

## A STUDY OF PERSONALITY AND CAREER ASPIRATION IN RELATION WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT

The evidence on the effect of personality on educational outcomes has suggested a variety of transmission mechanisms, such as study behaviors, effort and attention skills provides an excellent review of the studies conducted in this area. Research in personality psychology has produced the widely shared taxonomy of traits, known as the Big Five. The Big Five are five factors (Openness to Experience, Conscientiousness, Extra version, Agree-ableness and Neuroticism or Emotional Stability) that represent personality traits at the broadest level of abstraction. This duality may help explain the two directions that personality studies have taken: on the one hand, the study of ever more specific qualities in people, and, on the other, the search for the organized totality of psychological functions that emphasizes the interplay between organic and psychological events within people and those social and biological events that surround them. The dual definition of personality is interwoven in most of the topics discussed below. It should be emphasized, however, that no definition of personality has found universal acceptance within the field.

**Keywords :** Personality, Career Aspiration, Academic Achievement, Psychology.

### Introduction

The evidence on the effect of personality on educational outcomes has suggested a variety of transmission mechanisms, such as study behaviors, effort and attention skills provides an excellent review of the studies conducted in this area. Research in personality psychology has produced the widely shared taxonomy of traits, known as the Big Five. The Big Five are five factors (Openness to Experience, Conscientiousness, Extraversion, Agree-ableness and Neuroticism or Emotional Stability) that represent personality traits at the broadest level of abstraction.

They summarize a large number of distinct, more specific, personality facets. Almlund et al. (2011) conclude that personality traits have a strong effect on educational attainment, grades and test scores. In particular, they show that Openness to Experience and Conscientiousness are very important in determining years of education, grades and test scores; and that Conscientiousness might be as predictive as cognitive ability in determining good school results, with the effect being mediated through effort and positive study habits. On the other hand, locus of control and self-esteem are found to have important effects on adolescent schooling decisions.

Lundberg (2013) analyses the impact of cognitive ability and personality traits on college graduation in a recent cohort of young Americans, and how the returns to these traits vary by family background. Her work finds relevant

differences across family background groups, particularly for men. Conscientiousness does not seem to have an effect on the education of disadvantaged men, while openness to experience has a relevant effect on college graduation only for less-advantaged men and women. A review of the scientific literature shows that many studies have analyzed the relationship between academic achievement and different psychological constructs, such as self-concept, personality, and emotional intelligence.

**PERSONALITY :** It is a characteristic way of [thinking](#), feeling, and behaving. Personality embraces moods, attitudes and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both [inherent](#) and acquired, that distinguish one person from another and that can be observed in people's relations to the [environment](#) and to the [social group](#). In general terms, personality and self-concept predict satisfaction with life. Also, personality moderates the effects of the frame of reference that are central for the shaping of self-concept.

Within the models of personality, the Five Factor has been the most developed and it represents the dominant conceptualization of the structure of personality in current literature. It postulates that the five great factors of personality (emotional instability, extraversion, intellect/ imagination, agreeableness, and conscientiousness) are found at the highest level in the hierarchy of personality.

The term personality has been defined in many ways, but

as a psychological concept two main meanings have evolved. The first pertains to the consistent differences that exist between people: in this sense, the study of personality focuses on classifying and explaining relatively stable human psychological characteristics. The second meaning emphasizes those qualities that make all people alike and that distinguish psychological man from other species; it directs the personality theorist to search for those regularities among all people that define the nature of man as well as the factors that influence the course of lives.

This duality may help explain the two directions that personality studies have taken: on the one hand, the study of ever more specific qualities in people, and, on the other, the search for the organized totality of psychological functions that emphasizes the interplay between organic and psychological events within people and those social and biological events that surround them. The dual definition of personality is interwoven in most of the topics discussed below. It should be emphasized, however, that no definition of personality has found [universal](#) acceptance within the field.

Among the strongest arguments utilized to show that the measurements of personality, based on the Big-Five Factor Structure correlate with academic performance, we find the evidence that supports the importance of the personality factors to predict behaviors that are socially valued and the recognition of personality as a component of the individual's will. In this respect, the scientific literature shows studies that relate personality, through the five-factor model, with academic performance. Thus, agreeableness, and intellect/imagination (also known as openness) are related to academic performance. Specifically, conscientiousness predicts academic achievement which is expected to be found in the present study.

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definition of personality is interwoven in most of the topics discussed below. It should be emphasized, however, that no definition of personality has found [universal](#) acceptance within the field.

**CAREER ASPIRATION** : Career is defined as what course a person chooses for their life and how they progress in it. A career often also is the profession or occupation is a person's life. Career management, that is, the active, purposeful, and effective management of a career, is closely related to career aspirations. Once the designated career aspiration is achieved, it is important to manage our careers in the right way to maintain the success achieved.

It is natural for a person to develop career aspirations with time. Everyone wants to be in a secure position in their life. To establish status, gain responsibilities, financial credits, and authority are some of the main objectives of a person's career aspirations. A sense of independence and freedom engulfs a person when they meet their career goals. The detours that come in the path of our career aspirations helps us gain new experiences and meet people with different outlooks to learn from. Gaining expertise and comprehensive growth develop once we have met our career aspirations. It is crucial to also plan a backup plan in case one is not able to achieve their goals. There is no time to feel bad or hate oneself for not being able to meet their career aspirations; one should immediately start working on their backup plan.

There are a few career objectives that tag along with everyone's career aspirations. Enhancing skills attain the power of knowledge, social interactions, self-awareness as well as awareness about society, knowing our capabilities, and taking credits for it, are some of the career objectives that should be kept in mind while trying to perceive career aspirations. To be able to move forward towards our career aspiration, one should continue to work hard dedicatedly and try not to be distracted. It is important not to let any negativity interrupt one's career aspirations. It is often difficult to always stay motivated and not succumb to any evil. Still, some daily yoga and meditation helps one focus on themselves and their goals and is helpful. Healthy competition exists in every field of work, which is beneficial. In a competitive environment, one learns to work more smartly and tend to build self-confidence with each small step towards their goal. It is important to grow in a healthy and hearty companionship and wise not to be surrounded by jealousy.

**ACADEMIC ACHIEVEMENT** : The main emphasis in teaching learning process is laid on the learning of performance of the students. The learning of scholastic outcomes of the students is measured with the help of their achievement and performance. Performance assessment is the process of measuring the terminal behaviors of the students at the end of instruction. It is the job of the teacher to measure whether the students have

acquired the required level of knowledge before proceeding to the next component of instruction. Achievement is supposed to be the end product of the instruction usually in terms of verbal performance, written performance or performance based on certain activity. In the achievement testing main emphasis is given on content coverage or course material along with the realization of objectives. The teaching objectives are assessed in terms of terminal behaviors of the students.

The need to achieve is the spring board of the achievement motive. This desire is as basic and natural as the other biological or socio-psychological needs. However, in a competitive society or set-up the desire to excel over others or achieve a higher level than one's peer is intensified which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called the achievement motivation and has been defined in various ways.

Atkinson and Feather (1966) defined that "the achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment".

The achievement of an individual in any field or subject can be measured by achievement test. Achievement tests as the name signifies are employed for measuring the amount of success or achievement of individual in a specific field or area of accomplishment. In the school situations achievement tests are used as tool for measuring the nature and extent of student's learning in a particular subject or a group of subjects.

How far a particular student has been able to learn and acquire or has been benefited from the learning experiences given to him is ascertained with the help of these tests. Therefore, achievement tests are essentially past-oriented. They give evidences of what has been learned or acquired by an individual by testing his present ability. Nothing all these facts, if we are required to define achievement test – we can define it in the following words:

"An achievement test is essentially a tool or device of measurement that helps in ascertaining quantity or quality of learning attained in a subject of study or group of subjects after a period of instruction by measuring the present ability of the individual concerned."

Testing of academic achievement can be for mathematics, science or social sciences as a whole or for English, history etc. separately. A test can be used both as a general achievement or diagnostic use provided it is so organized that sub-tests can be scored separately and a single total score can be obtained for the total test.

**STATEMENT OF THE PROBLEM :** The problem for this research is stated as under :

*"A study of personality and career aspiration in relation with academic achievement of secondary school students"*

**OBJECTIVE OF THE STUDY :** The present study has been designed to achieve the following main objectives :

1. To study the personality of secondary school students in terms of their academic achievement in Science.
2. To study the personality of secondary school students in terms of their academic achievement in Mathematics.
3. To study the personality of secondary school students in terms of their academic achievement in English.
4. To study career Aspiration of school secondary students in terms of their academic achievement in Science.
5. To study career Aspiration of secondary school students in terms of their academic achievement in Mathematics.
6. To study career Aspiration of secondary school students in terms of their academic achievement in English.

**HYPOTHESES OF THE STUDY :** To the personality and career aspiration on academic achievement of secondary school students in Science, Mathematics and English, the following main hypotheses have been formulated:

1. The personality of secondary school students does not differ significantly in terms of their academic achievement in Science.
2. The personality of secondary school students does not differ significantly in terms of their academic achievement in Mathematics.
3. The personality of secondary school students does not differ significantly in terms of their academic achievement in English.
4. The career aspiration of secondary school students does not differ significantly in terms of their academic achievement in Science.
5. The career aspiration of secondary school students does not differ significantly in terms of their academic achievement in Mathematics.
6. The career aspiration of secondary school students does not differ significantly in terms of their academic achievement in English.

**RESEARCH METHODOLOGY :** Normative survey method of research will be used in the present study as the study aims at knowing present status of personality and career aspiration on academic achievement of secondary students in Science, Mathematics and English.

**POPULATION OF THE STUDY :** All eleventh grade students of English Medium Schools recognized by C.B.S.E.,

New Delhi and situated in Barielly Educational District will comprise population of the study.

**SAMPLE OF THE STUDY :** Four hundred students will be selected from the population randomly. They will comprise sample of the study.

**TOOLS TO BE USED :** Following tools will be used to measure the different variables of the study for collecting data :

S. No.	Variable	Tool and Author
1.	Personality	Dimensional Personality Inventory by Mahesh Bhargava
2.	Career Aspiration	Career Aspiration Scale by Sarita Anand
3.	Academic Achievement	X Board Examination Marks obtained in the subjects - Science, Mathematics and English will be considered as the achievement scores of the students.

**STATISTICAL TECHNIQUES TO BE USED :** The researcher will use well suited inferential and descriptive statistical technique to analyze the data of the study. However the researcher proposes to use Mean, Standard Deviation, f-test and t-test to analyze the data of the study.

#### DELIMITATIONS OF THE STUDY :

1. The study will be confined to secondary students studying in XI in C.B.S.E. schools located in Barielly Educational District.
2. Academic Achievement in Mathematics, Science and English will be considered for the study.
3. The simple random sampling technique will be used to choose the sample for the present study.
4. The study will be confined to the normative survey method.
5. Analysis of variance followed by 't' test will be used to analyze and interpret the obtained data.

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