THE INFLUENCE OF ACADEMIC ACHIEVEMENT GOALS AND PERSONALITY TRAITS ON SCHOOL STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

This research examined the relationship between students' personalities and their academic performance at the secondary school level. The study made use of the survey research approach. Proposanate simple random selection was used to choose a sample of 500 kids (250 males and 250 girls) for the current investigation. The data was collected using personality measures produced by the researcher in 2015. In addition, grades in the IXth grade of the State, Aided, and Matriculation boards are used to evaluate pupils' academic achievements. It has been shown that there is no substantial difference in the personalities of boys and girls at the secondary school level. (iii) There is no substantial difference in intellectual attainment between males and girls in high school.

KEYWORDS: - personality, Academic Achievement, Secondary level

INTRODUCTION

Academia and accomplishment are the two terms that make up the phrase. Achieving competency in a skill or body of information is what we mean by the term "academic," which refers to any activity or action that has a primarily educational focus. Academic success motivation is an integrated theory based on the concept that performance motivation emerges from the way broad components of personality are oriented towards all students' performance. This means it contains a wide variety of aspects crucial to success in the workplace, but which are not traditionally considered to be part of a student's academic drive. When it comes to academic accomplishment and social dominance, for example, the integration of these two techniques is very important. Humans have a stable and ordered set of psychological features and systems that govern their interactions with and adjustments to their surrounding psychological, social and physical environments. A person's personality doesn't alter much from day to day; in fact, it doesn't change at all. In the event of any personality changes, they are quite restricted and gradual. These symptoms, if present, may be the result of past trauma or significant life events. Our modern world is riddled with worry, tumult, and stressors. Afterwards, the adaptability of the student to his or her surroundings is called into question. There is a great deal of stress in our lives right now. Students are feeling the brunt of this. People in this stage start thinking about their long-term goals more seriously and become more goal-oriented. The sole mantra of success for them is good character and high academic accomplishment.

LITERATURE REVIEW

Vidya Bhagat (2019) – It is the combination of an individual's attributes that make up his or her personality, and it is this combination that helps the individual succeed in the workplace. A constrained collection of characteristics used by educators, researchers, and psychologists to predict patterns of student behaviour and their connection to academic attainment is increasing all the time. The goal of this study is to determine the link between the "Big Five" personality qualities and the academic performance of first-year medical students. Study of 122 medical students from Zainal Abidin, Malaysia's Universiti Sultan who were in their first and second year of study. The study's participants were chosen via the use of a simple sampling strategy. The USMaP-I scale was used to measure students' personality qualities. The academic office provided the final grades. IBM SPSS version 22 was used to do the statistical analysis on the data that was put into an excel sheet. A student's Big Five Personality characteristics positively correlated with his or her grade. Students' grades were predicted by their level of openness and neuroticism, two of their strongest personality characteristics. Student qualities, such agreeableness and conscientiousness, showed a correlation but not a strong one. Extraversion was also linked favourably (r =.150), however this relationship was not statistically significant. The Big Five Personality Traits seem to be linked to medical students' academic performance, according to the findings of this research. Teachers, mentors, and counsellors might benefit from a better understanding of this truth. Students may also help themselves succeed academically and professionally by taking use of these resources.

Nurcan Alkış (2018) - Motivation and personality characteristics influence student academic success in online as well as mixed learning contexts, according to this research. Students at a university in Turkey taking a required introductory information technology course participated in the study. A total of 316 students completed the Big Five Inventory and the Motivated Strategies for Learning Questionnaire. To facilitate online collaboration and access to course materials, an LMS was deployed. LMS accessibility and student academic achievement, including test scores, were gathered at the conclusion of the course. Students' academic performance was studied using Bayesian Structural Equation Modeling (Bayesian SEM). Conscientiousness was shown to be a major predictor of LMS usage in the online setting, however personality characteristics and LMS use were not found to be linked in the mixed learning environment. Online LMS usage was shown to be predicted by self-efficacy, whereas blended learning use was predicted by task value and test anxiety. Course grades were strongly influenced by a student's conscientiousness and their usage of a learning management system (LMS). Finally, grades in online courses were linked to students' feelings of self-efficacy in their ability to learn.

S. Raza (2017) - Students at Pakistani higher education institutions were asked to fill out surveys on their academic motivation and personality qualities. In order to acquire the data, the survey-questionnaire uses the convenience sampling method. Although 350 questionnaires were gathered, only 320 of them were useful. Analysis was carried out using PLS-SEM, a statistical method. The LASSI scale was used to gauge academic motivation, the study's dependent variable. Personality qualities such as conscientiousness, agreeableness, neuroticism, extraversion, and openness are included as independent variables in the research. However, agreeableness has a negligible influence on academic motivation, according to the findings. As a result of this research, educational institutions and instructors will be able to better understand how personality traits influence students' academic motivation.

Kingsley Nyarko (2016) - 273 students from Ghana's University of Ghana, Legon were selected for the research, which aims to discover whether students' personality traits, motivation, and academic accomplishment are linked. This research used a cross-sectional survey approach and delivered standardized questionnaires to students to evaluate personality traits and internal and external motives. In addition to reporting their current CGPAs, the respondents also provided information on their academic achievements. Multiple regression and Pearson correlation were used to examine the data. Conscientiousness is the only personality trait that has a substantial impact on pupils' academic performance, according to the findings. Extrinsic and intrinsic motivation were not shown to have a substantial impact on academic success in further research.

Alda Troncone (2014) - Years of research into the best indicators of academic success have yielded several personality traits that were found to be strongly associated with grade performance. An important application of identifying the factors involved in academic achievement is making the teaching-learning process easier, so it is important to investigate the main variables that have been associated with achievement at the same time in order to provide information about their relative importance in the population studied. There has been very little study on the impact of personality characteristics and self-esteem on academic success, contrary to this concept. There were 439 individuals (225 men) from three first-level secondary school classes in Southern Italy, with an average age of 12.36 years (SD=.99), who were assessed for their personality characteristics, self-esteem, and socioeconomic situation using the Five Factor Model. Both personality characteristics and several aspects of self-esteem were highly connected with academic performance. As a result of hierarchical regression studies, the predictive value of openness to experience was shown to be very strong. Students' academic performance is multifaceted, and complicated techniques are needed to address their obstacles in achieving strong academic success.

RESEARCH AND METHODOLOGY

Any study's most significant contribution to the environment is provided by its methodology. The researcher used a survey as a study approach. The proportional simple random sampling approach was used to choose a sample of 500 pupils (250 males and 250 girls) for the current investigation. Students' grades from the IXth grade of the state board, assisted and metrication board, and the investigator's personality questionnaire will be utilised to gauge their degree of success in secondary school. Descriptive statistics were used to compute the mean, standard deviation, and t-test for the gathered data.

DATA ANALYSIS

In order to make sense of the raw data, researchers must first gather it and then organize, analyze, and interpret it before drawing conclusions and making generalizations about the findings. Systematization and organization are required to use the vast amount of data that has been acquired, i.e., editing, classifying and tabulating it. Without analysis and interpretation, data are useless piles of substance. Analyses are used to determine the link between variables, which helps to confirm the hypothesis. This is made possible by the systematic collection and analysis of pertinent data. After the data have been analysed, they must be thoroughly, rationally, and critically interpreted by considering the implications of the findings while bearing in mind the limitations of the sample and the techniques that were employed.

Hypothesis-1: There no significant difference between boys and girls secondary level students on personality.

Table 1: Showing the Means, SD, 't' Value and level of Significance of 250 boys and 250 girls Students on Personality

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D.	Mean	S.D.		
Personality	69.92	17.50	71.84	14.66	0.19	NS**

S*-Significant

N.S**-Not Significant

Interpretation: Data in Table –1 reveal that the average personality scores of male students are 69.92 (17.50) and female students are 71.84 (14.66), respectively. At the 0.05 threshold of significance, the computed t-value is 0.19, which is not significant. There seems to be no substantial variation in the degree of personality between the male and female pupils. Consequently, our hypothesis that "there is no significant difference between males and girls secondary school students on personality" has been accepted at the 0.05 level of significance.
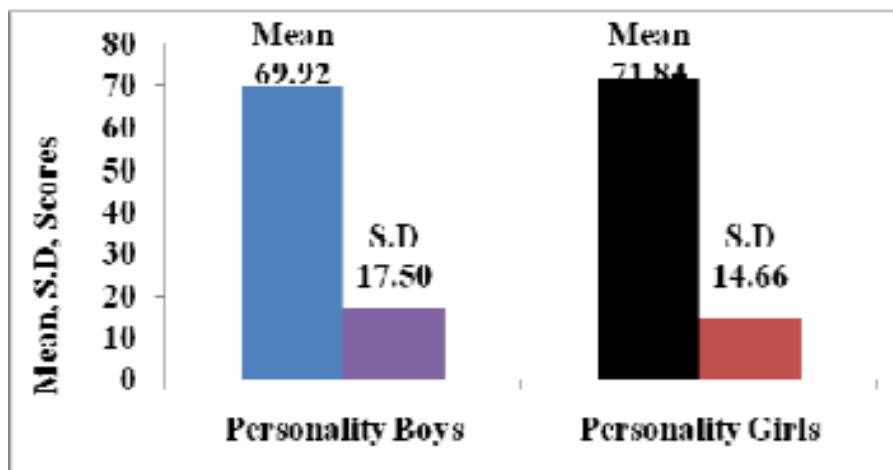

Figure 1: Showing Means, S.D, of Boys and Girls Students on Personality

Hypothesis-2: There no significant difference between boys and girls secondary level students on academic achievement.

Table 2: Showing the Means, SD, 't' Value and level of Significance of 250 boys and 250 girls Students on Academic Achievement

Variable	Boys	Girls	't' Value	Significance

	Mean	S.D.	Mean	S.D.		at 0.05 Level
Academic Achievement	66.75	13.3	74.86	11.53	8.80	S*

S*-Significant

NS**-Not Significant

Interpretation: Boys' average academic success scores are 66.75 13.13 in Table 2, while girls' averages are 74.86 11.53 in Table 2. In this case, the t-value is 8.80, which is not statistically significant at the 5% threshold of significance. It shows that there is a considerable disparity in academic success between the male and female pupils. At the 0.05 level of significance, our hypothesis that "there is no substantial difference in academic success between males and girls secondary level pupils" is rejected.
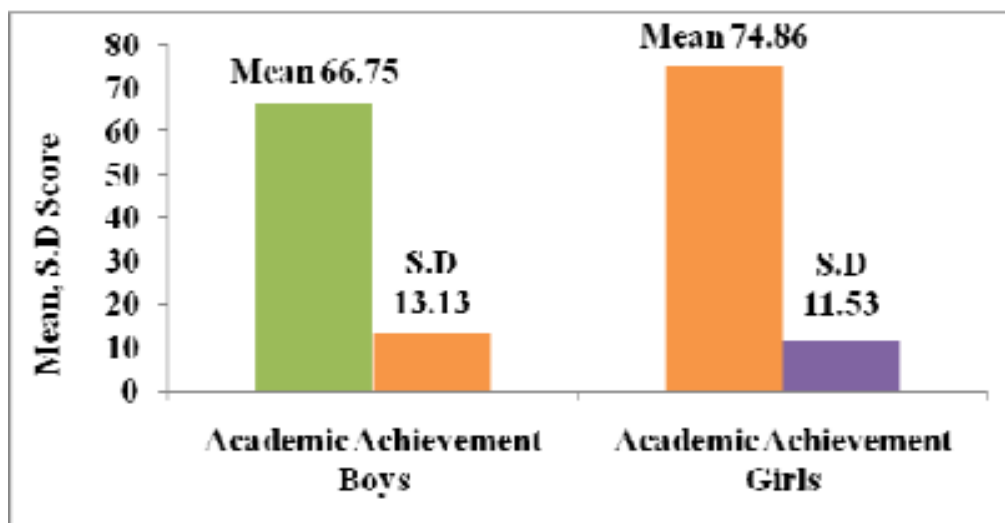

Figure 2: Showing Means, S.D, of Boys and Girls Students on Academic Achievement

Major findings of the present study are that there is no significant difference between boys and girls secondary level students on personality and there is significant difference between boys and girls secondary level students on academic achievement.

CONCLUSION

First, this study provides a foundation for future research on the relationship between academic achievement and motivation, personality characteristics, and learning in the educational sector. Students' academic performance may be improved by a combination of motivation and personality qualities, and this study found that these factors can have a good influence on students' overall academic performance. For example, a person's socioeconomic status and gender may be a moderator variable in the relationship between MLP (motivation, learning and personality) and academic achievement. As a result, it's critical to think about the policy

implications that might result in the best possible learning environment. We may infer from the data presented above that male students' personalities vary from those of female pupils. Academically, female pupils outperform male counterparts. It is essential for the growth of any nation that the youthful generation develops an integrated personality. As a result of this study and subsequent debate, it can be stated that we need to cultivate a positive attitude among secondary school students and encourage them to strive for academic excellence. A healthy, productive, creative, and innovative education is more important than ever in an age of educational liberalization, privatization, and globalization. We rely on future educators for our education system. There is a belief that education for teachers is the only way to improve society. Teachers are the ones who can shape and mold pupils into decent citizens and give them the personality to carry the weight of their nation's future on their shoulders. In order to achieve academic success and better prepare for life's challenges, today's youth must have a strong sense of self-assurance and a well-developed personality. In addition, instructors and school administrators have a duty to improve the learning environment so that students are motivated to attain their full potential and to guarantee that their personal growth is translated into improved academic achievement, critical thinking, and creative problem solving.

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