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A study of academic performance and personality needs of students of higher education of Bahraich district

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Abstract
The present research made an attempt to study academic performance and Personality needs of student of higher education. The sample constituted of 700 students (426 male and 274 female) selected by systematic random sampling technique. Personality needs were measured by the test developed by Meenakshi Bhatnagar (1974). It was concluded is this study that need achievement and exhibitions, were found significantly higher in female while need dominance endurance and aggression were higher in male students. Need achievement and endurance were found significantly in higher in high achievers.

Keywords: Personality needs, sampling, male and female students, high and low achievers

Introduction
The teacher being the leader of the students yields a great influence over the student's behaviors. In many cases the students develop their own lifestyles linked with school situation and the way they are treated by the teachers and the principals. One important feature of students' functioning is alienation from study or strong motivation to study. Student's alienation from his work and college life is important factors on which success depends. Today, in our country there is an enormous waste of student energy and talent, they do not fulfill their potential in ways useful to themselves and to society. This is a well-known fact that the student's thinking, his philosophy, his personality characteristics, and the ways of his functioning, to a great extent, are influenced by his feelings of alienation. However, some have studied of the relationship of related to work alienation constructs and personality traits, it is possible to make the assumption of the presence of those concerning alienation. Writer [1] found out that there is a significant but not strong or extensive relationship between work involvement and the Big Five of personality traits. This personality trait is manifested in the instability of the emotional state, increased excitability and insufficient self-regulation. In literature evidence was found that suggests emotional variability has a negative effect on job satisfaction [2]. Learners personalities could predict their satisfaction [3] dropout rate [4] learning motivation [5] and academic success [6] Personality traits potentially influenced collaborative learning effectiveness and quality [7]. Due to Discripresies in the result, the investigator decided to such a study in hand.

Objectives
The present study has focused on the following objectives
1. To study the Personality Characteristics of Male and Female Students.
2. To study the difference in the Personality characteristics of High and Low Achievers.

Hypotheses
1. There is no significant difference in the Personality Characteristics of Male and Female students.
2. There is no significant difference in the Personality Characteristics of High and Low Achievers.

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Methods

Sample

A sample 700 students (426 male and 276 female) was selected from different higher education institution of Bahraich District by systematic random sampling technique.

Tool

For Academic performance the sport of final year examination were taken for consideration. While Meenakshi Personality Inventory (MPI) Develop by Meenakshi Bhatnakgar (1974) [13] was use to study the Personality needs of sample.

Results and Discussion

In order to study all ten needs of male and female students the data were collected on 'Meenakshi personality Inventory' from all 700 students of the sample. On the basis of the scores of their needs two groups were prepared for male and female students. Then the frequency distribution obtained for both the groups on each these needs were prepared. Means and S.Ds. of all these need scores was also computed.

The investigator applied t-test for testing the significance of mean differences of male and female students. The means, S.Ds. and t-value are presented in the following Table-1.

Table 1: Association between Need Scores and Sex.

Need	Sex	N.	Mean	S.D.	t-value	Level of Significance
Ach.	Male	426	12:00	3.37	2.76	01
	Female	274	12:90	4:66		
Exh.	Male	426	7.12	3.39	2.92	01
	Female	276	8:00	4.18		
Aut.	Male	426	9.64	3.21	0.844	NS
	Female	274	9.06	3.5		
Aff.	Male	426	7.85	3:00	0.814	NS
	Female	274	7.65	3.28		
Suc.	Male	426	6.7	2.28	0.993	NS
	Female	274	6.88	2.34		
Dom	Male	426	9.47	2.97	2.26	.05
	Female	274	8.92	2.55		
Aba	Male	426	9.58	4.34	0.08	Ns
	Female	274	9.60	2.81		
Nur	Male	426	11.61	2.99	0.17	NS
	Female	274	11.65	3.13		
End	Male	426	11:00	3.23	2.02	.05
	Female	274		3.08		
Agg	Male	426	7.09	3.75	3.95	.01
	Female	274	6.11	2.81		

NS=Not Significant.

It is revealed from Table-1 that t-values of male and female students on need achievement (2.76), need exhibition (2.92) and on need aggression (3.95) were found significant .01 level of significance, as the table value of 't' is only 2.58 on 698 degrees of freedom The hypothesis of no difference for above needs is rejected. In other words, it may be said that male and female students on the need achievement exhibition and aggression are not similar. Need scores on achievement and exhibition for female students are higher 12.9 and 8.00 as compared to male 12.00 and 7.12 respectively. It is further concluded that female have higher need of achievement and exhibition as compared to male. Need scores on aggression of male is higher (7.09) than that of female (6.11). The t-value calculated by the researcher for this need is only 3.95, which is significance .01 levels. Therefore the hypothesis of no difference on this need is rejected and it may be said that male and female on need aggression are not similar. In other words, it may be said that male are more aggressive as compared to female students, For need scores on dominance and endurance t-value is found 2.26 and 2.02, respectively. These values are significant only at .05 level of significance as the label value of 't' is only 1.96 (Lindquist, 1970). Hence, the hypothesis of no difference on these needs is rejected and now it is clear that male and female students are not similar on need dominance and endurance. The mean of need scores of these needs for male students were higher 9.47 and 11.49

respectively than that of female students 8.92 and 11.00. In other words, it may be revealed that male students have higher need of dominance and endurance as compared to female.

It is also found from Table-1 that t-values of male and female students on need autonomy (0.844), need affiliation (0.814), need succourance (0.993), need abasement (0.08) and on need nurturance (0.17) were not found significant. Thus, the hypothesis of no difference on these needs is accepted. It may further be revealed that male and female students on these need are similar.

Second hypothesis assumed that there is no significant difference in the personality characteristics (Personality needs) of high and low achievers. The objective of this hypothesis was to finding out the difference in personality characteristics of high and low achievers of higher education. Personality for the purpose of the study was defined in terms of ten needs as measured by 'Meenakshi Personality Inventory'.

In order to study the difference between these needs of high and low achievers, the data were collected on 'Meenakshi Personality Inventory' and scores of marks obtained by students from the office of the colleges selected in the sample. On the basis of scores achieved by the students in final year examination two groups were prepared by taking of the middle 34% cases. Thus, the top 33% (231 students) were considered as 'high achievers' and bottom 33% (231

students) were considered as 'low achievers'. Then, the frequency distributions were prepared for both the groups on each of the needs. These are presented in Means and S.Ds.

of all these distributions were also computed. There are given in Table-2.

Table-2: Association between Personality Needs and Academic Achievements.

Needs	High achievers (H) Low achievers (L)	Need Scores			t-value	Level of significance
		No	Mean	S.D.		
Ach	H	231	12.5	3.49	.21	.01
	L	231	11.13	3.33		
exh	H	231	7.95	3.85	0.05	NS
	L	231	7.97	4.1		
Aut	H	231	9.66	2.72	1.012	NS
	L	231	10.05	2.63		
aff.	H	231	7.63	3.26	0.295	NS
	L	231	7.72	3.31		
Suc	H	231	6.8	2.403	0.166	NS
	L	231	6.837	2.40		
Dom	H	231	9.31	2.96	0.81	NS
	L	231	9.09	2.91		
Aba	H	231	9.39	2.75	0.37	NS
	L	231	9.66	2.43		
Nur	H	231	11.63	2.95	0.277	NS
	L	231	11.8	3.02		
End	H	231	11.56	3.04	2.629	.01
	L	231	10.08	3.17		
Agg	H	231	7.16	3.79	0.762	NS
	L	231	6.91	3.24		

NS=Not significant

The 't'-value as presented in Table-2 have revealed that high achievers have high scores of on need achievement as the mean scores of high achievers on need achievement in higher (12.15) than that of low achievers (11.13). The obtained t-value of 3.21 is significant at 0.1 levels, thus, the hypothesis of no difference is rejected. It is further revealed that male have more need of achievement as compare to female. In other words, it may be explained that sex is not similar on need achievement.

Discussion
It is the general belief that the students who have higher need of achievement should score more in their examinations. The findings of this study are also in support of the general belief. Need achievement means that it is the desire to achievement more in life. Empirical evidence on this apart is not available. However, in one study made by [8] it was found that Personality Characteristics are directly related to achievements. The results of this study in support of the result of present study.
Table-2 also revealed that t-value of 2.629 on need endurance is found significant 0.1 level of significance as the table value of it is only 2.58 for 460 degrees of freedom. Therefore, the hypothesis of no difference between the means of need endurance for high and low achievers is rejected at .01 level of significance. In other words, high achievers have high need of endurance (11.56) than that of low achievers (10.8). It means that both the groups of high and low achievers are not similar on need endurance.
It is the general belief that high achievers have a desire to work continuously and they forget everything else when busy in doing their job. Similarly, high achieves works whole-heartedly, in this way a student who study continuously for hours may get more marks in the examinations. Thus, general belief is also in support of the findings of the present study. Empirical evidence in this

regard is not available. The researcher found some studies which could tend a slight support this finding. In the studies made by [9, 10] it was found that conscientiousness has positive relation with academic achievement.
In Table-2 it may be seen that need achievement and need endurance are found significantly related to high academic achievement of students while the need exhibition, need autonomy, need affiliation, need Succourance, need dominance, need abasement need nurturance and need aggression are not found related to high achievements of higher education students. Thus the profile of high achievers students in terms of personality needs emerges to be as those who have high achievement need and high endurance need.

Conclusion
1. Need achievement is found significantly higher in female students than that of male.
2. Need exhibition is significantly higher in female students compared to that found in male.
3. Need autonomy is found similar in male and female students. In other words, there is no difference on need autonomy among male and female students.
4. There is no difference on need affiliation of male and female students.
5. There is no difference on need succourance among male and female students.
6. Need dominance is found significantly higher in male students than that of female.
7. There is no difference on need abasement of male and female students.
8. On need nurturance male and female students are found similar.
9. Need endurance in found significantly higher in male students than that of female students.
10. Need aggression is also found significantly higher in male students than that of female students.

11. Need achievement is significantly higher in high achievers as compare to that found in low achievers.
12. Need exhibition is found similar in both high and low achievers.
13. There is no difference on need autonomy as found in high and low achievers.
14. Need affiliation is found similar in high and low achievers.
15. There is no difference on need succourance among high and low achievers.
16. Need dominance is found similar among high and low achievers.
17. There is no difference on need abasement of high and low achievers
18. High and low achievers are found similar on need nurturance.
19. Need endurance is found significantly higher in high achievers than of low achievers.
20. There is no difference on need aggression among high and low achieves.

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