



A Study Of Academic Achievement With Respect To Various Personality Dimensions Among High, Average And Low Achievers Students Of East Khasi Hills District, Meghalaya.

Dr. R.Lamare

**Associate Professor Department of Education
Kiang Nangbah Govt. College, Jowai**

ABSTRACT:

The objective of the study is to find out the differences with Respect to Various Personality Dimensions among High, Average and Low Achievers students of East Khasi Hills District, Meghalaya. From the findings it can be observed that the various personality dimensions do make a difference among High, Average and Low Achievers students.

Keywords: Achievement, Academic achievement, Personality Dimensions, High achievers, Average achievers and Low achievers.

INTRODUCTION

Personality is a collection of emotional, thought and behavioural patterns that are unique to each person and relatively stable over time. How and why people differ from each other is a question that has been asked for centuries with various theories, hypotheses, and answers. Personality has intrigued scholars, researchers, and the general population alike. It has been studied in many contexts, many cultures and many different disciplines for years. An abundance of academic journals, books, college courses, programs, and tests have been created in order to assess and describe personality.

Personality is a set of dispositions or a stable pattern of behaviours that individuals use to relate to and interact with the world. It is a tendency to act in a certain manner and can be used to predict what an individual might do. Personality has been recognised as a dynamic organisation within the individual of those psycho-social variables that determine his unique adjustment to his environment. Personality is defined as more or less stable and enduring organisation of a person's character, temperament, intellect and physique which determined his unique pattern of behaviour in a variety of situations. So, personality has

been explored in the context of academic instruction and academic success. Researchers have been attempting to predict academic success through personality for nearly a century mostly with modest success.

Personality factors have its own impact on the outcome of a person's educational level and academic success. An individual with a healthy and well balanced personality are proved to be successful in their academic career and other areas of life as well. It is a fact that education is a very important factor in the development of any individual's personality. Personality factors themselves have a role to play in the determination of success, failure and efficacy of educational achievement.

As far as East Khasi Hills district is concerned, no study has been conducted to study the Academic Achievement with Respect to Various Personality Dimensions among High, Average and Low Achievers students

STATEMENT OF THE PROBLEMS:

The present study is entitled as follows:

“A Study of Academic Achievement with Respect to Various Personality Dimensions among High, Average and Low Achievers students of East Khasi Hills District, Meghalaya.”

OBJECTIVES OF THE STUDY:

The objectives of the present study are as follows:

1. To find out the academic achievement of class X students.
2. To find out the difference among High, Average and Low Achievers with respect to Various Personality Dimensions.

HYPOTHESIS OF THE STUDY:

- A. Research Hypothesis:** There is significant difference among high, average, and low achievers with respect to various personality dimensions.
- B. Null Hypothesis:** There is no significant difference among high, average, and low achievers with respect to various personality dimensions.

SAMPLE:

The sample for the present study consisted of 845 students studying in Class XI who were selected randomly by giving fair representation to all types of schools and Colleges. For selecting the sample of the students, first of all a random sample of 20 schools and Colleges were selected out of 57 Schools and Colleges. Then, from these schools and Colleges, the sample of 845 students was selected randomly.

Tools:

1. The tool to be used in this study is the Multi- Dimensional Assessment of Personality series (M.DAPS) Form T., developed by M/S PSY-COM services, New Delhi (1996).
2. Academic Result of Class X

STATISTICAL TECHNIQUES:

Appropriate statistical techniques will be used for analysing the data.

ANALYSIS AND INTERPRETATION OF DATA:**(A) Status of Academic Achievement:****Academic Achievement:**

The marks (in Percentage) obtained by the students of class X on academic achievement (i.e. S.S.L.C. exam) are shown in the following table.

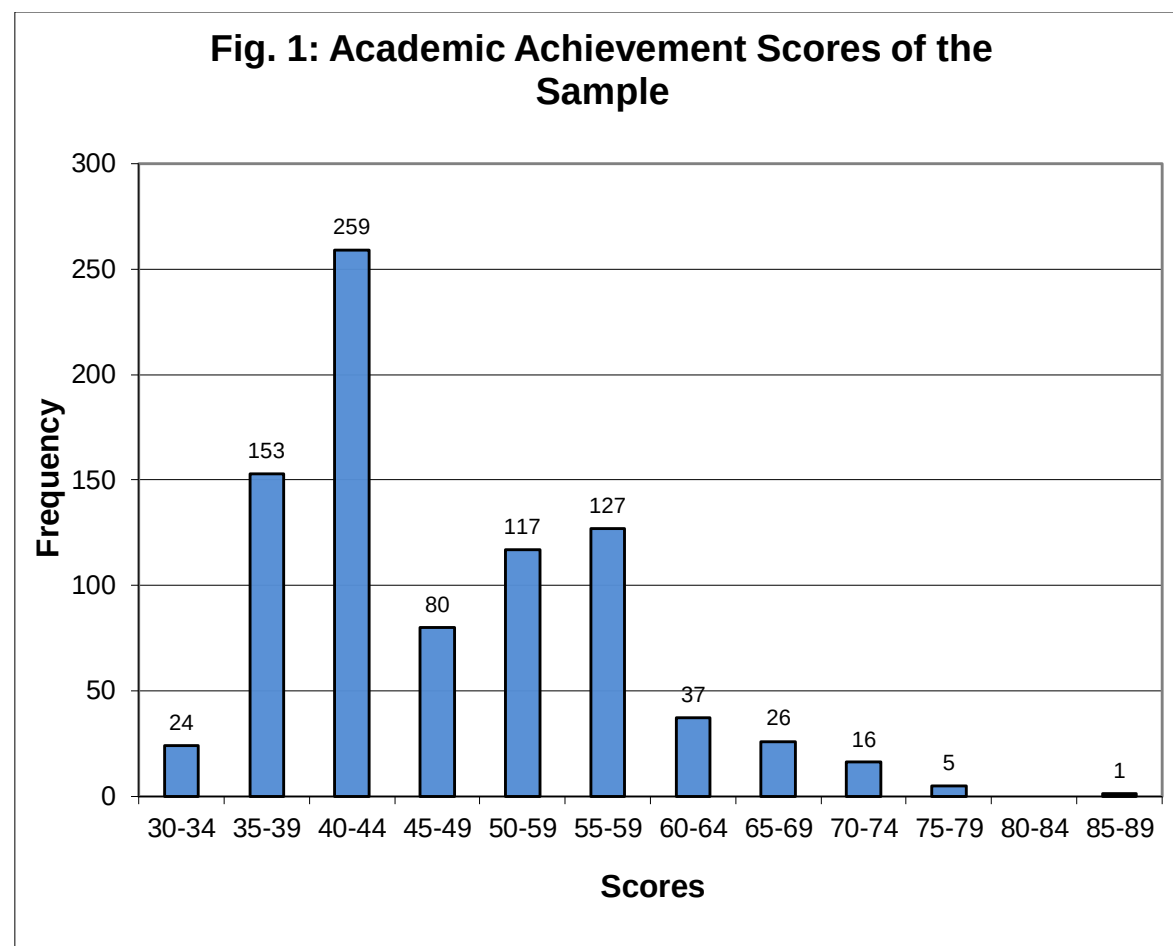
Table 1.1**Showing the Distribution of Scores on Academic Achievement**

Scores	f	Cum.f	Group Status	Group Statistics		Overall Statistics
				M	σ	
85-89	1	845	High Achievers N ₁ = 85	66.60	5.05	M= 47.40 Mdn= 44.24 SD = 9.55
80-84	-	844				
75-79	5	844				
70-74	16	839				
65-69	26	823				
60-64	37	797	Average Achievers N ₂ = 324	52.75	3.95	
55-59	127	760				
50-54	117	632				
45-49	80	516				
40-44	259	436				
35-39	153	177	Low Achievers N ₃ = 436	39.70	3.00	
30-34	24	24				
i=5	N=845					

The above table shows that:

1. The sample consists of 85 High Achievers with M = 66.60 and SD = 5.05.
2. Average Achievers consists of 324 students with M = 52.75 and SD = 3.95.
3. Low Achievers consists of 436 students with M = 39.70 and SD = 3.00.

Fig. 1: Academic Achievement Scores of the Sample



M = 47.40 Mdn = 44.24 SD = 9.55

(B) Difference among High, Average and Low Achievers with Respect to Various Personality Dimensions:

To examine the difference among high, average and low achievers with respect to various personality dimensions, the following hypothesis was formulated.

Hypothesis No 2:

“There is no significant difference in high, average and low achievers with respect to various personality dimensions.”

To test this hypothesis, mean and standard deviation for each personality dimensions was calculated with respect to high, average and low achievers and then the values of mean differences (D) and z-value were calculated.

Thus the 20 personality dimensions for the study were tested the details of which are given below:

(a) Adaptability (Ad):

“There is no significant difference among high, average and low achievers with respect to personality dimension of adaptability”.

The following table 1.2 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the adaptability dimension of personality.

Table 1.2
Showing the Differences among the High, Average and Low Achievers for
Adaptability Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	6.46	1.64	1.26	6.30	.01
	Average	324	5.20	1.76			
2	High	85	6.46	1.64	1.04	5.47	.01
	Low	436	5.42	1.80			
3	Average	324	5.20	1.76	0.22	1.69	NS
	Low	436	5.42	1.80			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of adaptability. As the difference is in favour of high achievers, it seems that the high achievers are more adaptable than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted, which indicates that high and low achievers differ in their personality dimension of adaptability. As the difference is in favour of high achievers, it seems that the high achievers are more adaptable than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of adaptability.

On the whole, high achiever seems to be more adaptable than average and low achievers.

(b) Academic Achievement (Am):

“There is no significant difference in high, average and low achievers with respect to personality dimension of academic achievement”.

The following table 1.3 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the academic achievement dimension of personality.

Table 1.3

**Showing the Differences among the High, Average and Low Achievers for Academic Achievement
Dimension of Personality**

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High	85	7.76	1.68	1.48	7.40	.01
	Average	324	6.28	1.72			
2	High	85	7.76	1.68	1.83	9.63	.01
	Low	436	5.93	1.70			
3	Average	324	6.28	1.72	0.35	2.92	.01
	Low	436	5.93	1.70			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of academic achievement. As the difference is in favour of high achievers, it seems that the high achievers showed more qualities of academic achievement than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of academic achievement. As the difference is in favour of high achievers, it seems that the high achievers show more qualities of academic achievement than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of academic achievement. As the difference is in favour of average achievers, it seems that the average achiever, show more qualities of academic achievement than the low achievers.

On the whole, high achiever seems to show more qualities of academic performance than the average and low achievers.

(c) Boldness (Bo):

“There is no significant difference in high, average and low achievers with respect to personality dimension of Boldness”.

The following table 1.4 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the boldness dimension of personality

Table 1.4

Showing the Differences among the High, Average and Low Achievers for Boldness Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	5.29	1.80	0.65	3.09	.01
	Average	324	4.64	1.58			
2	High	85	5.29	1.80	0.42	2.00	NS
	Low	436	4.87	1.64			
3	Average	324	4.64	1.58	0.23	2.09	NS
	Low	436	4.87	1.64			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of boldness. As the difference is in favour of high achievers, it seems that the high achievers are bold than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of boldness.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of boldness.

On the whole, high achiever seems to be bold than the average and low achievers.

(d) Competition (Co):

“There is no significant difference in high, average and low achievers with respect to personality dimension of competition”.

The following Table 1.5 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the competition dimension of personality.

Table 1.5
Showing the Differences among the High, Average and Low Achievers for
Competition Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	6.68	1.58	0.52	2.60	.01
	Average	324	6.16	1.96			
2	High	85	6.68	1.58	0.80	4.00	.01
	Low	436	5.88	1.98			
3	Average	324	6.16	1.96	0.28	2.00	NS
	Low	436	5.88	1.98			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of competition. As the difference is in favour of high achievers, it seems that the high achievers are more competitive than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of competition. As the difference is in favour of high achievers, it seems that the high achievers are more competitive than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of competition.

On the whole, high achiever seems to be more competitive than the average and low achievers.

(e) Creativity (Cr):

“There is no significant difference in high, average and low achievers with respect to personality dimension of creativity”.

The following table 1.6 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the creativity dimension of personality.

Table 1.6

Showing the Differences among the High, Average and Low Achievers for Creativity Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	5.72	2.08	0.22	0.92	NS
	Average	324	5.50	2.08			
2	High	85	5.72	2.08	0.30	1.25	NS
	Low	436	5.42	2.10			
3	Average	324	5.50	2.08	0.08	0.57	NS
	Low	436	5.42	2.10			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of creativity.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of creativity.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of creativity.

(f) Enthusiasm (En):

“There is no significant difference in high, average and low achievers with respect to personality dimension of enthusiasm”.

The following table 1.7 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the enthusiasm dimension of personality.

Table 1.7

Showing the Differences among the High, Average and Low Achievers for Enthusiasm Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	6.00 5.52	1.56 1.52	0.48	2.52	NS
2	High Low	85 436	6.00 5.52	1.56 1.68	0.32	1.68	NS
3	Average Low	324 436	5.52 5.68	1.52 1.68	0.16	1.45	NS

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of enthusiasm.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of enthusiasm.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of enthusiasm.

(g) Excitability (Ex):

“There is no significant difference in high, average and low achievers with respect to personality dimension of excitability”.

The following table 1.8 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the excitability dimension of personality.

Table 1.8

Showing the Differences among the High, Average and Low Achievers for Excitability Dimension of Personality

Sl. No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	6.04	1.62	0.10	0.50	NS
	Average	324	5.94	1.86			
2	High	85	6.04	1.62	0.14	0.74	NS
	Low	436	6.18	1.56			
3	Average	324	5.94	1.86	0.24	1.14	NS
	Low	436	6.18	1.56			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of excitability.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of excitability.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of excitability.

(h) General Ability (Ga):

“There is no significant difference in high, average and low achievers with respect to personality dimension of general ability”.

The following table 1.9 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the general ability dimension of personality.

Table 1.9

Showing the Differences among the High, Average and Low Achievers for General Ability Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	8.24	1.58	2.72	14.31	.01
	Average	324	5.52	1.48			
2	High	85	8.24	1.58	3.08	17.11	.01
	Low	436	5.16	1.32			
3	Average	324	5.52	1.48	0.36	4.00	.01
	Low	436	5.16	1.32			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of general ability. As the difference is in favour of high achievers, it seems that the high achievers have greater general ability than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of general ability. As the difference is in favour of high achievers, it seems that the high achievers have greater general ability than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of general ability. As the difference is in favour of average achievers, it seems that the average achievers have greater general ability than the low achievers.

On the whole, high achiever seems to be having greater general ability than the average and low achievers.

(i) Guilt Proneness (Gp):

“There is no significant difference in high, average and low achievers with respect to personality dimension of guilt proneness”.

The following table 1.10 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the guilt proneness dimension of personality.

Table 1.10

Showing the Differences among the High, Average and Low Achievers for Guilt Proneness Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	5.96 5.86	1.64 1.78	0.10	0.50	NS
2	High Low	85 436	5.96 6.10	1.64 1.74	0.14	0.74	NS
3	Average Low	324 436	5.86 6.10	1.78 1.74	0.24	2.00	NS

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of guilt proneness.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of guilt proneness.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of guilt proneness.

(j) Individualism (Id):

“There is no significant difference in high, average and low achievers with respect to personality dimension of individualism”.

The following table 1.11 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the individualism dimension of personality.

Table 1.11

Showing the Differences among the High, Average and Low Achievers for Individualism Dimension of Personality

Sl.No		N	M	SD	Mean -Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	7.49 6.80	1.80 1.80	0.69	3.14	.01
2	High Low	85 436	7.49 6.30	1.80 2.04	1.19	5.40	.01
3	Average Low	324 436	6.80 6.30	1.80 2.04	0.50	3.57	.01

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of individualism. As the difference is in favour of high achievers, it seems that the high achievers are more individualistic than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of individualism. As the difference is in favour of high achievers, it seems that the high achievers are more individualistic than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of individualism. As the difference is in favour of average achievers, it seems that the average achievers are more individualistic than the low achievers.

On the whole, high achiever seems to be more individualistic than the average and low achievers.

(k) Innovation (In):

“There is no significant difference in high, average and low achievers with respect to personality dimension of innovation”.

The following table 1.12 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the innovation dimension of personality

Table 1.12

Showing the Differences among the High, Average and Low Achievers for Innovation Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	5.70 5.30	1.86 1.88	0.40	1.81	NS
2	High Low	85 436	5.70 5.02	1.86 2.12	0.68	3.09	.01
3	Average Low	324 436	5.30 5.02	1.88 2.12	0.28	2.00	NS

The above table shows that:

- (i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of innovation.
- (ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of innovation. As the difference is in favour of high achievers, it seems that the high achievers are more innovative than the low achievers.
- (iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of innovation.

(I) Leadership (Ld):

“There is no significant difference in high, average and low achievers with respect to personality dimension of leadership”.

The following table 1.13 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the leadership dimension of personality.

Table 1.13

Showing the Differences among the High, Average and Low Achievers for Leadership Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	5.60 5.60	2.02 1.68	0.00	0.00	NS
2	High Low	85 436	5.60 5.86	2.02 1.68	0.26	1.08	NS
3	Average Low	324 436	5.60 5.86	1.68 1.68	0.26	2.17	NS

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of leadership.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of leadership.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of leadership.

(m) Maturity (Ma):

“There is no significant difference in high, average and low achievers with respect to personality dimension of maturity”.

The following table 1.14 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the maturity dimension of personality.

Table 1.14

Showing the Differences among the High, Average and Low Achievers for Maturity Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	6.68 5.82	1.54 1.52	0.86	4.53	.01
2	High Low	85 436	6.68 5.34	1.54 1.76	1.34	7.05	.01
3	Average Low	324 436	5.82 5.34	1.52 1.76	0.48	4.00	.01

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of maturity. As the difference is in favour of high achievers, it seems that the high achievers are more mature than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of maturity. As the difference is in favour of high achievers, it seems that the high achievers are more mature than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of maturity. As the difference is in favour of average achievers, it seems that the average achievers are more mature than the low achievers.

On the whole, high achiever seems to be more mature than the average and low achievers.

(n) Mental Health (Mh):

“There is no significant difference in high, average and low achievers with respect to personality dimension of mental health”.

The following table 1.15 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the mental health dimension of personality

Table 1.15

Showing the Differences among the High, Average and Low Achievers for Mental Health Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	6.00	1.70	0.53	2.65	.01
	Average	324	5.47	1.92			
2	High	85	6.00	1.70	1.82	9.58	.01
	Low	436	4.82	1.88			
3	Average	324	5.47	1.52	0.65	5.00	.01
	Low	436	4.82	1.88			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of mental health. As the difference is in favour of high achievers, it seems that the high achievers are mentally healthy than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of mental health. As the difference is in favour of high achievers, it seems that the high achievers are mentally healthy than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of mental health. As the difference is in favour of average achievers, it seems that the average achievers are mentally healthy than the low achievers.

On the whole, high achiever seems to be mentally healthy than the average and low achievers.

(o) Morality (Mo):

“There is no significant difference in high, average and low achievers with respect to personality dimension of morality”.

The following table 1.16 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the morality dimension of personality.

Table 1.16

Showing the Differences among the High, Average and Low Achievers for Morality Dimension of Personality

Sl.No		N	M	SD	Mean-Difference (D)	Z-Value	Level of Significance
1	High	85	6.12	2.04	0.63	2.62	.01
	Average	324	5.49	2.02			
2	High	85	6.12	2.04	0.88	3.67	.01
	Low	436	5.24	2.02			
3	Average	324	5.49	2.02	0.25	1.78	NS
	Low	436	5.24	2.02			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of morality. As the difference is in favour of high achievers, it seems that the high achievers are moralistic than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of morality. As the difference is in favour of high achievers, it seems that the high achievers are moralistic than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of morality.

On the whole, high achiever seems to be moralistic than the average and low achievers.

(p) Self Control (Sc):

“There is no significant difference in high, average and low achievers with respect to personality dimension of self control”

The following 1.17 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the self control dimension of personality.

Table 1.17

Showing the Differences among the High, Average and Low Achievers for Self Control Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High	85	6.38	1.78	0.52	2.36	NS
	Average	324	5.86	1.70			
2	High	85	6.38	1.78	1.02	4.86	.01
	Low	436	5.36	1.80			
3	Average	324	5.86	1.70	0.50	4.17	.01
	Low	436	5.36	1.80			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of self control.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of self control. As the difference is in favour of high achievers, it seems that the high achievers are more self-controlled than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of self control. As the difference is in favour of average achievers, it seems that the average achievers are more self-controlled than the low achievers.

(q) Sensitivity (Se):

“There is no significant difference in high, average and low achievers with respect to personality dimension of sensitivity”.

The following table 1.18 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the sensitivity dimension of personality.

Table 1.18

Showing the Differences among the High, Average and Low Achievers for Sensitivity Dimension of personality

Sl.No		N	M	SD	Mean -Difference (D)	Z-Value	Level of Significance
1	High	85	7.08	1.98	0.56	2.54	NS
	Average	324	6.52	2.14			
2	High	85	7.08	1.98	1.54	6.42	.01
	Low	436	5.54	1.80			
3	Average	324	6.52	2.14	0.98	7.54	.01
	Low	436	5.54	1.80			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of sensitivity.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of sensitivity. As the difference is in favour of high achievers, it seems that the high achievers are more sensitive than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of sensitivity. As the difference is in favour of average achievers, it seems that the average achievers are more sensitive than the low achievers.

(r) Self Sufficiency (Sc):

“There is no significant difference in high, average and low achievers with respect to personality dimension of self sufficiency”.

The following table 1.19 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the self sufficiency dimension of personality.

Table 1.19

Showing the Differences among the High, Average and Low Achievers for Self Sufficiency Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	6.90 7.10	2.18 1.94	0.20	0.83	NS
2	High Low	85 436	6.90 6.59	2.18 2.00	0.31	1.29	NS
3	Average Low	324 436	7.10 6.59	1.94 2.00	0.51	3.64	.01

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and average achievers do not differ in their personality dimension of self sufficiency.

(ii) For the difference between high and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that high and low achievers do not differ in their personality dimension of self sufficiency.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of self sufficiency. As the difference is in favour of average achievers, it seems that the average achievers are self-sufficient than the low achievers.

(s) Social Warmth (Sw):

“There is no significant difference in high, average and low achievers with respect to personality dimension of social warmth”.

The following table 1.20 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the social warmth dimension of personality.

Table 1.20

Showing the Differences among the High, Average and Low Achievers for Social Warmth Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High Average	85 324	5.12 4.46	1.88 1.86	0.66	3.00	.01
2	High	85	5.12	1.88	0.72	3.43	.01

	Low	436	4.40	1.70			
3	Average	324	4.46	1.86	0.06	0.46	NS
	Low	436	4.40	1.70			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality dimension of social warmth. As the difference is in favour of high achievers, it seems that the high achievers are more social warmth than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of social warmth. As the difference is in favour of high achievers, it seems that the high achievers are more social warmth than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is accepted and hence the research hypothesis is rejected which indicates that average and low achievers do not differ in their personality dimension of social warmth.

On the whole, high achiever seems to be are more social warmth than the average and low achievers.

(t) Tension (Tn):

“There is no significant difference in high, average and low achievers with respect to personality dimension of tension”.

The following table 1.21 shows the z-values for testing the significance of difference among high, average and low achievers with respect to the tension dimension of personality.

Table 1.21

Showing the Differences among the High, Average and Low Achievers for Tension Dimension of Personality

Sl.No		N	M	SD	Mean- Difference (D)	Z-Value	Level of Significance
1	High	85	6.46	1.30	0.49	2.88	.01
	Average	324	5.97	1.70			
2	High	85	6.46	1.30	1.42	8.35	.01
	Low	436	5.04	1.90			
3	Average	324	5.97	1.70	0.93	6.64	.01
	Low	436	5.04	1.90			

The above table shows that:

(i) For the difference between high and average achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and average achievers differ in their personality

dimension of tension. As the difference is in favour of high achievers, it seems that the high achievers are tense than the average achievers.

(ii) For the difference between high and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that high and low achievers differ in their personality dimension of tension. As the difference is in favour of high achievers, it seems that the high achievers are tense than the low achievers.

(iii) For the difference between average and low achievers, the null hypothesis is rejected and hence the research hypothesis is accepted which indicates that average and low achievers differ in their personality dimension of tension. As the difference is in favour of average achievers, it seems that the average achievers are tense than the low achievers.

On the whole, high achiever seems to be tense than the average and low achievers.

FINDINGS AND CONCLUSIONS:

(A) Status of Academic Achievement

The marks (in percentage) obtained from the sample of 845 students of class X on Academic Achievement (i.e. S.S.L.C. exam) were found to have the following distribution:

	Criteria for Categorization	N	M	SD	
High Achievers	Above 60%	85	66.60	5.05	It can be seen that majority of
Average Achievers	45% or more but less than 60%	324	52.75	3.95	
Low Achievers	Below 45%	436	39.70	3.00	

436 students were placed under the category of low achiever with the mean of 39.70 and SD of 3.00, 324 students were placed under the category of average achiever with the mean of 52.75 and SD of 3.95 and only 85 students were placed under the category of high achiever with the mean of 66.60 and SD of 5.05.

(B) Difference among High, Average and Low Achievers with Respect to Various Personality Dimensions:

The findings and conclusions with regards to the differences among high, average and low achiever students in respect to various personality dimensions were found as under:

(a) The high and average achievers and high and low achievers student differ significantly on the adaptability dimension, whereas, average and low achievers student do not show any marked difference on this dimension:

This shows that high achievers are adaptable, who are characterized as accommodating, and able to accept and adjust to any situation easily which is beneficial to his academic pursuits. On the other hand the average and low achievers do not differ significantly in this dimension. Low achievers when compared with high achievers are not adaptable and do not have harmonious relationship in their environment and are unable to obtain satisfaction for most of their needs which affects their academic achievement. These

findings noted above have been supported by Elva Burgess (1953) who found that high achievers are more intellectually adaptive, more constricted and inhibited, more cautious and realistic in approach to problems and have greater need for achievement and self-improvement, whereas the low achievers are having more dependency needs and need to be free from restraint.

(b) The high and average achievers, high and low achievers and average and low achievers student do differ significantly on the academic achievement dimension:

These differences can be attributed to the qualities showed by high achievers like general intelligence, dominance, imaginative and realistically involved in various aspects of their school/college life, when compared with both average and low achievers. On the other hand when the average and low achievers are compared, the average achiever seems to perform better than the low achievers. While the low achiever students' show the opposite qualities which are evidently detrimental to the concentration of the mind, which affects their academic pursuits. Thus the results point out that high, average and low achiever students do differ significantly on this dimension.

(c) The high and average achievers student do differ significantly on boldness dimension, whereas high and low achievers and average and low achievers student do not differ significantly on boldness dimension:

This shows that those who scored high in boldness tend to be adventurous, bold and energetic with good insight. When the average and low achievers are compared, both do not differ significantly in this dimension. But when we look at the low achievers they tend to be intensely shy, slow and impeded in expressing himself in comparison to high and average achievers. So in other words we can conclude that high, average and low achievers student differ significantly on this dimension. The result of the present study is in agreement with Suri (1978) and Khatoon (1988) who found that high achievers tend to be sociable, bold, ready to try new things, spontaneous and abundant in emotional responses, while low achievers tend to be shy, having inferior feelings, withdrawn and cautious.

(d) The high and average achievers, high and low achievers student do differ significantly on competition dimension, whereas average and low achievers student do not differ significantly on competition dimension:

This shows that high achievers achieve more than what they are mentally capable of when compared with both low and average achievers. When the average and low achievers are compared, both do not differ significantly in this dimension, while the low achievers tend to be submissive, mild, humble and accommodating which will automatically affect the academic achievement of such students. From the results obtained we can conclude that high, average and low achievers student differ significantly on this dimension. The result of the present study is supported by Jahan (1985) who found that high achievers are more competitive than the low achievers.

(e) **The high and average achievers, high and low achievers and average and low achievers student do not differ significantly on creativity dimension:**

The high score in creativity means that they are reserved tend to be independent, undemonstrative, critical thinkers and high on scholastic and mental abilities. When the average and low achievers are compared, both do not differ significantly in this dimension. But low score on this dimension, are dull, unstable, and impatient. So the results point to us that high, average and low achievers student do not show any marked difference in this dimension. The finding is in agreement with the findings of Deka (1993) who found that achievement does not differ significantly with regard to the creativity of the students.

(f) **The high and average achievers, high and low achievers and average and low achievers student do not differ on enthusiasm dimension:**

Those who scored high in enthusiasm are generally cheerful, talkative, expressive, and frank when compared with both low and average achievers. So when the average and low achievers are compared, both do not differ significantly in this dimension. On the other hand low score on this dimension are not outstandingly popular with their peer groups and do not usually succeed in personal work. The above findings get support from Jahan (1985) who found that high achievers are more enthusiastic than the low achievers.

(g) **The high and average achievers, high and low achievers and average and low achievers student do not differ significantly on excitability dimension:**

This revealed that those who score high in excitability are impatient, demanding and hyperactive in behaviour and thoughts. When the average and low achievers are compared, both do not differ significantly in this dimension. Low score on this dimension are complacent, not easily jealous and unemotional in nature. Thus, from the results it can be concluded that high, average and low achiever do not differ significantly in this dimension. Khan (1983), Jahan (1985) supported the study and found that high achievers are more excitable than the low achievers.

(h) **The high and average achievers, high and low achievers and average and low achievers student do differ significantly on general ability dimension:**

This revealed that those who are high achievers are high in general ability and have a greater mental capacity to learn. They are insightful, fast learning, intellectually adaptable and show better judgment in their observation, when compared with both low and average achievers. When the average and low achievers are compared the average achievers seems to have better mental capacity than the low achievers. The low achievers in comparison to the high and average achievers on the other hand, have a poor mental capacity to learn and are unable to handle abstract problems. They tend to be less organized and show poor judgement in their observation and it will affect their academic achievement. Thus we can conclude that high, average and low achiever students do differ in this dimension. The above findings under general ability dimension were

supported by Deka (1993) who indicated that achievement of the high and low achiever student differ significantly.

(i) The high and average achievers, high and low achievers and average and low achievers student do not differ significantly on guilt proneness dimension:

This revealed that those who score high in guilt proneness are escapist, irresponsible, insecure and depressed. When the average and low achievers are compared, both do not differ significantly in this dimension. Low score in guilt proneness on this dimension are totally different from the high and average achievers because they can influence their academic achievement. The results obtained can be concluded that the high and average achievers and high and low achievers student do not show any marked differences on this dimension, whereas average and low achiever students differ significantly on this dimension. The result of the present study is supported by Khan (1983) who found that high achievers and low achievers differ significantly in this dimension.

(j) The high and average achievers, high and low achievers and average and low achievers student do differ significantly on individualism dimension:

This revealed that the high achiever prefers to do things on their own, they are physically and intellectually obstructive and think over their mistake repeatedly, when compared with both low and average achievers. When the average and low achievers are compared, the average achiever seems to be more individualistic than low achievers. But low achievers in comparison to high and average achievers on the other hand, are zestful and highly involved in group actions, they are vigorous, ready to accept common standards and are able to accomplish more. Thus the results can be concluded that high, average and low achiever students do differ significantly in this dimension. The finding is in agreement with the findings of Deka (1993) who found that achievement does not appear to be a significant variable with regard to the individualism of the students.

(k) The high and average achievers and average and low achievers student do not differ significantly on innovation dimension, whereas high and low achievers student do differ in this dimension:

Those who score high in innovation are more inclined to experiment with problem solutions, liberal ideas and can analyze concepts swiftly. When the average and low achievers are compared, both do not differ significantly in this dimension. This is totally opposite to the low achievers in comparison to the high and average achievers in this dimension, which they tend to be neurotic. From the results we can conclude that high and average achievers do not show any marked differences in this dimension, whereas high and low achievers and average and low achievers do differ significantly in this dimension.

(l) The high and average achievers, high and low achievers and average and low achievers students do not show any marked differences in leadership dimension:

This shows that the high achiever has the ability to direct and control the attitude or actions of others. They are self confident, controlled and have strong will power. They are also adventurous and responsive to people, determined and responsible and are usually quick and alert in their surroundings, when compared

with both low and average achievers. When the average and low achievers are compared, both show no marked differences in this dimension. But low scores on this dimension are undependable, obstructive and prefer to be sound followers. They are group dependent and impatient and are likely to escape when faced with responsibilities which affect their achievement. The above findings under leadership dimension were supported by Moore (1932), Sward (1933), Hunter (1935), Remmlein (1936), Sumption (1941), Holland (1960) who concluded that leadership were observed in superior students.

(m) The high and average achievers, high and low achievers and average and low achievers student do differ significantly on maturity dimension:

The high achievers in comparison to the average and low achievers are able to meet the challenges of life. When the average and low achievers are compared the average achievers seems to be more mature than low achievers. The low achievers in this dimension when compared to the high and average achievers are easily annoyed by things and people, the restriction of life and their own health which affects their achievement. The obtained results point that these high, average and low achiever students differ significantly on this dimension. The result of the present study is in support of the studies of Hildreth (1939), Vanarese (1970), Morgan (1952), Jahan (1985) who revealed in their studies that high achievers students showed maturity and seriousness, awareness and concern of others, a higher sense of responsibility than the low achievers.

(n) The high and average achievers, high and low achievers and average and low achievers student do differ significantly on mental health dimension:

The high achievers in comparison to the average and low achievers are well adjusted, have a zest for living and are attaining self actualization or self realization which attribute to their achievement. When the average and low achievers are compared the average achievers seems to be mentally healthy than low achievers. The low achievers when compared to the high and average achievers are easily distracted, difficult to reach their goals and are dissatisfied with the way they have lived, which affect their academic achievement. Thus the results point that this dimension does differ significantly in high, average and low achievers. The finding is in agreement with the findings of Wig and Nagpal (1971) who found that the high achievers and the low achievers student are significantly different in mental health.

(o) The high and average achievers and high and low achievers student differ significantly in morality dimension, whereas average and low achievers student do not show any marked differences in this dimension:

This shows that the high achievers in comparison to average and low achievers tend to be more persistent, more respectful of authority and more conforming to the standards of groups. They consistently correlate with academic achievement, interest in school and peer. When the average and low achievers are compared, they do not differ significantly in this dimension. Low achievers on morality dimension when

compared with high and average achievers are associated with behaviour such as showing off, stealing, lying, and destruction of property and temper tantrums. These findings have been supported by McGhee and Lewis (1942), Bonsall and Steflre (1955) in their study of comparison who found that high achievers are moralistic, responsible, persevering, while undesirable personality traits were found among those who are low achievers.

(p) The high and average achievers student do not differ significantly on self-control dimension, whereas high and low achievers and average and low achievers student do differ significantly in this dimension:

It indicates that the high achievers in comparison to the average and low achievers show socially approved character and considerateness of others. When the average and low achievers are compared the average achievers seems to be more self-controlled than low achievers. Low achievers in comparison to the high and average achievers on this dimension self control are associated with delinquency. They are the major contribution to anxiety pattern and serve as an important clinical sign, signalling the teenagers' inability to keep their emotions in order. The results showed that this dimension does differ significantly in high, average and low achievers. Sumption (1941), Jahan (1985), Barry & Plecha, (1999) Simon & Eachus, (2000) supported this study and concluded that self-control were observed in high achiever students than the low achieving students.

(q) The high and average achievers student do not differ significantly on sensitivity dimension, whereas high and low achievers and average and low achievers student do differ significantly in this dimension:

This shows that the high achievers in comparison to the average and low achievers are tender minded, dependent, over protected, and insecure. When the average and low achievers are compared, the average achiever seems to be more sensitive than low achievers. But low achievers in comparison to high and average achievers represent some sort of tough, masculine, practical, mature, and realistic temperamental dimension. The results point that this dimension does differ significantly in high, average and low achievers. The above finding under sensitivity dimension was supported by Khan (1983) who found that high achievers and low achievers differ significantly in this dimension.

(r) The high and average achievers, high and low achievers student do not show any marked differences in self-sufficiency dimension, whereas average and low achievers students do differ significantly in this dimension:

The high achievers in comparison to the average and low achievers on this dimension prefer to be alone and are good at problem solving. They are confident, resourceful person, mature and their general achievement is high. When the average and low achievers are compared, the average achiever seems to be more self-sufficient than low achievers. But the low score in this dimension is those who is group dependent and who strongly values social approval. The result of the present study is in support of the studies of

Aimsworth (1967), Srivastava (1976) Jahan (1985) who revealed in their studies that high achieving students, in comparison to the average and low achieving students, excelled in self-sufficient dimension.

(s) The high and average achievers and high and low achievers student do differ significantly in social warmth dimension, whereas, average and low achievers student do not show any marked differences on this dimension:

This shows that the high achievers in comparison to the average and low achievers are found to be very warm hearted, personable and easy to get along. They are outgoing, participative and good natured. When the average and low achievers are compared, they do not differ significantly in this dimension. But low achievers in comparison to the high and average achievers on this dimension are quite uncompromising. They prefer to work alone, look for thinking quality in companionship and are introspective. Srivastava (1975), Tayek Tolam (1985) supported the study and found that high achievers have more social warmth than the low achievers.

(t) The high and average achievers, high and low achievers and average and low achievers students do differ significantly on tension dimension:

This shows that high achievers in comparison to average and low achievers are short tempered, irrationally worried, tense irritable anxious and turmoil. When the average and low achievers are compared, the average achiever seems to be tense than low achievers. Low achievers in comparison to high and average achievers are more relaxed, at ease, focused, confident and have good concept of group unity and orderliness. Thus the results point to us that this dimension does differ significantly in high, average, and low achievers. Terman and Oden (1947), Suri (1978), Khan (1983) findings show fair support to the results that high achievers and low achievers differ significantly in this dimension.

CONCLUSION:

From the above findings, it can be observed that the various personality dimensions do make a difference in the academic achievement of the student. But for one thing, one does not find many studies with regards to personality differences of high, average and low achievers. No doubt some personality dimensions show marked difference in academic level, but a comprehensive and conclusive pattern has not been evolved by any study particularly in academic achievement. It is therefore, very important for teachers and educators to know the difference in personality dimensions among the students which contribute to their academic achievement so that proper guidance can be provided to the student. Through counselling, the students may be made aware of those personality characteristics which impel them to achieve more. The teachers should also engage these students in competitive programmes like problem solving games, spelling bee, essay competition, school debates, quiz, group discussion etc so that those personality traits are developed which contributes to academic performance. Therefore, the teacher should organise such activities in the schools through which these students may develop those personality traits which are useful in

enhancing their academic performance. Parents also need to give proper attention to these children for their proper personality development which, in turn, may help in enhancing their academic performance.

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