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PERSONALITY TRAITS AND ACADEMIC PERFORMANCE AMONG NCC STUDENTS – A STUDY (Special reference to Tiruchirappalli district)

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ABSTRACT

In this study, it was decided to analyse the personality and academic performance among students of NCC. The important forecast of academic achievement has increased by last decade because of various reasons. One of the reasons is concerned with the wastage of great human potentates because it is often found that student perform much below then capacities. Personality plays vital role in academic achievement. . It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. So it is important to study the parsimonious set of variables that predicts patterns of NCC students' personality and their relationship to academic achievement. The study conducted in National College, Tiruchirappalli. The total sample size

is 60 respondents were selected based on simple random sampling. The result shows that there is significant difference between boys and girls student of NCC and their academic performance.

KEYWORDS: *Personality Traits, Academic performance and NCC students.*

INTRODUCTION :

Education plays a fundamental role in building a society. A contemporary society cannot achieve its aims of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. The important forecast of academic achievement has increased by last decade because of various reasons. One of the reasons is concerned with the wastage of great human potentates because it is often found that student perform much below then capacities. Academic achievement individual learns to utilize his energies with the given innate potentials and a particular pattern of socializing pressure. Taking into account the fact that both innate potentials and environmental factors play equally important roles in academic achievement, it is imperative to look into the interplay of both these factors among students.

Career orientated education make a significant impact on society developments. But according to these students NCC are co-curricular and provide an opportunity to service with personality discipline. These activities are related with the society and the community at large. Some people think that these are extra activities, especially parents of the students. Parents always prefer career oriented education; they expect from students that the academic performance more than these activities. These activities are part of the vast curriculum of the college studies. NCC develops the personality of the students and also provides career opportunity in defense service.



STUDENTS' PERSONALITY TRAITS

The Big-5 (Five-factor model of personality) has been developed by Cattell et al in 1970. This five factor model of personality commonly used because the best combine of Cattell's (1970) comprehensive list of personality traits with the best of Eysenck's (1991)5 concise list.

o **Extroversion:** Extraverts are usually sociable, talkative and communicative, and friendly. They are described as active, bold, assertive, exciting, and stimulating.

o **Conscientiousness:** They are organized, exacting, disciplined, diligent, dependable, methodical, and purposeful and have been linked to educational achievement and particularly to the will to achieve.

o **Agreeableness:** Agreeableness refers to such traits as self-sacrifice, good-natured, kind, co-operative, flexible, patience, giving up, sympathetic, courteous, striving for common understanding, and maintaining social affiliations.

o **Conscientiousness:** People who scored high on conscientiousness tend to experience effects such as fear, sorrow, embarrassment, disgust and anger.

o **Openness to experience:** these kind of people basically both good and bad whatever may feel deeply. . While neuroticism entails anxiety and depression, Openness to experience does not appear to be related to any of the motivational strategies as it entails creativity, sophistication and curiosity.

Personality plays vital role in academic achievement. Some researchers have classified the students as high-achiever and low-achiever according to their performance.

In this study, it was decided to analyse the personality and academic performance among students of NCC. Most of the researchers' studied the relationship of academic achievement with personality characteristics indicates that through their findings with respect to most of the personality factors are conflicting, some factors, at least, seem to be important in this connection. Students differ in their personal values; they get and process information differently; their personality characters are different and hence, so also are their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. So it is important to study the parsimonious set of variables that predicts patterns of NCC students' personality and their relationship to academic achievement.

REVIEW OF LITERATURE

Eyong Emmanuel Ikpi et al., (2014) This study investigated the influence of personality traits on academy achievements of secondary school students in Cross River State. Two research questions and hypotheses were tested at .05 levels of significance to guide the conduct of the study. The research design used was casual-comparative or ex-post facto. The population of the study consisted of 13, 838 SSI students in all 239 public secondary schools throughout Cross Rivers State. A total of 7 LGAs were randomly drawn out of 23. Then 20 schools were randomly selected, from which a sample of 8530 SSI students was finally drawn. The instrument adapted for the study was the 44-item standardized questionnaire known as the big five personality model by Robert McCrae and Paul Costa (1999). This was validated by expert in the field of measurement and evaluation; the reliability was established using the test re-test method and the reliability coefficient was calculated using Pearson moment correlation coefficient (r) and the reliability indices obtained were, 0.68, and 0.62 respectively for conscientiousness and agreeableness. The data collected were analyzed using the mean (x) and standard deviation (SD) to answer the research question. The independent sample t- test was used to test the hypothesis in order to determine whether there is a significance difference between the means two independent groups being compared for each trait. A significant difference was found between the achievements of students with high level of conscientiousness and agreeableness, and those with low levels of the traits. Based on the findings, the following recommendations were made. Parents and teacher should encourage their children/ wards or students to set clear goals, and ensure that they are disciplined and careful to consistently achieve them. Incentives should be arranged to accompany success to encourage continuous positive performance. This will serve as positive reinforcement. Teacher should endeavor to be close to their students through interaction outside the classroom. Government too can encourage more sponsorship programs to encourage the indigent but conscientious students further their education. Also Neurotic tendencies such as anger, depression, anxiety,

and a low self esteem should be discouraged in students at all levels both at home and in the school. Parent should inculcate self confidence in their children by affirming them whenever they do the right thing and correct in love whenever they do wrong. Teachers and counseling psychologists should help them have a positive self esteem through affirmation. This is why guidance and counseling units must be encouraged in all school where this is not the case, especially in the rural areas.

Bindu Kumari (2014) the early researches on the relationship between personality and academic performance has aroused ambiguous conclusions, mainly because of the different theoretical bases and due to the use of variable research methodologies by the researchers. The acceptance of Factorial Models of personality and the new techniques in research has made the exploration of the correlation of personality traits and academic achievement easy. The Five Factor Model brought order to the previous “chaotic plethora” of personality measures. The present paper reviews the studies conducted using Five Factor Model of personality and explains the correlation between dimensions of personality and academic performance which in turn would help in selection of suitable candidates for higher studies and decrease “Drop Out” rate in colleges and universities. Keywords: Personality traits, Academic performance, Five Factor Model.

STATEMENT OF THE PROBLEM

Principally NCC students have less attendance in their class room. In fact vast majority parts of their college life spend with coaching and practices. So basically they feel tired and hesitate when the entering the class room. Many students are unable to defend the result they supposedly acquired honorably. It is increasingly becoming difficult to equate competence of people with supposed academic performance as represented in their certificates. Therefore they should have inner thought and desire to be attentive in academic performance and of course poor academic performance consistently led to inability to compete effectively in the job market which has become a serious issue. Only some of them are being strong in both. These kinds of personality have desire interest and commitment towards their responsibility which is drive them to be successive in all. Personality is the ability to get along in adult situation; it is the person’s type of action, reaction, opinion and mood, a set of physical and social traits (Mullanattom, 1993).

Many researchers have been done in personality characters of students and their academic performance, but a few researchers only focused NCC students’ personality and their academic performance. With this regards researcher felt that this problem curbed gave rise to this study and the researchers aim is to study the relationship between personality traits and academic performance of the NCC students both girls and boys.

OBJECTIVES OF THE STUDY

- o To study the relationship between Personality traits and academic performance among NCC students
- o To study the difference between boys and girls student of NCC and their personality traits and academic performance.

RESEARCH DESIGN

The study was descriptive in nature so questionnaire method was adopted. This research design only can give information without changing the environment. With this regards the major purpose of this study is to discover the personality traits and academic performance of the NCC students, that’s why researcher was adopted this research design.

Sample Size

The universe for this present study is total number of NCC students in National College, Tiruchirappalli. The total sample size is 60 respondents were selected based on simple random sampling.

Tools of data collection

The primary data have been collected from the respondents by using Big five factor model of personality

scale. This scale had in total 50 statement with the 5 point scale as: - Disagree (1), Slightly disagree (2), Neutral (3), Slightly agree (4), Agree (5). Secondary data for the study were collected from books, journals, research articles and websites and academic performance collected by their mid test score.

Data Analysis and interpretation

Research Hypothesis - 1: There is a significant relationship between personality of the respondents and their academic performance

Relationship between personality score and academic score of NCC students

Personality Score	correlation Value	Statistical Inference
Academic Score	.623**	p**<0.01 Significant
(** significant 0.01 level)		

Statistical test: Karl Pearson co efficient correlation test was used above table

Findings: The above table reveals that there is a significant relationship personality score and academic score of NCC students. Hence, the calculated value less than table value (p<0.05). So the research hypothesis (H₁) is accepted.

Research Hypothesis -2: There is a significant difference between girls and boys NCC students and their overall Academic performance

Difference between girls and boys NCC students and their overall Academic Performance

Overall Academic performance	n	Mean	S.D	Statistical inference
Girls	30	46.73	0.391	t = 27.632 Df=58
Boys	30	39.56	1.923	p<0.05 Significant

Statistical test: Student ‘t’ test was used above table

Findings: The above table reveals that there is a significant difference girls and boys NCC students and their overall Academic performance. Hence, the calculated value less than table value (p<0.05). So the research hypothesis (H₁) is accepted.

SUGGESTION

The researches found that compare to girl students’ boy students were scored low in their academic performance and also study reveals that there is relationship between personality of the respondents and their academic performance. Study suggested that, for these students those who scored low in their academic performance make them to fit in soft skills. NCC students should well in communication skill, which helps them to provide service through out the nation. And the researcher suggested to the management that these students need to fit both physically and mentally. If the managements take a necessary steps to improve their defense service which could be the best platform for their career development.

CONCLUSION

The present study indicates the prominent role of personality traits with respect to academic performance that gives answer to the question why some students are academically inclined and others are not in spite having same intelligence level. It shows that the optimistic view of early researchers was correct that personality has its relation with academic performance; it is not a mere assistant of intelligence in determining the academic performance. The research conducted so far statistically support the correlation and yet there are many key factors to be explored for establishing for direct relationship. Based on the data collected, analyzed and

the findings derived. The following conclusions were made: There is a significant relationship between personality of the respondents and their academic performance and there is a significant difference girls and Boys NCC students and their overall Academic performance.

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