



**A Correlation Study of Personality Characteristics, Academic  
Achievement Motivation, Educational Aspiration and Adjustment of  
Secondary School Students**

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***Abstract***

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*The environment of the class provides social education to the children. It is fact that the atmosphere in the school is affecting the behaviour pattern of the students. While the term achievement refers to the degree of success attained in some specific tasks, especially school performance. Therefore, scholastic achievement is the attained ability to do school tasks either general or specific in a given subject or related content. The curiosity in attainment of goal is determined by levels of aspiration since it is related to zest in performing the task. Individuals with higher aspiration levels perform quality strivings to attain the goal. It means all the factors are correlated to each others. Present investigation has been performed to find out correlation among personality characteristics, level of aspiration, adjustment and scholastics achievement in regard to secondary school students.*

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## **INTRODUCTION**

Every student is the product of personal potentialities and environment conditions. Through education, students develop their personal potentialities in positive way. The school influences the child's personality. The children pass much of their time in the schools. The

environment of the class provides social education. It is fact that the atmosphere in the school is affecting the behaviour pattern of the students.

The term achievement refers to the degree of success attained in some specific tasks, especially school performance. Therefore, scholastic achievement is the attained ability to do school tasks either general or specific in a given subject or related content. The norm related to excellence may be task related or may be meant as the performance of the pupils' accomplishment in a subject of study (Krishnamurthy, 2003). Academic achievement is also defined as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils performance". Or as, "the knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". Academic achievement has been found as a complex product and needed to employ varied levels of approaches in regard to interpretation. Scholastic achievement is the product of numerous factors related to family, school and individual personality and function of many cognitive and non-cognitive aspects of personality (Vendal, 1994). Mostly of the variables depend on parents, teachers, policy makers and administrators. Researchers investigated an association between academic achievement and the following variables: (1) Scholastic Aptitude Test scores, (2) high school class rank, (3) socioeconomic background, (4) high school curriculum, (5) parents' education level, and (6) family income level. Researchers reported that the factors like age of the child, gender, type of the family, size of the family, economic status of the family, birth order of the child are some of the many which cause impact on the academic or scholastic achievements of learners in general. Development of competencies and knowledge in learner is generated through the involvement in curricular or academic process in a course of advancing in age and competencies.

There are many studies which have been found to correlate age with academic achievements (Strokes,1990; Khare ,1996; Suneetha and Mayuri , 2001). Strokes (1990) investigated that academic achievements in subject of mathematics is a function of quality of thinking.Age was found more related to areas of addition, subtraction and algorithms in comparison to other areas. Khare (1996) reported that higher age group students were having more knowledge compared to lower age group students at elementary level whereas Suneetha and Mayuri (2001) that scholastic achievement of the students increased with the age.

Academic achievements have also been reported to associated or correlated with personality traits influenced by gender. There are evidences which show gender causing adverse influence on academic achievements (Bridgeman and Wendler,1991; Vijaylaxmi and Natesan,1992; Kaur and Gill ;1993). Bridgeman and Wendler (1991) reported that male learners' average scores on mathematical score of Scholastic Aptitude Test were more as compared to female learners'. Vijaylaxmi and Natesan (1992) found that girl learners showed, a higher mean academic achievement motivation and achievement in comparison to boy learners. Kaur and Gill (1993) reported that in subjects of Mathematics, Science and Punjabi language boys gained higher scores than girls. Male learners kept higher levels of specific areas of abilities and preference profiles in mathematical reasoning in comparison to female learners (Lubinski and Benbow, 1992; Fan and Chen ,1997).

Joshi (2000) found difference between boys and girls belonging to rural area on academic achievement, neuroticism and extraversion. Boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habits inventory and also in all the dimensions of multidimensional assessment of personality inventory series except in self-control and tension (Suneetha and Mayuri, 2001). Whereas, Ahmed (1998) found that there was no significant influence of gender on achievement motivation.

Further, the curiosity in attainment of goal is determined by levels of aspiration since it is related to zest in performing the task. Individuals with higher aspiration levels perform quality strivings to attain the goal. Many scientists made efforts to describe meaning of word 'Aspiration'. Hurlock (1967) told that aspiration means "a longing for what is above one's achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he is ego-involved". According to Frank (1935) level of Aspiration may be defined as "level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach". Further, "level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach (Gardner , 1940)".

Therefore being the complex phenomenon employing several of the factors, academic achievement by learners depends on all stakeholders primordially on teachers and parents in scholastic settings.

School adjustment is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behavior. Well



-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. Kiuru, et al. 2009). Poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout (Vasalampi et al. 2009; Raju & Rahamtula 2007). Educationists need to know what they can do to help their students adjust and benefit from school (Mizelle, 1999).

Present investigation has been performed to find out correlation between personality characteristics, level of aspiration, adjustment and scholastics achievement in regard to secondary school students.

### **OBJECTIVES**

1. To study the relationship among multidimensional personality characteristics, academic achievement motivation, level of aspiration and adjustment of secondary school students.
2. To study the relationship among multidimensional personality characteristics, academic achievement motivation, level of aspiration and adjustment of rural secondary school students.
3. To study the relationship among multidimensional personality characteristics, academic achievement motivation, level of aspiration and adjustment of urban secondary school students.

### **HYPOTHESES**

1. There exist a positive correlation among personality characteristics, academic achievement motivation, and level of aspiration and adjustment of Secondary school students.
2. There exists a positive correlation among personality characteristics, academic achievement motivation, level of aspiration, adjustment of rural secondary school students.
3. There exist a positive correlation among personality characteristics, academic achievement motivation, level of aspiration and adjustment of urban secondary school students.

### **METHODOLOGY**

Descriptive Survey method of research was used for the present study. In the present study total 600 secondary school students were selected randomly. Out of 600 secondary school students 257 rural and 343 urban secondary school students were chosen as sample in this

study.

The data was collected with the help of following Standardized tools:

Personality Inventory (Singh & Singh, 2011)

Academic Achievement Motivation Test (Sharma, 2011)

Educational Aspiration Scale (Sharma & Gupta, 2011)

Adjustment Inventory (Sinha & Singh, 2012)

The data collected through the above tools was subjected to statistical analysis and results were drawn out. Pearson's product moment correlation was used to discover the relationship between Personality Characteristics, Academic Achievement Motivation, Educational Aspiration and Adjustment of Secondary School Students.

**Results and Discussion**

**Table-1: Coefficient of Correlation among Personality Characteristics, Academic Achievement Motivation, Educational Aspiration and Adjustment of Secondary School Students**

		Personality Characteristics	Academic Achievement Motivation	Educational Aspiration	Adjustment
Personality Characteristics	Pearson Correlation	1	.410**	.376**	.141**
	Sig. (2-tailed)		.000	.000	.001
	N	600	600	600	600
Academic Achievement Motivation	Pearson Correlation	.410**	1	.518**	-.002
	Sig. (2-tailed)	.000		.000	.965
	N	600	600	600	600
Educational Aspiration	Pearson Correlation	.376**	.518**	1	-.094*
	Sig. (2-tailed)	.000	.000		.021
	N	600	600	600	600
Adjustment	Pearson Correlation	.141**	-.002	-.094*	1
	Sig. (2-tailed)	.001	.965	.021	
	N	600	600	600	600

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

Table-1, depicts that there exists significant correlation of personality characteristics with academic achievement motivation, and adjustment in secondary school students bearing values of coefficient of correlation as .410 and .376 and .141 respectively. Further, score of

academic achievement motivation test are positively correlated with personality traits and educational aspiration whereas insignificantly negatively correlated with adjustment score bearing .410, .518 and -.002 values of coefficient of correlation respectively. Table-1, further shows that educational achievement scores are positively correlated with personality traits and academic achievement motivation whereas insignificantly negatively correlated with traits like adjustment bearing correlation values of .376, 518 and -.094 respectively. In secondary school students as shown in table -1 it was quite clear that adjustment has been insignificantly negatively correlated to variable like academic achievement motivation whereas significantly negatively correlated with educational achievements at 0.05 levels in addition to positively correlated with personality inventory scores obtaining coefficient of correlation values of -.002, .094 and .141 respectively.

**Table-2: Coefficient of Correlation among Personality Characteristics, Academic Achievement Motivation, Educational Aspiration and Adjustment of Rural Secondary School Students**

		Personality Characteristics	Academic Achievement Motivation	Educational Aspiration	Adjustment
Personality Characteristics	Pearson Correlation	1	.447**	.384**	.093
	Sig. (2-tailed)		.000	.000	.138
	N	257	257	257	257
Academic Achievement Motivation	Pearson Correlation	.447**	1	.402**	.060
	Sig. (2-tailed)	.000		.000	.336
	N	257	257	257	257
Educational Aspiration	Pearson Correlation	.384**	.402**	1	-.034
	Sig. (2-tailed)	.000	.000		.592
	N	257	257	257	257
Adjustment	Pearson Correlation	.093	.060	-.034	1
	Sig. (2-tailed)	.138	.336	.592	
	N	257	257	257	257

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

Table-2 shows that there existed significant correlation of personality characteristics with academic achievement motivation, educational aspiration and adjustment in rural secondary school students bearing values of coefficient of correlation as .447, .384 whereas

the personality characteristics were found to be insignificantly correlated with value of adjustment inventory scores as 0.093 Further, score of academic achievement motivation test are positively correlated with personality characteristics and educational achievement scale whereas insignificantly correlated with adjustment score bearing .447, .402 and .060 values of coefficient of correlation respectively. Table 2, further shows that Educational achievement scores are positively correlated with personality traits and academic achievement motivation whereas insignificantly negatively correlated with traits like adjustment bearing correlation values of .384,.402and -.034 respectively. In rural secondary school students as shown in Table 2, it was quite clear that adjustment has not been significantly correlated to variables like academic achievement motivation, educational and personality characteristics scores obtaining coefficient of correlation values of .060,-.034 and .093 respectively.

**Table-3: Coefficient of Correlation among Personality Characteristics, Academic Achievement Motivation, Educational Aspiration and Adjustment Urban Secondary School Students**

		Personality Characteristics	Academic Achievement Motivation	Educational Aspiration	Adjustment
Personality Characteristics	Pearson Correlation	1	.367**	.368**	.207**
	Sig. (2-tailed)		.000	.000	.000
	N	343	343	343	343
Academic Achievement Motivation	Pearson Correlation	.367**	1	.599**	-.024
	Sig. (2-tailed)	.000		.000	.658
	N	343	343	343	343
Educational Aspiration	Pearson Correlation	.368**	.599**	1	-.081
	Sig. (2-tailed)	.000	.000		.132
	N	343	343	343	343
Adjustment	Pearson Correlation	.207**	-.024	-.081	1
	Sig. (2-tailed)	.000	.658	.132	
	N	343	343	343	343

*\*\*Correlation is significant at the 0.01 level (2-tailed)*



Table-3, depicts that there exists significant correlation of personality characteristics with academic achievement motivation, educational aspiration and adjustment in urban secondary school students bearing values of coefficient of correlation as .367 and .368 and .207 respectively. Further, score of academic achievement motivation test are positively correlated with personality characteristics and educational aspiration whereas insignificantly but negatively correlated with adjustment score bearing .367, .599 and -.024 values of coefficient of correlation respectively. Table 3, further shows that educational achievement scores are positively correlated with personality characteristics and academic achievement motivation whereas insignificantly but negatively correlated with traits like adjustment bearing correlation values of .368, .599 and -.081 respectively. In urban secondary school students as shown in Table 3 it was quite clear that adjustment has been insignificantly negatively correlated to variables like academic achievement motivation and educational aspiration whereas positively correlated with personality inventory scores obtaining coefficient of correlation values of -.024, .081 and .207 respectively.

### **Findings**

The first hypothesis of the present study that there exist a positive correlation among personality characteristics, academic achievement motivation, and level of aspiration and adjustment of Secondary school students is partially accepted or partially rejected.

Results of the study showed that there exists significant correlation between educational aspiration and personality characteristics. The results of the present study are in general agreement with findings reported by other investigators. Further, the study revealed that there exists significant correlation of personality characteristics with academic achievement motivation, educational aspiration and adjustment in secondary school. Further, academic achievement motivation was found positively correlated with personality characteristics and educational aspiration. Results of the study further showed, that Educational aspiration scores are positively correlated with personality characteristics and academic achievement motivation whereas insignificantly negatively correlated with traits like adjustment. In secondary school students adjustment has been found insignificantly negatively correlated to variable like academic achievement motivation whereas significantly negatively correlated with educational aspiration.

The second hypothesis that there exists a positive correlation among personality characteristics, academic achievement motivation, level of aspiration, adjustment of rural secondary school students is partially accepted as well as partially rejected.



In rural secondary school students findings revealed that, there occurred significant correlation of personality characteristics with academic achievement motivation, educational aspiration whereas, the personality traits were found to be insignificantly correlated. Further, academic achievement motivation was found positively correlated with personality traits and educational aspiration whereas insignificantly correlated with adjustment. Furthermore study revealed that educational achievement has been positively correlated with personality characteristics and academic achievement motivation whereas insignificantly negatively correlated with traits like adjustment. In rural secondary school students it was quite clear on the basis of the findings that adjustment has not been significantly correlated to variables like academic achievement motivation, educational aspiration and personality inventory scores.

The third hypothesis that there exist a positive correlation among personality characteristics, academic achievement motivation, level of aspiration and adjustment of urban secondary school students is partially accepted as well as partially rejected.

Results of the study in regard to urban secondary school students' findings showed that, there existed significant correlation of personality characteristics with academic achievement motivation, educational aspiration and adjustment in urban secondary school students. Further, academic achievement motivation was found to be positively correlated with personality traits and educational aspiration whereas insignificantly but negatively correlated with adjustment. Further it was found that Educational aspiration was positively correlated with personality traits and academic achievement motivation whereas insignificantly but negatively correlated with traits like adjustment. In urban secondary school students, adjustment was found to be insignificantly but negatively correlated to variables like academic achievement motivation and educational aspiration whereas positively correlated with personality characteristics. The study may be implicated for rural and urban students to depict the effect of personality traits like aspiration level, adjustment and achievement motivation on educational aspiration on learners at secondary levels categorically in both settings.

## **CONCLUSION**

Now a day's society's and parents emphasis is on effective education, because it forms the main basis for admission, promotion into a class or getting a degree and obtaining a job. Thus the scholastic achievement that has the highest prestige in the eyes of the members of the

group with which the child is identified has the greatest influence on his personality development or vice versa (Mokshi, 2007). In the same pattern educational aspiration is also correlated with personality development. If parent and teachers give their proper concern to the learners automatically they have got high level of achievement and level of aspiration. As far as the result of this study are concerned adjustment has been insignificantly negatively correlated to variable like academic achievement motivation whereas significantly negatively correlated with educational achievements in addition to positively correlated with personality characteristics.

It means more emphasize should be given on the adjustment problem of the students. Various researches shows that the students who are having high aspirations are not adjusted their peers, school environment etc. For overcoming this problem administrators should take steps to introduce certain precautionary measures for such type of students. So that they can adjust in their society easily.

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