

## **A Study of Personality Development and Religiosity on Academic Achievement of High School Students**

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### **Abstract**

Personality development of the high school students is essentially the product of organism environment interaction. The home provides the child which micro-level environment. Religion which practiced in the home of high school student play a vital role in shaping the personality. Academic achievement is defined as the aggregate marks obtained by students in high school examination of U.P. Board, Allahabad. Personality development is defined and understood in term of the ten personality needs as measured by MPI. 60% students were found to be high achievers and 40% students were found to be low achievers. Need of achievement, autonomy, succourance, dominance, nurturance, abasement, endurance is causally related to academic achievement. Need of exhibition, affiliation, aggression and religiosity is not causally related to academic achievement.

Personality is the set of emotional qualities, way of behaving etc. that makes a person different from other people. It is a forceful determinant of human achievement. Personality development is the development of the organized pattern of behaviours and attitudes that make a person distinctive. Personality development occurs by the ongoing interaction of temperament, character and environment. Personality development is the enhancement of some definite life skill which is essential to make the growth of happiness and success possible in one's life. These skills are like the pillars of our whole career. Hence the success and the failure of our ventures in life depend on the choice of those skills. If we start building our life on the basis of some incorrect skills then fall is unavoidable. You may get success but it can never be long lasting. So for long lasting development in life in term of happiness and success, we need to develop ourselves first.

Personality is a forceful determinant of human activities and achievement. Personality development of the high school students is essentially the product of organism environment interaction. The home provides the child which micro-level environment which has well set structural characteristics such as complexity, clarity, strength etc. Which may be promotive or restrictive and context characteristics such as tasks, goals, paths, rules, roles, expectancies and norms etc. Religion which practiced in the home of high school student play a vital role in shaping the personality.

### **Academic Achievement**

Academic achievements is the key of success in student's life. The perplexing phenomena of under achievement and failure among student's at various stages of education have been and continue to be a cause of grave concern to the educationalists, teachers, guardian, guidance, counsellors, educational planners and

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researchers in the whole world. The problems of school success has received more public attention than any other single problem in education. The reasons for this may be the tremendous growth in student population, increased competition for admission in good school, university and colleges and finding the job. It is evident that better academic grades facilitate promotion to the higher class and also ensure better chances of getting employment.

Another reasons for studying factors of academic achievement is a large incidence of failure in the external examination at the end of high school. Many children do have sufficient intelligence but they fail in the examination. This does not indicate the wastage of money alone but also of national men power. It is more an obligation of the country to provide help to these students to develop their potential of which they are capable. A through answer to these problems, posed above has led the educationists and psychologists to exploration of the factors associated with academic achievement of school students.

Academic achievement or academic performance is the out came of education the extent to which a students, teacher or institution has achieved their educational goal. Academic achievement is defined as the aggregate marks obtained by students in high school examination of U.P. Board, Allahabad.

### Religiosity

**Encyclopedia of Psychology (1946)** defines “religion as a system of attitudes, practices, rites, ceremonies and beliefs by means of which individuals or a community put themselves in relation to God or to a supernatural world and often to each other and from which the religious person derives a set of values by which to judge events in the natural world”. Religious faith is denotative of the belief in a force which is superior to human beings, a force which controls fate, sometimes influenced by human behaviour as in prayer. All found religious doctrines supply information as to the nature of God, the nature of what is considered good or bad and enumerates the consequences which follow when its rules and practices are abridged (**Encyclopedia of Psychoanalysis, 1958**). Religiosity is the essential part of personality may play a vital role in determining students’ academic achievement.

Few psychologists have shown interest in the study on the effect of personality development and religiosity on academic achievement. **H.R. Taylor (1933)** conducted a study on “**The scholastic significance of certain personality factors**”. He found ratings on A.C.E. personality correlated to the extent of 0.40 with scholarship raising multiple R with intelligence and high school grades from 0.47 to 0.73. **D. Harris (1940)** published a review of literature in **psychological bulletin Vol 37**. He concluded that in order of importance the factors of achievement were (a) ability (b) efforts (c) Circumstances ( Personal, Social, economic, academic) (d) Some personality factors found related to academic achievement in some way. He found that coefficient of correlation (r) was 0.57. **R.P. Singh (1959-60)** conducted a study on “**Intelligence and personality Traits as the predictors of School performance**” In this study he found that intelligence and some of the personality factors namely emotional maturity, persistence, efficiency, sociability and general adjustment are positively correlated with scholastic achievement. **R.P. Bhatnagar (1968)** conduct a story on “**A study of some of the personality factors as predictors of Academic Achievement**”. He has also shown that the personality factors in terms of needs affect scholastic achievement. Age, Sex and intelligence were constant. He reported in one of his study that the need or autonomy, interception, succourance, dominance nurturance, endurance and aggression correlated positively and need defence, affiliation and abasement correlated negatively with scholastic achievement. **Litch field and his associated (1997)** conducted a study of “**Dimensions of Religiosity as Mediators on Relation between parenting and adolescent deviant behaviour**”. In which it was found that the adolescents constructed a view of their future pattern of religious activity from their parent child relation ship and their public and private religious activity. **Furrow, James L. and Linda Mans wagner (2000)** conducted a study on “**Lessons Learned: The Role Religion in the Development of Wisdom in Adolescence**”. This study suggested that critical influences and resources with particular references to religiousness are essential for the development of wise youth. **Lisa J. Bridges and Kristin Anderson Moore (2002)** conducted a study on “**Religious involvement and Children’s well being**”. This research on religion and well-being in childhood and adolescence suggests that the effect of religiosity on well-being are partially shaped and influenced by the effect of interpersonal environment such as family interaction on patterns, parenting characteristics and the social supports that is provided to children and adolescents by peers and adult

who are part of their religious communities. **Sarah C. White, Joe Devine and Shreya Jha (2010)** work on a research programme “**Religion Development and well being in India**”. This paper has shown that religion is highly significant to the ways that people think about well being. However, the understanding of religion that is generally invoked here is rather different from the set a part area of life imagined by modernity.

### **Statement of The Problem-**

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##### **Need and significance of Problem:**

**It is well** known that the age of high school student is a period of great storm and stress. Socio-cultural determinants of this state of the students have been studied by many psychologist but most of these studies are macro in nature. The linkage that might be existing among the personality development religiosity and academic achievement has not been explored. This may cater to better insight in to the psychology of the high school’s students specifically the study will find an answer to the questions “Are personality development, religiosity related to high school student’s academic achievement in any way? And this may be considered meaningful and significant.

##### **Objectives**

1. To study how academic achievement is influenced by the process of personality development. This includes the need of achievement, exhibition, autonomy, affiliation, succorance, dominance, abasement, nurturance, endurance, aggression.
2. To study how religiosity is related to student’s academic achievement.

##### **Hypotheses:**

**H<sub>1</sub>** : The process of personality development influences student’s academic achievement significantly.

**H<sub>2</sub>** :That religiosity is causally relatedto student’s academic achievement.

##### **Delimitations:**

1. The present study is applied only the sample students of Moradabad district only.
2. The results of the study are based on the measurement of Meenakshi Personality Inventory (MPI).
3. The present study is a quasi-experimental study with logical significance and contributes to the solution of immediate problems.
4. In the present study total marks of all the subject in high school examination of U.P. Board, Allahabad have been considered as the criterion of student’s academic achievement.
5. The simple is limited only to those schools where the medium of instruction was Hindi.

**Population:** The population for the present study was defined as all the students studying class XI (who have passed class X) of senior secondary schools in the educational Institution of Moradabad district. This included both boys and girls students. The total number of these schools was found to be 250. Students of all these school constituted the basis of the study.

**Sample-** As the number of students studying in senior secondary schools of district Moradabad was very large, data collection from all of them was not possible. Therefore data collected through two stage sampling procedure. At First stage Selection of schools was done and at second state Selection of students was done. As per the data total 250 schools were found in the all four Tehsils of Moradabad district and the schools were further scrutinize on the basis of availability of students of different religions. After scrutiny there are 80 schools are found as per the requirement of the study. After the finalization of universe size 25% schools were taken as a

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sample of present study. Therefore, 20 schools were taken as a sample at first stage, procedure starts after the selection of schools as a sample in the present study. In this stage students sample has been drawn for the study. These sample taken at class XIth Standard. As per the structure of the study, the total sample taken from the students was divided into the Hindu, Muslim, Sikh and Christian.

For the generalization of the study and proper Weightage of each religious community, the total sample was divided in equal manner and five students are taken as a sample of the study. The total 20 students were taken as a sample from the each school there total 400 students was taken as a sample in the present study.

### Tools:

- **Personality Development:**

Personality development is defined and understood in term of the personality needs as measured by Meenakshi Personality Inventory. It has only ten important needs. Need Achievement, Need Exhibition, Need Autonomy, Need Affiliation, Need Succourance, Need Dominance, Need Abasement, Need Nurturance, Need Endurance, Need Aggression.

### Religiosity:

Religious faith is indicative of the belief in a force which is superior to human beings, a force which controls fats sometimes influences by human behaviour as in prayer. For measuring religious attitude SirohiReligiosity Questionnaire developed by Dr Madan Singh Sirohi N.C.E.R.T. Delhi was used. **Academic Achievement:**

Academic achievement is defined as the aggregate marks obtained by students in high school examination of U.P. Board Allahabad.

### Collection of Data:

Data were collected from all the 400 students with the help of previously mentioned tools.

### Statistical Analysis:

The score on MPI, were found normal distributed. So parametric tests of significance, t-test was applied to test the hypotheses.

### The following table presents the results of statics test of ten hypotheses

Table-1

Personalit y needs	Need of Ach.	N. Exhi bition	N. Auto- nomy	N. Affili- tion	N. succourance	N. Domminance	N. Nurturance	N. abase ment	N. End urance	N. Aggression
<b>High Achiever</b>	11.25	11.08	12.795	9.89	10.41	12.00	12.89	9.270	11.91	10.60
<b>Low Achiever</b>	6.43	11.68	10.65	9.81	12.25	8.937	9.71	11.46	9.187	11.43
<b>t-value</b>	10.20	1.20	4.33	0.16	3.96	6.460	6.357	4.583	5.558	1.490
<b>Remarks</b>	Sig at 0.01 level	Not sig at 0.01	Sig at 0.01 level	Not sig at 0.01	Sig at 0.01 level	Sig at 0.01 level	Sig at 0.01 level	Sig at 0.01 level	Sig at 0.01 level	Sig at 0.01 level

		level		level						
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**Table-2**

**Significance of Difference between means of High-Low Achievers on Religiosity**

Value	High Achiever	Low Achiever
Mean	98.8	97.5
N	240	160
S.D.	21.10	18.86
S.E.	.136	1.49
Diff.	1.3	
SE <sub>D</sub>	1.498	
t-value	0.867	

**Results**

The study has two parts (1) personality influences student’s academic achievement (2) Religiosity causally related to student’s academic achievement. The purpose was to find out these factors causally related to student’s academic achievement. The findings are summarized as follows:

- 1) Out of 400 students 240 (60%) students were found to be high achievers and 160 (40%) students were found to be low achievers.
- 2) The need- achievement is causally related to student’s academic achievement. It is concluded that level of need- achievement caused high level of academic achievement.
- 3) The need- exhibition is not causally related to student’s academic achievement
- 4) The need- autonomy is causally related to academic achievement. The high achievement have strong ambition to achieve and they do not liking to be under sub-ordination.
- 5) The need-affiliation is not causally related to student’s academic achievement.
- 6) The need- Succourance is causally related to students’ academic achievement. The low achievers as compared to high achievers have higher level n-Succourance.
- 7) The need- dominance is causally related to student’s academic achievement. Low achiever cannot be expected to dominate over others in any situations.
- 8) The need- nurturance is causally related to student’s academic achievement. The mean of low achievers as compared to high achievers is much less.
- 9) The need- abasement is causally related to student’s academic achievement.
- 10) The need- endurance is causally related to student’s academic achievement. This need of the low achievers is very low as compared to that of the high achievers.
- 11) The need- aggression is not causally related to student’s academic achievement.

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- 12) The religiosity is not causally related to student's academic achievement. All the religions are equal in values and beliefs. So the effect of all the religion is expected to be same on the personality of student. It may not have any impact on student's academic achievement.

To sum-up two significantly profiles of high and low achiever students emerge. The high achiever students are generally high need- achievement oriented, more autonomous, more dominant. On the other-hand low achievers seem to be more in need of succourance and nurturance.

### Implications of the Findings:

The educational implications of the present research findings are not difficult to explain. They may be accepted of vital concern for educators as well parents. If quality of higher education is considered an important factor of nation's social, economic development, human resource development might from the level of primary to higher education will certainly require upgrading of teaching-learning. And this is possible only when student's quality achievement at all levels is paid the most attention. The poor achievers have to be identified and helped in all possible ways. How they lay behind, what factors of their personality and home religion make them. So similarly what makes high achiever's also equally important. If teachers and parents are made aware of these factors and conditions, they can help both these groups of students. Guidance workers and counsellors will be highly benefitted by this knowledge.

Personality characteristics can be included in the prediction battery of high school students in order to make suitable selection for awarding merit scholarship. Several personalities needs as measured by M.P.I. have been revealed to be correlated with academic achievement. This shows that the personality characteristics constitute important determinants of scholastic grades. From the guidance point of view, it is of much use. The knowledge of the contributing factors of personality may be useful to teacher and guidance workers to understand scholastically failing student fully. Counselling interview, they may be made aware of the personality characteristics which impel them to achieve more. The administrators may provide such situations in the school through which student may develop those personality factors which are useful in enhancing scholastic attainment of the pupils.

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