

Neuroticism, Extrovertness and their Academic Achievements of Student's

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Introduction

Students are the most important factor in educational matters. So, it is the field of worth important to study the conversation with the students, and the effect of students own personality on the education which they got.

There is a direct relation between human IQ and self expression with the help of this relation one can understand the human beings' achievements. This information can be used to guide the students' to select their educational stream and to shape their future.

Thus, researches has tried to know the relation between students academic attainment and their own personality in context with their sexuality.

Problem Statement

The problem statement of this survey is as under :

Neuroticism, Extrovertness and their Academic Achievements.

Criticism of relative literature :

- 1 Mehta Harsh (1985) had studied to know the relation between different factor of personality and educational achievements.
- 2 Sharma (1978) had studied about the characteristics of college students who got less achievements than expected.
- 3 Mishra (1962) had studied regarding the impact of personality factor on high achievement and low achievement.
- 4 Dhanival (1981) had studied the correlation between students' personality variables and academic achievement success and failure, high achievement and low achievement.

Objectives

Objectives of this survey were as under

- 1 To study the effect of personality of 12th std. students' on their sexuality.
- 2 To study the effect of personality of Std. 12th students on their academic achievement in context with their sexuality.

Hypotheses

In this survey null hypotheses were created which were as under

- 1 There will be no significant difference between academic attainment of the Std.12th students having Extrovertness and students' having Neuroticism.
- 2 There will be no significant difference between academic achievement of the Std. 12th boy students of having Extrovertness and students having Neuroticism.
- 3 There will be no significant difference between academic achievement of Std.12th girl students of having Extrovertness and students having Neuroticism.

Sample Selection

In this survey sample was selected randomly Std.12th students of different High school were selected as sample media character. There were 255 students selected.

Research Methodology

This survey is conducted by causal comparison method.

Tools

In this survey Dr. K. G. Desai's personality scale was used as a tool. Above this general information list was also used to collect the information pertaining to the objectives. In Dr. K. G. Desai's personality scale there are 60 statements out of which 24 statements are of Extrovertness, 24 statements are of Neuroticism and 12 statements are of lie score. If students get 10 or more, it is considered that all the answers which he gives are wrong. So, he will be rejected from sample.

Data Collection

The researcher had collected the information from the sample media character with the help of personality scale and general information list pertaining to objectives by survey method.

Information Analysis

Mean, standard deviation and t-value of academic achievement were received over and above the bifurcation of students' Neuroticism and Extrovertness from personality scale.

Table-1
The effect of Std. 10th academic achievements having
Neuroticism and Extrovertness

Division	Number	Mean	Standard Deviation	t-Value
Extrovertness	159	524	77.17	3.19
Neuroticism	96	488	92.83	

Observing table-1 it is found out that students having extrovert personality were 159 and students having neuroticism were 96. Their average is 524 and 488 respectively, while standard deviation is 77.17 and 92.83 respectively. t-value is 3.19 the table value at the rate of 0.01 level is 2.08 which is less than received t-value. So, null hypothesis no.5.1, is rejected. The Neuroticism affected students' academic attainment is higher than the academic achievements of students having extrovert personality. So, the difference is significant.

Table-2
The effect on the academic achievement of Std. 10th Students
Personality of 11th Std. Girls & Boys

Stream	Division	No.	Mean	Standard Deviation	t-Value
Girls	Extrovertness	73	523.26	81.59	2.39
	Neuroticism	44	479.06	102.83	
Boys	Extrovertness	86	526.00	73.68	2.11
	Neuroticism	52	496.00	83.93	

Observing table-2 it is found out that 255 sample media character 127 students were boys student. In which 73 students were having extrovert personality and 44 students were having neuroticism. The academic achievement of girl students having neuroticism is higher than the academic achievement of students having neuroticism. While the standard deviation of students having extrovertness is high, t-value is 2.39 the table value at the rate of 0.01 level is 2.08 which is less than received t-value. So, null hypothesis no.5.2 is rejected.

While in boys 128 students were selected as sample media character. Out of which 86 students were having extrovert personality and 52 students were having neuroticism. The mean of academic achievement of students having neurovertness is high. t-value is 2.11, which is higher than the table value of 2.08 at the rate of 0.01. So, null hypothesis is rejected. From above discussion there is no effect of sexuality.

Conclusion

The following points are to be noted from the study.

- 1 The academic achievement of Std.12th Students having Neuroticism is higher than the academic achievement of Std.12th Students having Extrovert personality.
- 2 The academic achievement of Std.12th Girls Students having Extrovert is higher than the academic achievement of students having Neuroticism personality.
- 3 The academic attainment is high in boys student having extrovert personality than the attainment of boys students having neuroticism.

References

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