implications for learning and education. Educators are interested in knowing beforehand who will perform well, and who will perform poorly, in academic programs. Moreover, the researchers are also concerned with identifying the determinants of academic success in an effort to develop curricula aimed at improving levels of academic performance. Academic learning and achievement are among the most important

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2. Personality and Academic Achievement

Personality refers to individual differences in characteristics, pattern of thought, feelings and behaviour that makes a person unique. Personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organised externally into roles and statuses and as they relate internally to motivation, goals and various aspects of selfhood. Personality is a sum of the ideas, attitudes and values of a person which determine his role in society and form an integral part of his character. Research has established that cognitive ability is one important determinant of academic achievement (Ackerman & Heggstad, 1997). The relationship between personality traits and academic performance has been an area of research interest throughout the 20th century. The researchers have adopted several theoretical approaches to study this area. In contemporary psychology, the "Big Five" factors (or Five Factor Model) of personality are five broad domains of personality traits that are used to describe human personality. The Big Five framework of personality traits from Costa & McCrae (1992) has emerged as a robust model for understanding the relationship between personality and various academic behaviours. The Big Five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Conscientiousness is exemplified by being disciplined, organized, achievement-oriented, and dependable. Neuroticism refers to degree of emotional stability, impulse control, aggressiveness and anxiety.

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Extraversion is displayed through a higher degree of sociability, assertiveness, and talkativeness. Openness is reflected in a strong intellectual curiosity, creativity and a preference for novelty and variety. Finally, agreeableness refers to being helpful, cooperative, and sympathetic towards others. Recent investigations of the relations between personality traits and academic performance tend generally to operate under the framework provided by the Five-Factor Model.

3. Review of Related Literature

For the purpose of review some relevant studies have been reviewed:

Chowdhury (2006) investigated the impact of personality traits on students' academic achievement in an undergraduate marketing course. Sample of the study was 130 students, of which 44% were male students and 56% were female students. The result of the study showed that all personality traits except extraversion were found to be significantly correlated to student's academic achievement.

Stumm et al. (2011) found that the learners high on Openness to experience are more curious in their approach to learning. It is their intellectual curiosity component that contributes in positive association between openness and academic performance.

Geramian et al. (2012) reported significant correlation between conscientiousness and academic achievement.

Richardson et al. (2012) in their research study found conscientiousness having the strongest correlations with academic performance.

Significance of the Study

The present study is an endeavour to study how the different dimensions of personality characteristics contribute towards the academic achievement of the teacher trainees. As there is a very significant role of teachers in leading the students towards academic success, it would be pertinent to study correlates of academic achievement among teacher trainees. This would help the educational planners either to intervene for modifying the curricula of the B.Ed. course or plan the school educational programmes keeping in view the psychological complexion of the prospective teachers.

Objectives of the Study

The study has been conducted with following objectives:

- 1) To study the relationship between personality and academic achievement of B. Ed Teacher Trainees.
- 2) To study the gender differences in academic achievement of B. Ed Teacher Trainees

Hypotheses

- 1) There will be a significant relationship between personality and academic achievement of Teacher Trainees.
- 2) There will be significant gender differences in academic achievement of Teacher Trainees.

Sample of the Study

A sample of about 1000 students pursuing B.Ed. course in colleges of education in Punjab has been taken. While selecting the sample due care has been taken so that appropriate number of male and female students must become part of the sample.

Research Tools

[1] NEO-Five Factor Inventory (NEO-FFI) by Paul T. Costa and Robert R. McCrae (1992) has been used to assess personality characteristics of the students.

[2] Academic achievement of the students has been scored on the basis of percentage of marks obtained by them in their graduation course.

Statistical Techniques to be used:

Mean, S.D, t-test, Correlational analysis were used to analyse the data.

Scoring of the Tool

The 60 items of NEO-Five Factor Inventory (NEO-FFI) are rated on a five-point scale. A positive item carries the weights of 4, 3, 2, 1 and 0 respectively for the categories: Strongly disagree, Disagree, Neutral, and Agree and Strongly agree. The negative item is to be scored 0, 1, 2, 3 and 4 for the same categories that are written above.

Data Analysis and Interpretation

The statistics employed in the study were correlation analysis and t-test. The analyses were presented in the following tables:

Table 1: Variables and Symbols (Personality and Academic Achievement)

Variables	Symbols
Academic Achievement	AA
Neuroticism	N
Extraversion	E
Openness To Experience	O
Agreeableness	AG
Conscientiousness	C

Table 2: Correlation of Scores of different Dimensions of Personality with Academic Achievement Scores of B.Ed. Teacher Trainees (N=1000)

	N	E	O	AG	C
AA	-0.32**	0.43**	0.40**	0.41**	0.65**

**p<.01

The table 2 shows that the value of coefficient of correlation for Neuroticism dimension of personality came to be -0.32 which is negatively and significantly correlated at 0.01 level with academic achievement of B.Ed. teacher trainees. It can be observed from the table that coefficient of correlation between extraversion and academic achievement came out to be 0.43, which is positively and significantly correlated at 0.01 level with academic achievement of B.Ed. teacher trainees. Further as per results of table 2, there is a positive and significant correlation between openness to experience and academic achievement ($r=0.40^{**}$, $p<0.01$) of B.Ed. teacher trainees. The table 2 further reveals that agreeableness, another dimension of personality, is positively and significantly correlated ($r=0.41^{**}$, $p<0.01$)

with academic achievement of B.Ed. teacher trainees. It is also evident from the table 2 that conscientiousness is positively and significantly correlated ($r=0.65^{**}$, $p<0.01$) with academic achievement of B.Ed. teacher trainees.

Table 3: Correlation of Scores of different Dimensions of Personality with Academic Achievement Scores of Male B.Ed. Teacher Trainees (N=308)

	N	E	O	AG	C
AA	-0.28**	0.45**	0.41**	0.42**	0.69**

** $p<0.01$

According to Table 3, the value of coefficient of correlation for neuroticism dimension of personality came to be -0.28, which is negatively and significantly correlated with academic achievement of male B.Ed. teacher trainees. Coefficient of correlation between extraversion and academic achievement came out to be 0.45, which is positively and significantly correlated at 0.01 level with academic achievement of male B.Ed. teacher trainees. There is a positive and significant correlation between openness to experience and academic achievement ($r=0.41$) which is significant at 0.01 level.

The table 3 further reveals that agreeableness dimension of personality is positively and significantly correlated with ($r=0.42$) with academic achievement of male teacher trainees. It is also evident from the table 3 that conscientiousness is positively and significantly correlated ($r=0.69^{**}$, $p<0.01$) with academic achievement of male B.Ed. teacher trainees.

Table 4: Correlation of Scores of different Dimensions of Personality with Academic Achievement Scores of Female B.Ed. Teacher Trainees (N=692)

	N	E	O	AG	C
AA	-0.35**	0.43**	0.41**	0.40**	0.64**

** $p<0.01$

In table 4, the value of coefficient of correlation for Neuroticism dimensions of personality came to be -0.35 which is negatively and significantly correlated at 0.01 level with academic achievement of female B.Ed. teacher trainees. Coefficient of correlation between extraversion and academic achievement came out to be 0.43 which is positively and significantly correlated at 0.01 level with academic achievement of female B.Ed. teacher trainees. There is also positive and significant correlation between openness to experience and academic achievement ($r=0.41^{**}$, $p<0.01$). The table 4 further reveals that agreeableness as the dimension of personality is positively and significantly correlated ($r=0.40$) at 0.01 level with academic achievement of female teacher trainees. It is also evident from the table that conscientiousness is positively and significantly correlated ($r=0.64^{**}$, $p<0.01$) with academic achievement of female B.Ed. teacher trainees.

Table 5: Difference between Means of Academic Achievement of Male and Female B.Ed. Teacher Trainees

Gender	N	Mean	SD	t-Value
Male	308	67.99	5.62	0.872
Female	692	68.33	5.84	

From the analysis of table 5, it is clear that the average score of academic achievement of male and female teacher trainees pursuing B.Ed. course are found to be 67.99 and 68.33 respectively with a standard deviation of 5.62 and 5.84. But if we analyze the t-value of the difference between these two means, it is found that the calculated t-value is 0.872 which is less than the tabulated value. The calculated value of t is far less than the tabulated value which means that the mean difference between the average marks of male and female teacher trainees pursuing B.Ed. course is not significant at 0.05 as well as 0.01 level of significance.

4. Findings of the Study

- 1) There exists a significant relationship between personality and academic achievement of Teacher Trainees.
- 2) There exist no significant gender differences in academic achievement of Teacher Trainees.

5. Conclusion and Recommendations

It has been concluded on the basis of above interpretation that there exists significant relationship between personality and academic achievement of teacher trainees. So our hypotheses that there will be a significant relationship between personality and academic achievement of teacher trainees is accepted. The result of the study further reveals that there exist no significant gender differences in academic achievement of teacher trainees, so our hypotheses that There will be significant gender differences in academic achievement of teacher trainees is not accepted.

From the above conclusion it is clear that personality traits has significant impact on academic achievement of B.Ed teacher trainees. Personality is revealed in behaviour. So, it is very essential to emulate the Personality Traits to help learners to develop suitable Personality which in-turn boost up their Academic Achievement. The teacher can also make aware the parents about this fact, so that parents provide proper attention and interest in the potentialities of their children and help them to develop a balanced personality.

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Author Profile



Shikha Nagpal (Research Scholar), Lecturer Economics, G.G.S.S.S Jalalabad (West), Punjab