

STUDY OF PERSONALITY CHARACTERISTICS AND ACADEMIC ACHIEVEMENT OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS

Masrat Jabeen*

* Former M.Phil. Scholar, Department of Education, University of Rabindranath Tagore, M.P

Email: masratjabeen1989@gmail.com

ABSTRACT

Education is a deliberate process designed to foster the harmonious and healthy growth of individuals as protective, successful, and well-adjusted individuals in society. It is the personality that distinguishes one individual from another. Personality refers to the organization of internal and external activities. A learner's personality is an important and often overlooked aspect. The personality of an individual is the consistent set of characteristics and tendencies that determine his psychological behaviour, which exhibits continuity and cannot be easily predicted. The dynamic nature of personality is subject to continual modification as a result of its interaction with the environment. Personality refers to a structured pattern of conduct that distinguishes an individual. This is one of the most challenging concepts in the field of psychology. It would be challenging for us to provide a precise definition of personality as we commonly employ the term personality in our daily discourse. However, psychologists, for whom the concept is of central importance, cannot escape the necessity of attempting a precise statement about personality.

According to Allport (1961), "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought". Personality is the design of thoughts, emotions, and behaviour that build up an individual's style of interacting with his social environment. It may be expressed in speech, in response to people and things, in mannerisms, in daydreaming and other ways, all are consciously, sub-consciously, or unconsciously aimed towards the particular goal of enabling an individual to adjust to his environment. According to Cattell (1970) "Personality is that which permits a prediction of what a person will do in a given situation".

In short, personality is the total of an individual's attitude, interests, cognition, aptitude and behaviour pattern which are manifested in his relation to the environment. Science develops a new intellectual temper, which is known as Scientific Temper. It is an attitude or rational outlook towards things. Scientific temper develops a sense of inquiry, openness, courage to question and a sense of objectivity. It is an approach which involves the application of principles of logic and the avoidance of bias and preconceived notions. Without a scientific temper, it is impossible to bring about the

positive social reformation and without the inculcation of scientific temper, the people become apathetic towards different religions, caste, creed, and race. Article 51 (A), which deals with the fundamental rights of our Constitution, requires every citizen of India to develop scientific thinking. Our Constitution requires that we have a scientific sensibility so that we can be better citizens and be able to control our thoughts and actions scientifically. Our first Prime Minister, Pt. Jawaharlal Nehru was very fond of using it. He wanted people to possess scientific temper so they could be better scientists, better citizens, and capable of governing their thoughts and actions scientifically. He later gave a descriptive explanation: "What is needed is the scientific approach, the adventurous and yet critical temper of science, the search for truth and new knowledge, the refusal to accept anything without testing and trial, the capacity to change previous in the face of new evidence, the reliance on observed fact and not on preconceived theory, the hard discipline of the mind-all this is necessary, not merely for the application of science but for life itself and the solution of its many problems."- Jawaharlal Nehru (1946)¹. The scientific temperament emphasizes investigation and seeks evidence without any bias or prejudice. In other words, we can describe the scientific temperament as an attitude of mind characterized by curiosity, open-mindedness, rationality, aversion to superstition, objectivity of intellectual belief and suspended judgment. The Government of India introduced a New Science and Technology Policy in January 2003 intending to promote scientific knowledge among all citizens to foster a progressive and enlightened society.

INTRODUCTION

Personality, defined as a structured behaviour pattern that sets individuals apart, poses a challenge in psychology due to its complexity; while commonly used in everyday language, a precise definition remains elusive even for psychologists, who are compelled to articulate a clear understanding of the concept.

According to Allport (1961), "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought". An analysis of this definition shows us how comprehensive it is. The word, "organization" implies that the personality is the configuration of the independent traits, each of which is related to the whole. "Dynamic" refers to the constantly changing nature of personality. "Psychophysical" system consists of sentiments, motives, habits, emotional states and beliefs, all of these are psychological but have a physical basis in an individual's neural, glandular, or general bodily states. The word "determine" in Allport's definition of personality focuses on the role of motivation. In this context, Allport has explained, "All the systems that comprise personality are to be regarded as determining tendencies. They exert a directive influence upon all the adjustive and expressive acts by which the personality comes to be known". The term "characteristic" denotes uniqueness, while "behaviour and thought" encompass all actions an individual may undertake. From this definition, it is clear that personality is a broad concept that includes more than just one specific trait of an individual. Personality is the design of thoughts, emotions, and behaviour that build up an individual's own style of interacting with his social environment. It may be expressed in speech, in response to people and things, in mannerisms,

in daydreams and other ways, all are consciously, sub consciously, or unconsciously aimed towards the particular goal of enabling an individual to adjust to his environment. According to Cattell (1970) "Personality is that which permits a prediction of what a person will do in a given situation".

In other words, we can say that personality is used to mean the configuration of individual's character and way of behaving which determines an individual's unique adjustment to his environment. Man's personality is the total picture of his organized behaviour, especially, as it can be invariably characterized by his fellow men. Mark Sherman in his book *Personality: Inquiry and Application* (1979) stated that personality is, "the characteristic pattern of behaviours, cognitions and emotions which may be experienced by the individual and/ or manifested to others."

Personality is the collective behaviours observed over an extended period, providing consistent and reliable information. It refers to the patterns of thoughts, feelings, social adjustments and behaviours exhibited over the period that powerfully influence one's expectations, perception, values, and attitudes. The personality of each individual is unique in itself. It is constantly changing. All characteristics of a person are structured and integrated into a whole and this makes one's personality unique from others. Personality is thus said to be the integrative organization of all the components- cognitive, affective, conative of behaviour.

Methodology and Procedure

The present study has been completed through the descriptive method of research. This method has been the most popular and widely used method of research in social science and education. The descriptive method is designed to obtain pertinent and precise information concerning the current status of phenomena and also draw valid conclusions from the facts discovered. They are restricted not only to fact-finding but may often result in the formulation of important principles of knowledge and solutions to significant problems concerning local, state, national and international issues. Descriptive studies investigate phenomena in their natural setting. Their purpose is both immediate and long-range. Descriptive research helps to explain educational phenomena based on the existing conditions and relationships, the opinions of students, teachers, and parents and the expert processes taking place. The details of the sample, the tools and their description, and the statistical method used for data analysis for the present study.

Findings

A brief report of the results is summarized as under:

- 1) Students in secondary schools in rural and urban areas differ significantly in personality factors "B" (concrete vs. bright), "D" (inactive vs. active) and "G" (purposeful vs. conscientious). Urban secondary school students are more intelligent, active and brilliant, while rural secondary school students are inactive, slow and sluggish.

- 2) Rural secondary school students are emotionally disciplined, conscientious and characterized by a sense of duty.
- 3) Rural students are morally stronger than urban secondary school students. They are very concerned about the moral standards and rules. They often try to abide by the collective norms of society.
- 4) Rural and urban secondary school students differ significantly on factors „A“ (Reserved vs outgoing) and „F“ (sober vs. happy-go-lucky) of personality. Rural students are outgoing, sociable, warm-hearted and participating as compared to urban secondary school students.
- 5) On other factors of personality viz-„C“, „E“, „H“, „I“, „J“, „O“, „Q2“, „Q3“ and „Q4“, both the groups (rural and urban secondary school students) are similar.
- 6) Among secondary school students(rural and urban) ,about 49.3% fall in High scientific temper, 37.7% fall in Above average scientific temper, 12.0% fall in Average scientific temper and only 1.0% fall in Below average scientific temper.
- 7) Among rural secondary school students, 75.3% fall in High scientific temper, 22.7% fall in Above average scientific temper, 2.0% fall in Average scientific temper and none of the students fall in Below average and Poor scientific temper. In the case of urban secondary school students, 23.3% fall in High scientific temper, 52.7% fall in Above average scientific temper, 22.0% fall in Average scientific temper while 2.0% of the students fall in Below average scientific temper. None of the students fall in Poor scientific temper.
- 8) Rural and urban secondary school students differ significantly on the curiosity dimension of scientific temper. Rural students are more curious than urban secondary school students. They inquire the things by applying the scientific method.
- 9) Rural and urban secondary school students differ significantly in open-mindedness, objectivity and rationality dimension of scientific temper. Rural secondary school students are open towards new things. They do not reject any knowledge which conflicts with their ideas. Their mind is free from any prejudice. They accept the conclusion only after the empirical verifications and testing. They believe in cause-and-effect relationships.
- 10) In addition, academic dislike of superstition among rural students is higher than among urban secondary school students. Rural secondary school students reject false beliefs and scientific facts and theories.
- 11) Students from secondary schools in rural and urban areas differ significantly in their scientific attitudes.

- 12) The main vocational preferences of rural secondary school students are the rank of – Education, Science and Technology, Artistic and designing and Defense, while their second vocational preferences are- Law and order, Science and Technology, Education and Defense and the third vocational preferences of rural secondary school students are –Education/Law and order, Medical, Science and Technology and Artistic & designing.
- 13) In the case of urban secondary school students, the main vocational preferences are Science & Technology, Education, Medical and Artistic& designing, while the second vocational preferences are Artistic & designing, Medical, Education and Mass media & journalism and the third vocational preferences of urban secondary school students are - Education, Science& technology, Law & order and Artistic & designing.
- 14) Rural and urban secondary school students are similar in various vocational preferences like Mass media & journalism, Artistic & designing, Science & Technology and Medical.
- 15) Rural and urban secondary school students differ significantly in vocational preferences like Agriculture, Commerce and management, Defense, Tourism and hospitality, Law and Order and Education.
- 16) Rural and urban secondary school students differ significantly on vocational preferences. Rural secondary school students score higher on vocational preference than urban secondary-school students.
- 17) Based on proficiency standard of academic achievement, in the case of rural secondary school students, 16.7% of students fall into A1grade, 25.3% fall in A2grade, 11.3% fall into B1 grade, 23.3% fall into B2 grade, 14.0% fall in C1 grade, 8.7% fall in C2 grade and only 0.7 % fall in D grade. In the case of urban secondary school students, 52.7% fall in A1 grade, 24.7% fall in A2 grade, 18.0% fall in B1 grade and 4.7% fall in B2 grade. None of the urban secondary school students fall in C1, C2 and D grades of academic achievement.
- 18) Students from secondary schools in rural and urban areas differ significantly in their academic performance. Urban secondary school students were found to perform better academically than rural secondary school students.

CONCLUSION

Based on statistical analysis, the following conclusions were drawn;

- 1) Rural and urban secondary school students differ significantly in personality factors-‘B’ (concrete vs bright), ‘D’ (inactive vs active), and ‘G’ (expedient vs conscientious).
- 2) Rural and urban secondary school students differ significantly on factors ‘A’ (Reserved vs outgoing) and ‘F’ (sober vs. happy-go-lucky) of personality.

- 3) On other factors of personality viz-‘C’, ‘E’, ‘H’, ‘I’, ‘J’, ‘O’, ‘Q2’, ‘Q3’ and ‘Q4’, both the groups (rural and urban secondary school students) found to be similar.
- 4) Rural and urban secondary school students are found to be significantly different in vocational preferences.
- 5) The main vocation preferences of rural secondary school students are in rank of— Education, Science and Technology, Artistic and designing and Defense, while their second vocational preferences are- Law and order, Science and technology, Education and Defense and the third vocational preferences are –Education/Law and order, Medical, Science and Technology and Artistic & designing.
- 6) In the case of urban secondary school students, the vocational preferences are in the rank of- Science & Technology, Education, Medical and Artistic& designing, while the second vocational preferences are Artistic & designing, Medical, Education and Mass media & journalism and the third vocational preferences of urban secondary school students are found to be- Education, Science& Technology, Law & Order and Artistic & designing.
- 7) Rural and urban secondary school students are similar in various vocational preferences like Mass media & journalism, Artistic & designing, Science & Technology and Medical and differ in vocations like- Agriculture, Commerce and management, Defense, Tourism and hospitality, Law and Order and Education.

SUGGESTIONS FOR FURTHER RESEARCH

- 1) The present study should be replicated on a large sample.
- 2) The same study should be taken in another rural area.
- 3) A comparative study may be undertaken to study socio-economic status and academic achievement of secondary school students.
- 4) A study of vocational preferences of rural and urban students at higher secondary school level must be undertaken.
- 5) A study of the scientific temper of private and government school students should be undertaken.
- 6) A study of the scientific temper and vocational preferences of secondary school students in the Kashmir division must be undertaken.
- 7) A co-relational study of personality characteristics, scientific temper and vocational preferences of secondary school students must be carried out.
- 8) A study of academic achievement with SES, type of school, administration and gender must be undertaken on a large sample.

References

1. Aasia Maqbool & Akbar Sofi (2013). Scientific Temper and Academic Achievement of Science and Social Science Stream Adolescents, *Elite Research Journal of Education and Review*, vol. 1(5). pp. 44 -47.
2. Aezum, A.T & Wani, N.A (2013). Comparative Evaluation of scientific temper & academic achievement among Adolescents, *International Journal of Innovative Research & Development*, vol.2, Issue 8.
3. Albert Ellis, Mika Abrams & Lidia Abrams (2009). *Personality Theories: Critical Perspective*, www.sagepub.com/personalitytheorystudy.
4. Allport, G. W. (1937). *Personality: A psychological interpretation*. New York: Holt.
5. Allport, G.W. (1961). *Patterns and Growth in personality*. New York: Holt, Rinehart and Winston, Inc.
6. Andrabi, Azad Ahmad (2015). A comparative study of scientific temper among tribal and non tribal adolescents of Kashmir, *An International Peer Reviewed And Referred Scholarly Research Journal For Interdisciplinary Studies*.
7. Annie Ward, Howard W. Stoker; Mildred Murray-Ward (1996). "Achievement and Ability Tests - Definition of the Domain", *Educational Measurement*, 2, University Press of America, pp.2-5.
8. Asiya Maqbool, Hafiz Mudasir, Andleep Zehta, (2014). Scientific temper of Govt. and private secondary school students-A comparative study. *Reports and Opinions* 6(1):18-20.
9. Baloch, R.A& Shah, N (2014). The significance of awareness about selection and recruitment.
10. Basu, N., Bilquees, S., & Jabeen G., (2013). Career orientation and level of aspiration among the students of Govt. and Private school, *Researcher*; 5(12). <http://www.sciencepub.net/researcher>.
11. Basu, Nighat & Tariq (2012). *Personality structures, creative potential and study habits of Academically gifted students with special references to 10+2 level students*. Department of Education, University of Kashmir,
12. Berlyne DE. (1954). *A theory of human curiosity*. *Br J. Psychol.* 45 (3):180- 91. PMID 13190171.
13. Bhatnagar, R.D, (2014). An investigation into the scientific temper in relation to scientific creativity of senior Secondary science students, *Institute of Advanced Studies in Education (IASE)*.
14. Bjurberg, H., & Ekman, K (2014). *Academic achievement and personality traits-An empirical and Neurobiological investigation*, University of SKOVDE.
15. Buch, M.B. (1983-1988). Fourth Survey, *Research of Education*, Vol.I.
16. Buchmann, C., & DiPrete, T. A. (2006). The growing female advantage in college completion: The role of family background and academic achievement. *American Social Review*, 71, 515-541.
17. Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, D. (2000). Intellectual ability, learning styles, personality, achievement motivation and academic success of psychology students in higher education. *Personality and Individual Differences*, 29, 1057-1068.