



CORRELATION STUDY OF PERSONALITY, INTEREST AND SCHOOL ACHIEVEMENT OF SCHOOL PUPILS

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Abstract:

The present research study is intended to ascertain the level of correlation existing among three Variables, viz. academic achievement interests and personality of secondary school students. The sample mobilized for the research study consisted of 1,440 secondary school students. The research data related to students' interests and personality were procured by using two standardized research tools and the student's final scores on the S.S.C. Examinations were used as the indicators of their academic achievement. The statistical techniques such as Pearson product moment Correlation, partial correlation, multiple correlation and statistical significance of coefficients of correlation were used for drawing out the conclusion.

There is significant relationship between the personality and the interest, the interest and the school achievement, and the personality and the school achievement of school pupils.

Preface:

All educational endeavors in schools are directed towards all-round and harmonious development of student personality. One of the significant bases for planning the educational endeavor is pupil's interest. Science pupil's interests are the dynamic systems of human personality. They exert significant influences on academic achievement. Later, when the pupils are required to take crucial decisions about their future education and vocation, the Trinity of personality, interests and academic achievement plays a very vital role.

The present research study is intended to ascertain the level of correlation existing among three Variables, viz. academic achievement interests and personality of secondary school students. The sample mobilized for the research study consisted of 1,440 secondary school students. The research data related to students' interests and personality were procured by using two standardized research tools and the student's final scores on the S.S.C. Examinations were used as the indicators of their academic achievement. The statistical techniques such as Pearson product moment Correlation, partial correlation, multiple correlation and statistical significance of coefficients of correlation were used for drawing out the conclusion.

This study which was meticulously planned, and accurately executed, has revealed reliable findings about interrelations between the three research variables. These findings have significant implications for academicians, school teachers, parents and students who need to strive hard, hand in hand for harmonious development of student personality, inculcation of proper interests and mastery in academic achievement!

These efforts, I hope and pray, will surely shape young women and men who will make a difference not only to our country but to this planet.

Introduction:

The ultimate goal of all educational endeavors is proper and all round development of personality. It aims at wholesome, balanced or harmonious development of personality. Interests are dynamic system of human personality in action. They are of great significance in education as all educational activities are based upon interests.

Pupil's interests influence their scholastic achievement. Pupils try to excel in the school subjects and the areas of their interest. Thus, pupil's interests and their school achievements are closely related.

The high school pupils, sooner or later, are required to take crucial decisions about future education and the profession they wish to take up. For such decisions, the trinity of personality interest and school achievement is of vital significance.

The present research study has investigated into the correlation existing among those three aspects.

I. Statement of the Problem

The present study is designed to investigate into the relationships among pupils' school achievement, their interests and personality with a view to provide recommendations and suggestions for educational counseling. Thus the research problem is entitled as 'A Study of Correlation among School Achievement, Interests and Personality of School Pupils'.

II. Definition of Specific Terms

Personality

It is the sum total and dynamic organization within the individual of the psycho-physical systems such as physical, mental, social and temperamental. It is the unique quality of human adjustment and behavior.

Interest

It is a disposition of an individual. It is influenced by innate tendencies and acquired habits. It is a unique personal feeling involving oneness between the individual and the object of liking.

School Achievement

It is the accomplishment of school pupils in the subjects prescribed by the proper regulating body. It is an ascertained by formative and summative evaluation processes undertaken by the schools.

III. Objectives of the Study

1. To find out the correlation between pupils' personality and their interest by keeping the variable, viz. their school achievement constant.
2. To find out the correlation between pupils' achievement and their personality by keeping the variable, viz. their interest constant.
3. To find out the correlation between pupils' interest and their school achievement by keeping the variable, viz. their personality constant.
4. To find out the multiple correlation among the three variables viz. pupils' school achievement, their personality and their interest.
5. To suggest and recommend measures for pupils' educational guidance and counselling.

IV. Methodology of Study

The Descriptive research (quantitative) method was used as it best suited the nature and the objectives of the present research study. Koul, L. (1990) has further classified the descriptive studies into three categories (p.404). Of these categories, the present research is an interrelationship study. This category has been further classified into four subcategories (p.416) of those subcategories; the present research belongs to the Correlation and Prediction Study subcategory.

V. Variables of the study

There are three variables viz. personality, interest and School achievement. In order to identify correlation between two variables, one variable has been kept constant at a time. For identifying multiple correlations, one variable at a time has been considered as an independent variable and the remaining two variables as dependent variables.

VI. Tools for Data Collection

Personality was measured by "High School Personality Questionnaire" developed by Cattell, R.B. the "Educational Interest Record"(EIR) was the standardized by Kulshrestha, S.P. was used for measuring pupils interests. The final scores of pupils were obtained for the integrated annual result sheets of the schools.

VII. Population and Sample

The population for the research includes all the secondary school pupils. The sample consisted of 1440 pupils studying in Std. I of the Marathi medium schools located in Nashik tahsil. It was drawn from 18 urban schools, 5 rural schools and post basic ashram school which were selected by probability method viz. simple lottery method.

VIII. Statistical Techniques

Pearson product moment correlation, partial correlation multiple correlation and multiple regression equation were the techniques used. Statistical significance of coefficients of Correlation (r) was ascertained.

• Conclusions

Figure 1

Sr. No.	Variables	'r'
1	Personality and Interest	0.9324
2	Interest and School Achievement	0.9690
3	Personality and School Achievement	0.9638

- There is positive high correlation between the personality and the interest of pupils
- There is very high positive correlation between the interest and the school achievement of pupils.
- There is very high positive correlation between the personality and the school achievement of pupils.

Figure 2

Sr. No.	Variables for Partial Correlation	Constant Variable	Partial Correlation
1	Personality and Interest	School Achievement	$r_{12.3} = 0.9285$
2	Interest and School Achievement	Personality	$r_{23.1} = 0.7295$
3	Personality and School Achievement	Interest	$r_{13.2} = 0.6756$

- When the variable, school achievement, is rendered constant, there is high positive correlation between the personality and the interest of pupils.
- When the variable, personality, is held constant, there is substantial positive correlation between the interest and the school achievement of pupils.
- There is substantial positive correlation between the personality and the school achievement of pupils when the variable, interest, is rendered constant.

Figure 3

Sr. No.	Independent Variables	Dependent Variable	"R"
1	Interest and School Achievement	Personality	$R_{1(23)} = 0.9638$
2	Personality and School Achievement	Interest	$R_{2(31)} = 0.9690$
3	Personality and Interest	School Achievement	$R_{3(12)} = 0.9805$

- There is very high positive correlation between the personality and the other two variables via the interest and the school achievement of pupils.
- There is very high positive correlation between the interest and the other two variables viz. the school achievement and the personality of pupils.
- There is very high positive correlation between the school achievement and the other two variables viz the personality and the interest of pupils.

Finally, the hypotheses-related conclusions are stated.

- **Hypothesis 1:**

There is no significant correlation between the personality and the interest of pupils.

Figure 4

Sr. No.	Details	Values
1	Coefficient of Correlation between Personality and Interest	0.9324
2	Degree of Freedom (N-2)	1.293
3	Level of Significance	0.05
4	t critical value	1.980
5	Observed t critical value	92.878
Remark: "r" is statistically significant		

- The null hypothesis is rejected. Now it is inferred that there is significant correlation between the personality and the interest of pupils.

- **Hypothesis 2:**

There is no significant correlation between the interest and the school achievement of pupils.

Figure 5

Sr. No.	Details	Values
1	Coefficient of Correlation between Personality and Interest	0.9690
2	Degree of Freedom (N-2)	1.293
3	Level of Significance	0.05
4	t critical value	1.980
5	Observed t critical value	141.072
Remark: "r" is statistically significant		

- The null hypothesis is rejected. Now it is inferred that there is significant correlation between the interest and the school achievement of pupils.

- **Hypothesis 3:**

There is no significant correlation between the personality and the school achievement of pupils.

Figure 6

Sr. No.	Details	Values
1	Coefficient of Correlation between Personality and Interest	0.9638
2	Degree of Freedom (N-2)	1.293
3	Level of Significance	0.05
4	t critical value	1.980
5	Observed t critical value	130.293
Remark: "r" is statistically significant		

- The null hypothesis is rejected and now it is inferred that there is significant correlation between the school achievement and the personality of pupils.

- **Hypothesis 4:**

There is no significant multiple correlation between one variable from personality, interest and school achievement, and the remaining two variables.

Sub-hypothesis 4.1:

There is no significant correlation between the personality and the two variables viz. interest and school achievement of pupils.

- On the basis of data supplied in Figure 3, the null hypothesis is rejected and it is inferred that there is very high multiple correlation between the personality and the two variables viz the interest and the school achievement of pupils.

Sub-hypothesis 4.2:

There is no significant correlation between the interest and the two variables viz. the school achievement and the personality of pupils

- On the basis of data supplied in Figure 3, the null hypothesis is rejected. Now it is inferred that there is very high cancellation multiple correlation between the interest and the two variables viz the school achievement and the personality of pupils.

Sub-hypothesis 4.3:

There is no significant correlation between the school achievement and the two variables viz. the personality and the interest of pupils.

- On the basis of data supplied in Figure 3, the null hypothesis is rejected and it is inferred that there is very high multiple school achievement and the other two variables viz the personality and the interest of pupils. Hence, the hypothesis 4 is rejected. Now it is inferred that there is very high multiple correlations between one variable from personality, interest and school - achievement, and the remaining two variables.

- **Major finding of the Research**

There is significant relationship between the personality and the interest, the interest and the school achievement, and the personality and the school achievement of school pupils.

- **Implications of the Findings**

The conclusion related to the big and significant Correlation between pupils' personality and their interest indicates that dynamic, organized, integrated and unique personality develops arouses, sustains and regulates proper interests of pupils. Thus, development and inculcation of proper interests is significant for dynamic human personality.

Interest of pupils is closely related to attention which is in its turn related to learning. Therefore, interest of pupils is closely related to pupils' learning. Therefore, if pupil's interests in studies are sustained, they will be able to excel in studies to the best of their capacities.

The present research also confirms significant correlation between pupil's personality and their school achievement. The pupils who co-ordinate proper thinking and proper activities, who are ever-ready for physical and mental endeavors, who have a tendency to cooperate and dust and who possess good physical and mental health, put in greater efforts according to their might for mastery learning. On the other hand, good school achievement provides joy and satisfaction which in their turn pave the way for balanced personality.

This research study has implications for schools teachers and teacher educators.

The school teachers should contribute to proper and balanced development of student personality. They should identify their student's natural and acquired interests and respect their inborn interest of self-regard. They should provide effective learning experiences for better outcomes in school achievement of pupils.

The teacher educators should create awareness among teacher trainees about this significant interrelationships existing among the three variables. For this purpose, they will have to think of an integrated approach through which correlation nature of pupils' personality, interest and school achievement is explained to the teacher trainees. Even the teacher training institutes need to think of various measures for developing personality of teacher trainees, nourishing their interest in teaching profession and for excellence in scholastic achievements.

This research has an implication for parents as well. If they are conscious how their children's personality, interest and achievements are interrelated, they will be able to channelize their children's energies and mental faculties, and cherish proper expectations about their children.

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