



## ROLE OF ACADEMIC ACHIEVEMENT IN DEVELOPMENT OF MOTIVATION AND PERSONALITY

**Dr. Shiv Kumar**, ASSOCIATE PROFESSOR, Department of Education, Mangalayatan University, Aligarh, (Uttar Pradesh)

**Dr. Sarita Verma**, Asst. Professor, Department of Education, Himalayan University, Ita Nagar (Arunachal Pradesh)

**Abstract-** The present examination aims to comprehend the connection between the large five elements of personality and scholastic motivation. Likewise, the accompanying variables are mulled over; sex, age and type of instructive investigations. This examination explores the effect of understudies' motivation and personality attributes on their scholastic presentation in on the web and mixed learning conditions. It was led with understudies going to a required introductory data technology course given in a college in India. Results indicated that scruples anticipated both of intrinsic and extrinsic motivation, however receptiveness to experience anticipated just intrinsic motivation. Besides, true to form, scholastic motivation mediated the connection between receptiveness to experience and reliability with scholarly execution.

**Keywords:** Personality, Academic, Performance, Intrinsic, Motivation,

### I. INTRODUCTION

Assessment into third level scholarly execution would help empower ideal assessment of understudies' academic Achievement. Investigation did has shown that there are furthermore non intellectual components which are connected with scholarly execution. The non-intellectual parts which are going to be analysed are character qualities, learning frameworks and inspirational components. This assessment will similarly look at scholastic execution and how it is assessed. A person's character can affect how they perform. Character is a person's course of action of characteristics that sway how they act. There are four mains moved closer to character which are the quality methodology, psychodynamic approach, humanistic philosophy and the integrative system. The spotlight here will be put on the attribute approach. The characteristic speculation communicates that with the objective for people to grasp why people act verifiably, one necessity to break their guidelines of direct into different qualities.

Personality represents a remarkable integration of trait in order to separate one individual from another based-on quality. For the present investigation the five components of personality are viewed as Introversion-extraversion, neuroticism, suitability, uprightness, and receptiveness to experience. Personality is the entirety of the conduct and mental qualities that are particular of an individual. It alludes to individuals' exceptional and moderately stable examples of conduct, musings and sentiments. The idea of individuals varies, the personality of the individuals also varies and this is the law of nature and this fluctuating nature tremendously affects making life a triumph or a disappointment, including the life of the understudies. Studies that have inspected both personality and motivation have discovered exceptionally conflicting outcomes. In this paper, we study personality and motivation variables on a one-of-a-kind populace of non-traditional understudies at a Hispanic-serving organization to decide whether past outcomes are duplicated. The majority of the recently examined considers have been led on traditional populaces. However non-traditional understudies can frequently have various necessities, requests on their time, and dependence on various sorts of psychological capacities.

### II. LITERATURE REVIEW

Sabina Kołodziej (2010) The article characterizes the mental develop of achievement motivation and its impact on understudies' degree of academic's objectives and school execution. From that point, the possibility of McClelland's achievement motivation preparing, expanding the degree of achievement motivation, is presented. As per the examination presented in the article, the achievement motivation can be treated as a significant mental indicator of graduates' future achievement or disappointment.

Marina M. Solobutina (2019) The article is given to the investigation of instructors' expert motivation. The adequacy and accomplishment of educational undertakings are controlled by an inventive, proactive way to deal with work and influences both the nature and quality of work execution. In the examination, we think about the motivation of instructors and talk about the criticalness and spot of achievement motivation according to the viability of performing proficient undertakings. The educators' achievement motivation was concentrated as an inside factor and an indicator of expert achievements. The aim of the exploration is to distinguish the principal parts of achievement motivation and to uncover the idea of connection of these segments with the overall degree of educators' expert motivation. As a speculation of the investigation, it was proposed that proficient achievement, profitability and a high caliber of life are dictated by an individual attitude and instructor needs. The examination set out to lead a relative investigation of the motivation markers in two gatherings of instructors who train humanities and normal science subjects. It was resolved that the educators' achievement motivation depends on the requirement for progress/shirking of disappointment, dignity, acknowledgment, and glory. The examination of significant worth, passionate, social, and psychological segments of the instructors' achievement motivation was led.

Fabia Morales (2020) Not many investigations have inspected whether the level of youths' development has any impact on their academic presentation. Also, there are no investigations that show whether development discloses fluctuation extra to that clarified by insight and personality. 305 youths partook in the examination. We performed connections, various relapse investigation and underlying condition examination. The consequences of the current investigation recommend that mental development is identified with academic execution. Just two personality traits are corresponded to academic execution, principles and receptiveness to experience, despite the fact that these traits don't have direct associations with academic execution.

Dr.SitaChetri (2014) The present examination was embraced to explore the accomplishment inspiration of young people and its relationship with scholastic accomplishment. The examination was restricted to 480 discretionary school leavers amassing in different schools of Sikkim by using isolated subjective testing methods from various government and non-government managed schools inside the age extent of 16-17 years, from metropolitan and rural zones. The finding of the investigation uncovered non-critical contrast in achievement motivation concerning sex and area variety yet huge contrasts corresponding to the board variety. Another finding of the examination was the critical contrast in the academic achievement of the understudies with respect to district and the board variety. The connection between achievement motivation and academic achievement additionally yielded a critical relationship at 0.05 level and 0.01 level.

## **Objectives**

1. To analyse the impact of personality traits on academic achievement
2. To investigate the role of motivation in academic achievement

### **III. RESEARCH METHODOLOGY**

#### **Sample size**

The sample for the investigation was acquired by utilizing purposive sampling and comprised of 300 adolescents matured between 10 to 18. The Students of Secondary Schools were considered for the investigation. Consequently, information was gathered from Secondary Schools of Delhi, India.

#### **Statistical Tools**

Completion of any logical examination is conceivable just with the utilization of some of factual preparing. Descriptive Statistics, for example, Mean, Standard Deviation were determined to depict the idea of information. 't' test was utilized to think about the various gatherings viable. Karl Pearson's Product Moment Correlation was utilized to see the connections between variables under investigation. Investigation of Variance (ANOVA) was utilized to see the collaboration effect.

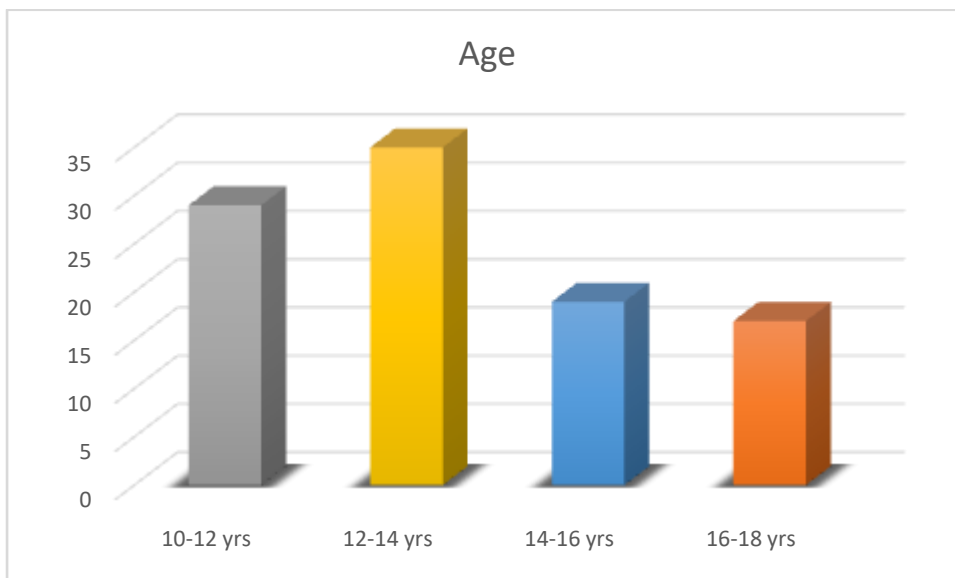
## Data Analysis

**Table 1: Indicating Sample distribution across demographics**

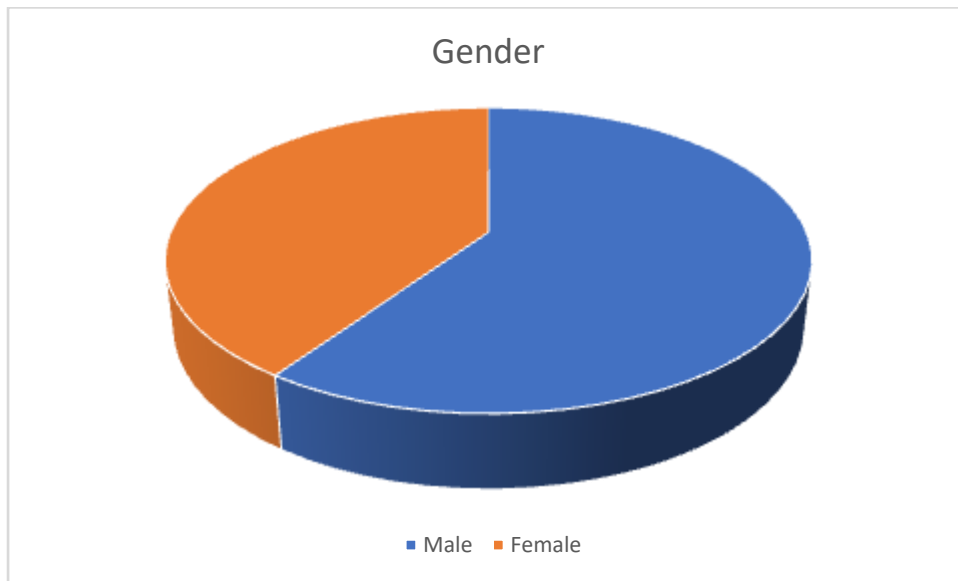
Demographic	Dimension	Frequency	Percentage
Age	10-12 yrs	87	29
	12-14 yrs	105	35
	14-16 yrs	57	19
	16-18 yrs	51	17
Gender	Male	179	59.6
	Female	121	40.4

The age group involved in the academic achievement and personality traits were analysed and found that the majority of children aged between 12-14 yrs(35%) have high motivation and personality traits have good Impact on academic achievement, whereas 10-12 yr (29%), 14-16 (19%) and 16-18 (17%). As per Gender, male has more impact of motivation and personality on academic achievement.

**Table 1: Age**



**Graph 2: Gender**



**Table 2: Academic Achievement**

Variable	Group	N	Mean Score	Std.Deviation	t-value	P-value
Academic Achievement	Female	150	368.54	30.67	4.213	<0.01
	Male	150	342.32	45.42		

It is obvious from the Table 2 that the mean scores of academic achievement of male and female understudies are 342.32 and 368.54 with S.D's. 45.42 and 30.67 separately. The 't' proportion came out from the over two gatherings is 4.213, which is huge at 0.01 level of significance. Subsequently, there exists a critical distinction among male and female understudies on academic achievement.

Table 3 shows the techniques, medians, standard deviations, skewness and least and most extreme scores of the Big 5-character attributes, neuroticism, extraversion, openness to experience, appropriateness and trustworthiness. Table similarly shows the strategies, medians, standard deviations, Skewness and least and greatest scores of the inspirational styles, inborn inspiration, extraneous inspiration and an inspiration. Skewness levels for Neuroticism, extraversion and amotivation were between - 1 and 1, suggesting typical conveyance.

**Table 3: Personality Traits**

Personality Traits	N	Mean	Skewness
Neuroticism	50	24	.005
Extrinsic	50	26	-1.32
Intrinsic	50	32	-.448
Extraversion	50	38	-.037

<b>Amotivation</b>	50	29	.59
<b>Openness</b>	50	36	.172

**Table 4: t-Test**

Variable	Male		Female		t-test	p-value
	Mean	Std.Deviation	Mean	Std.Deviation		
<b>Personality</b>	<b>67.43</b>	<b>19.454</b>	<b>69.5</b>	<b>14.490</b>	<b>0.236</b>	<b>&gt;0.05</b>

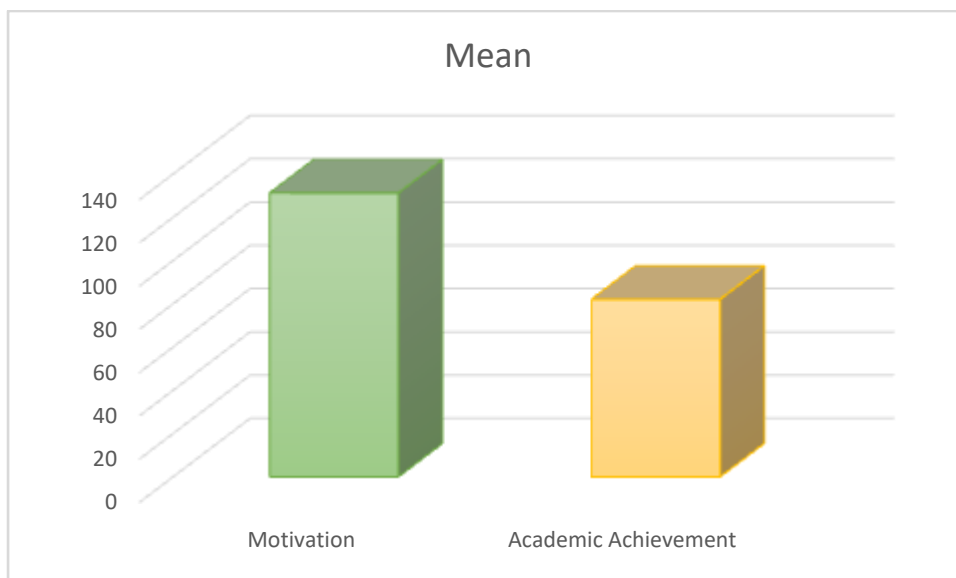
Table 4 shows that the mean scores of children's understudies for semantic insightful are  $67.43 \pm 19.454$  and young lady's understudy is  $69.5 \pm 14.490$ . The determined t-esteem is 0.258 which is no critical at 0.05 degree of significance. It demonstrates that there is no critical distinction between the male and female understudies on their degree of personality.

**Table 5: Motivation and Academic Achievement**

Variable	N	Mean	Std. Dev
<b>Motivation</b>	<b>150</b>	<b>131.23</b>	<b>42.327</b>
<b>Academic Achievement</b>	<b>150</b>	<b>82.05</b>	<b>4.798</b>

In the table5the mean of Academic Achievement is 82.05 which show that the engravings are high across optional school understudies. The mean of Motivation is 131.23 which show that the Personality score is low across secondary school understudies.

**Graph 3: Variables**



**Table 6: ANOVA**

	<b>Sum of squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Group</b>	<b>7359.521</b>	<b>6</b>	<b>210.107</b>	<b>1.08</b>	<b>.365</b>
<b>Within Group</b>	<b>57327.34</b>	<b>290</b>	<b>1865.490</b>		
<b>Total</b>	<b>564182.781</b>	<b>296</b>			

Single direction ANOVA was directed to consider Academic Achievement scores across Age. The assessments of table 6 asserts the route that there is enormous difference in the Academic Achievement and character.

#### IV. CONCLUSION

The achievement motivation of instructors relates to a reasonably significant level. Instructors adapt to complex assignments and spotlight on the execution of their objectives. Achievement motivation is an essential for the fruitful usage of creative instructing. It is an indicator of the capacity to settle on brief choices, face certain challenges, effectively resolve conflicts emerging from the presentation of developments, and eliminate creative obstructions. In the present examination analyst endeavored to consider the connection between the Academic Achievement and Personality of Secondary School Students and endeavored to find the basic differentiation between the section factors Age, Gender, Language and Religion. Illustrative outline procedure was used.

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