



ACADEMIC ACHIEVEMENT AND PERSONALITY OF XII STANDARD STUDENTS

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ABSTRACT :

When one tries to measure the amount of success of a person in a specific field or area of accomplishment, then it is said to be his or her achievement – this may be in a school situation, or in a bank, or in a company or in a factory or in any sort of academy.

Academic achievement has become an important index of student's caliber in today's competitive world. Academic achievement is the ultimate product of an educational process. Everyday tries to increase this index. It has become an important goal for students, parents, teachers and even institutions.

The study of personality is at once one of the most fascinating and one of the most difficult problems of psychology. One approach to the person has been primarily analytical. We tried to study the various forms thinking that human of behaviour like perceiving, learning, imagining and beings show and the principles that govern such behaviour. We may now attempt to understand what the person is as a whole. A study of the total human behaviour is called the study of personality and since such a study covers the whole field of psychology, the term psychology of personality has lately become almost synonymous with the entire field of psychology. Personality is not just one form of behaviour that human beings show, like learning, attending or perceiving; it is rather the totality of all these forms of behaviour that manifest themselves in a person.

KEYWORDS : *Academic achievement, psychology of personality.*

INTRODUCTION

Academic achievement is related to the acquisition of principles and generalizations, and the capacity to perform efficiently, certain manipulation of objects, symbols and ideas (Narayan Rao, 1991). Academic achievement is generally measured on the basis of examination scores or by standardized test scores. There is no unanimity on which method is greatest or how it is best tested. Majority of researchers use the examination scores as an indicator of academic achievement.

Shapiro, (2000) defines academic achievement as an assessment of performance in or college.

According to *Good, (1993) "Academic achievement means knowledge attained or skills developed in the school subjects, usually designed by test scores or by marks assigned by teachers or by both".*

Academic achievement is defined by *Crow and Crow, (1969) "As the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is related by the extent to which skill and knowledge has been imparted to him".*

George and Ravindran, (2005) pointed out that academic achievement is the product of variety of factors, such as intelligence, level of aspiration, study habits, teaching methods, peer group relations, coping resources, academic stress, adjustment, motivations etc.

It is said that academic achievement of pupil measures level of understanding, depth acquired about curriculum or knowledge in a specific subject. Academic achievement is an important tool or useful technique to assess the level of quality of the student which is earned in the whole academic year.

The term personality is derived from the Latin Word *persona* which means a mask that one may wear on a stage to enact a given role, to portray a given character as that person appeared to others around him. The term *person* then refers to the outer, the apparent and the phenomenal aspect of behaviour. This is the current usage of the term personality in American Psychology.

DEFINITION OF PERSONALITY:

The problem involved in defining personality solely in terms of its stimulus value, however, is that the same individual is not evaluated in the same way by different people. Thus the person's employer may evaluate his personality in one way, his wife in another way, and his child is still another way. Hence, as *Stagner* (1948) quotes, defining personality as a stimulus "makes precision impossible, because two personalities are interacting in every instances". Thus, "when Mary reports that Sally is 'a malicious gossip', this may give us more information about Mary than about Sally".

The definition of personality that is the most widely used by psychologists may be grouped into four classes or categories:

- 1) Omnibus definitions.
- 2) Integrative definitions.
- 3) Totality definitions.
- 4) Definitions that emphasize adjustment (*Guilford*, 1959).

Omnibus definitions take into account all the processes or activities of which the individual is capable – such as interests, habits, and abilities. In general, however, such definitions neglect the integrative aspects of personality.

Integrative definitions, on the other hand, emphasize the organization of personality. One such definition of personality for example, states that it is "the integrated organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinctness from others" (*Warren*, 1934).

Totality definitions emphasize the integration or pattern of the various aspects that makes up personality, but tend to obscure the component parts.

Adjustment definitions tend to emphasize the individual's characteristic pattern of adjustment.

For our sake, we shall define personality as the unique organization of characteristics that determines the individual's typical or recurrent pattern of behaviour. In this definition, we have several ideas concerning personality that are generally accepted by psychologists. First, there is the idea that personality is unique. No personality, in other words, is exactly like in other personality. Second, personality is viewed as being composed of many different characteristics in a particular organization. And finally, the unique organization of characteristics is seen as determining a typical or consistent pattern of behaviour.

CHARACTERISTICS OF PERSONALITY:

A) Man is a living, experiencing and striving system. He is motivated by his biological urges and as he grows up and matures he set his goals and purposes. He seeks value – satisfactions. The person's whole life – span from birth to death constitutes a totality – a unique wholeness. "Life" said *W. Stern* "is a time gestalt".

B) This structural wholeness of a person is interred – sensory. The radix of personality said *Max Wertheimer*, is free of modality. It pervades the whole of us. Biologically each individual is a unique germinal chromosomal pattern. This pattern is reflected in each cellular structure of a given organism. Likewise this structural uniqueness of a person pervades his entire being. It colours all his experiencing and striving; it is betrayed in every behaviour structural act of the individual. Personality psychology is interested in grasping this wholeness.

C) A study of behaviour shows that all normal human being function in more or less similar ways. They perceive the world, remember things, experience pleasure and pain and solve their problems in similar ways and according to some general principles because they all belong to the one class of homosapiens. Yet if one examined such behaviour carefully no two persons would appear to behave exactly alike; because they are two different individuals with different hereditary make – up and varying learning experiences.

D) Yet another characteristic of personality is its wholeness. A person is a unity. The several aspects of his existence – his intellectual, emotional, cognitive make – up are a unity – in – multiplicity, organized into a totality. Unless his personality is split as it happens in dissociation, he maintains this unity. This wholeness is organized in special ways for each individual. The same elements constituting a person are differently structured in different persons.

FACTORS INFLUENCING PERSONALITY:

Personality is something that we partially inherit from our parents and partially it is product of the environment in which we are brought up. These factors can be categorized under two headings:

- (i) Hereditary factors.
- (ii) Environmental factors.

(I) Hereditary Factors:

Heredity includes all those factors that we inherit from our parents. Such factors are innate, that is, they are present in the individual before the time of birth or at the time of birth and determine the path of development of our personality. Hereditary factors that contribute to personality development do so as a result of interactions with the specific social environments in which people live. Hereditary factors include the following:

- (a) Physique and physical health
- (b) Endocrine system
- (c) Nervous system.

(A) Physique and Physical Health:

Physical structure we mean height, colour, constitution, composition of body. A person with good physical structure and constitution enjoys good health. Traits of physical structure are largely received in inheritance. Our physical make up affect our mental or psychological traits and ultimately our behaviour.

Very often we notice that individuals with good physical structure and beauty are centre of attraction of others. Their parents, neighbours, teachers and peers develop favorable attitudes towards them. These children develop traits of self confidence, responsibility, sociability, punctuality and sometimes feeling of superiority as well, while children not gifted with good physical structure and physical beauty are looked down upon by others. Consequently they develop feelings of inferiority, emotional instability. They become shy and introvert.

(B) Endocrine System:

Our glandular system affects our personality and behaviour a great deal. It is well known that the many glands in our system regulated varied types of activities that are going on within our bodily system. When we are very active but there are also times when we are depressed without any apparent reason. Actually the reason for this lies in constant chemical changes taking place in our body. These changes are a result of functioning of glands.

Glands are two types: (1) Endocrine glands (2) Exocrine glands. The more important one is the endocrine glands. While secretions of exocrine glands go out of our body, the endocrinal secretions are released directly to our blood system. Following are some of main endocrine glands:

- (i) Pituitary gland
- (ii) Adrenal gland

- (iii) Thyroid gland
- (iv) Pancreas gland
- (v) Sex gland.

(I) Pituitary Gland:

Is located in the brain below the hypothalamus. Anterior part of the pituitary secretes a hormone called somatotropin or growth hormone. Excessive secretion of this hormone in early childhood makes a person giant. Pituitary gland is called the master glands.

(II) Adrenal Gland:

Is located above the kidneys. It has two parts. Outer part is called adrenal cortex and inner part is called adrenal medulla inactivity leading to tiredness and insomnia. Excessive lack of it may even cause unconsciousness.

Adrenal medulla secretes adrenaline and nor adrenaline. Adrenaline is more important which controls emotional status of the individual. It helps prepare our body to meet emergency situation so that we can adjust ourselves with the environment. Adrenaline when pumped into the blood stream:

- (i) Increases activity level of the individual.
- (ii) Heart beat and respiration is increased.
- (iii) The digestive system gets suspended.
- (iv) Blood sugar increases.
- (v) The body is ready to fight emergency situation.

(iii) Thyroid Gland:

Is located in the throat and produces thyroxin that regulates metabolic activity of the entire body. Its functioning affects physical growth a great deal.

Parathyroid very small in size it weights only 1gm. Its hormone is called parathormone. Parathormone regulates quantity of calcium and phosphate in blood. Blood calcium maintains excitability level of nerve tissue. Higher quantities of calcium in blood keep the balance in nerve excitability. Less than normal secretion brings about lethargy in body and the nerve tissues are not able to function properly. Destruction of parathyroid sometimes leads to death of animals.

(iv) Pancreas Gland:

Is located just below the stomach. As an endocrine gland it secretes two types of hormones from two different types of cells. Beta cells are responsible for the production of insulin while alpha cells produce a hormone called glucagon. Insulin is more important which controls the quantity of blood sugar in blood.

(v) Sex Glands:

Female sex glands are called ovaries while male sex glands are called testicles. Testicles produce androgens which are two types namely testosterone and andosterone. These are responsible for development of primary and secondary sex characteristics among males. On reaching puberty a spurt in the secretion of these hormones is seen. Hormones secreted from ovaries are called estrogens and progesterone.

Increased levels of estrogens in blood result in development of secondary sexual characteristics among girls like shrilling of voice, growth of hair at certain parts of the body, development of breasts etc. Progesterone prepares uterus to ensure proper development of fetus.

(C) Nervous System:

Psychologists usually believe that a person with more complex and developed nervous system has greater level of intellectual capabilities and is considered more able to adjust with different situations. Such individuals are viewed favourably by others and are praised for their personality traits.

Development of nervous system determines a person's actual accomplishment in the society and his social status in the society.

People with developed nervous system are more intelligent. Such individuals are fast in developing traits like responsibility, punctuality, emotional stability, self – confidence and ego – strength. Individuals with less developed nervous system have less ability to adjust. Because of their limited intellectual capabilities they often fall prey to many character disorders and their personality development is adversely affected.

(II) Environmental Factors:

Personality is not born out of only hereditary factors. Heredity provides only the blue print in terms of chromosomes and genes. But the actual action on that gene is dependent on the availability of environment conducive for that. Heredity provides only the raw material what is to be developed out of that material solely depends upon environment in which the person is brought up. Environmental factors are broadly summarized under three areas:

- (i) Social factors
- (ii) Cultural factors
- (iii) Economic factors.

(i) Social factors:

Human beings are social animals. We are born and brought up in the society. Therefore social conditions, social institutions – family, school, marriage, religion, peer groups and neighbourhood as well as various other social groups will all affect the development of personality. Some of the important social factors are:

Parents:

Parents are the first persons who enter into interaction with the child. Different parents treat their child differently. Some are very permissive and indulgent in that they just ignore the mistake and try to do everything for the child not letting him fend for himself. Children of such parents become callous, demanding and explorative in interpersonal relations besides they lack in self – confidence. Whereas parents who are strictly disciplinarian make their children submissive, shy and emotionally unstable.

Home Environment:

The kind of environment in a family exists affects our personality a great deal. Families which enjoy strong emotional tie among siblings and parents are supportive and encouraging to their children. Children from such families are self – confident, proactive and emotionally stable.

Birth Order:

Birth order also affects the way personality is shaped. *Adler* in his study told that first born children are often seclusive and introvert while the youngest or last born have feelings of inferiority, lack of confidence and self – reliance. Single child have the trait of dependency and self – centeredness. They are exploitative and demanding. Middle order children have self – confidence, ego – strength need for achievement.

School:

School affects personality in two ways:

- (i) It affects development of personality traits.
- (ii) It leads to self – confidence.

Teacher's personality, classroom environment, discipline system and academic achievement all factors influence the child. Children learn social traits of cooperation, adjustment and sharing. They develop

realistic self – concept. Academic achievement and co – curricular activities at school result in high ego strength.

Neighbourhood:

The kind of neighbourhood one lives in has a decided impact upon ones personality. The characteristics of neighbourhoods are that they are more objectives than the parents; treat the child as a person and therefore they are both less approving and less critical and with different emphasis in child behavior.

Social Acceptance:

Social acceptance means receiving approval and praise from significant others. People who receive greater social acceptance have qualities of leadership, self – confidence and feeling of superiority while those who receive less social acceptance often are introvert, low self – esteem and lack of social adjustment.

(ii) Cultural Factors:

Culture is a broad term and includes in it all the customs, traditions, folks, fashions, fads and mores. We are part of one or other culture. Therefore cultural effects on personality are bound to take place.

Child rearing practices – Different cultures have different child rearing practices. In cultures where physical punishment is heavily relied upon for bringing up children, treat of hostility, aggressiveness, introversion develop more frequently. But in culture where parents make less use of physical punishment and interact with children more frequently traits of curiosity, extroversion and creativity find more expression among children. Personality is the mirror of a particular culture in which the person is brought about culture.

(iii) Economic Factors:

Economic factor affects our attitude, perception and consequently our personality. We have seen that often children from low income groups have low self – confidence, feelings of inferiority and shyness. Economic condition determines access to opportunity to develop personality.

Benefits of Personality Development:

Personality development has many benefits that are the outcome of a strong personality development procedure. It is true that there are only benefits and no disadvantages to having personality development.

The benefits can be states in categories, or if not categorically, then it can be stated in a concise manner to get a gist of the numerous advantages one gets out of a good personality development workshop, seminar, website or material of any kind.

It brings with it, a lot of new, fresh approaches; it bring with it, a lot of scope for varied interests – which is turn leads to healthy brain storming and discussions at work places, rather than politics that are un – pleasant and battles over difference of opinions. Good and effective personality development transforms differences into discussions, quarrels into debates and fights into harmony.

The list exhibits the benefits of personality development, at a glance, for simple and quick reading and comprehension:

- Over - all shine that is brought about in a person's personality after undergoing personality development. The over – all demeanor of a person is more vibrant, it develops elements of many traits, that form a charming whole and there is a sharpening of personality for the better.
- Confidence and morale that automatically gets a boost and a push with good personality development.
- The opportunity to be able to form a healthy rapport with anybody of any age bracket.

- The ability to hold your own, the ability to curb temperamentalism and be an out – going and well – spoken or rather, well communicative individual.
- Develop effective communication.
- Overall, the person gets a wonderful edge and a razor-sharp yet approachable as well as a warm outlook to life and people.

Personality Theory:

Personality is an all inclusive concept and includes in it all the traits, tendencies which bring about consistency and dynamism in personality. However before we proceed to explain the structure and dynamics of personality it is necessary that we first understand the nature of different theories developed to explain personality.

Nature of Personality Theories:

Basically theory is a set of related assumptions which allows formation of testable hypotheses through logical deductive reasoning. It brings about organization in observations, generates research, provides direction to behaviour and explains consistency in human behaviour. There would be no need for personality theories if we had been able to understand human behaviour in its entirety. But fact is otherwise. Therefore different thinkers came out with different explanations to explain why people behave in particular ways and what the reasons behind it are. Most personality theories can be grouped into one of the following classes.

(i) Trait Theories:

Personality traits are prominent aspects of personality that are exhibited in a wide range of important social and personal contexts. In other words, persons have certain characteristics which partly determine their behaviour. According to the theory, a friendly person is likely to act friendly in any situation because of the traits in his personality. One criticism of trait models of personality as a whole is that they lead professionals in clinical psychology and lay – people alike to accept classifications, or worse offer advice, based on superficial analysis of one's profile.

The most common models of traits incorporate five broad dimensions or factors. These are:

- a) Extraversion.
- b) Neuroticism.
- c) Agreeableness.
- d) Conscientiousness.
- e) Openness to experience.

Gardon Allport, Raymond Cattell, John L. Holland, Carl Jung and Lewis Goldberg are some of the major proponents of this study.

(ii) Psychodynamic Theories:

Psychodynamic theories explain human behaviour in terms of interaction between the various components of personality. *Sigmund Freud* was the founder of this school. *Freud* drew on the physics of his day to coin the term psychodynamics: based on the popular ideas of conversion of heat into mechanical energy and vice versa, he proposed the conversion of psychic energy into behaviour. He broke the human personality down to three significant components: the ego, superego and id. According to *Freud*, personality is shaped by the interactions of these three components.

(iii) Behaviourist Theories:

Behaviourists explain personality in terms of reactions to external stimuli. This school of thought was initiated by *B. F. Skinner*. According to these theories, people's behaviour is formed by processes such as operant conditioning.

(iv) Cognitive and Social – Cognitive Theories:

In cognitivism behaviour is explained as guided by cognitions about the world, and especially those about other people. *Albert Bandura*, a social learning theorist suggested that the forces of memory and emotions worked in conjunction with environmental influences.

(v) Humanistic Theories:

In humanistic psychology it is emphasized that people have free will and that play an active role in determining, how they behave. Accordingly, humanistic psychology focuses on subjective experiences of persons instead of factors that determine behaviour. *Abraham Maslow* and *Carl Rogers* were proponents of this view.

(vi) Other Theories:

There are many other views on personality psychology, one of them *George Kelly's* personal construct theory. Other important contributors to the field *Anna Freud, Erik Erikson, Otto Rank, Alfred Adler, Karen Horney, Jean Piaget, Rollo May, Viktor Frankl, Medard Boss, Ludwig Binswanger, Snygg and Combs, Hans Eysenck and Erich Fromm.*

PERSONALITY ASSESSMENT:

Assessment of personality refers to the measurement of personal characteristics of an individual. It involves information gathering through interviews etc. and administering of psychological test to understand the typical characteristics. Assessment is an end result of gathering information.

Assessment is based on the assumption that each individual differs from another in regard to the personality traits. Even if they possess the same traits their behaviour will vary in terms of their experiences to different situations and thus a personality assessment will make this very clear as to what actually contributes to this difference and what are typical of a particular person's personality

A distinctive feature of personality assessment is the scientific approach to personality assessment. That is how the human characteristics are described quantitatively and qualitatively. The assessment also throws light on how many traits are present and which of these is dominant and which one acts negatively creating problems to the adjustment of the individual.

The sophisticated assessment and measurement of personality of an individual depends on the use of a variety of concept to provide trait definitions and entails the application of various methods of observation and evaluation.

Personality assessment done for two purposes:

1. Theoretical.
2. Practical.

Theoretically personality assessment provides knowledge about different dimensions and aspects of personality development and provides information about its nature. It provides impetus to research on personality and help develop new theories about personality.

Practical purposes of personality assessment are to know the strength and weaknesses of a person. It provides help in developing intervention programme for person who need help to overcome some of their personality based difficulties.

Methods of personality assessment can be categorized under three headings: (a) Personality inventories.

(b) Projective techniques.

(c) Observational methods.

(a) Personality Inventories:

This is the most popular method of personality assessment. In this method statements about certain traits of personality are constructed and the testee is required to answer them as "right / wrong" or "yes / no". Some important inventories are *Cattell's 16 PF Scale, Bell Adjustment Inventory, California Psychological Inventory* and *Minnesota Multiphasic Personality Inventory.*

(b) Projective Techniques:

These techniques are based on the principal of projection (a defense mechanism) in which a person his / her own desires, needs and feelings onto other person or object.

In projective techniques personality is measured indirect manner by presenting the person with an unstructured, vague stimulus or situation. It is believed that when a person reacts to such vague or unstructured stimulus or situation, he projects his unconscious desires, mental conflicts and unethical wants without knowing that he is doing so.

Types Of Projective Tests:

- (i) Association tests.
- (ii) Construction tests.
- (iii) Completion tests.
- (iv) Choice or ordering tests.
- (v) Expressive tests.

(c) Observational Methods:

It involves observation and recording of the activities of a person by the observer in a natural situation. These recordings are then analyzed and an inference about the personality of an individual is drawn. Observational methods are two categories. (i) Rating scales (ii) Interview.

Rating Scales:

Rating scales involve recording judgment about the personality traits in some categories. These categories may be numerical or graphic. Each category has a specific meaning and the rater expresses his reaction about the traits of the person being assessed through these categories. These ratings are then statistically analyzed and a conclusion about the personality of the person is reached.

Interview:

Interview techniques are the most widely used in the personality assessment. Interview involves recording of reactions to the questions asked by the interviewee in a face to face situation. Interviews are two types. (a) Structured interview (b) Unstructured interview.

(a) Structured Interview:

At that type of interview the questions asked by the interviewer are predecided. Even the order of presentation of questions, their language and the manner in which they are to be put to the subject are decided a prior. Biggest advantage of structured interview is that it allows comparative study of personality of different individuals since all of them are asked the same questions and in the same manner. However this merit of structured interview turns into demerit when intensive drilling and analysis of personality is required.

(b) Unstructured Interview:

In this interview allows interviewer to ask questions as he thinks fit depending on how the interview progresses. Language of questions, their manner and the manner of asking questions all depend on the understanding of the interviewer. Unstructured interviews are mostly used for clinical purposes to diagnose the problems or abnormality in the personality of the individual as these are free of the constraints of structured interviews.

METHODOLOGY:**Interpretation of the Primary Factors:**

Predictions of scores on various criteria, and assignment of individuals to various diagnostic clinical groups, can be carried out actuarially, by computation from standard scores, using methods discussed in detail in the Handbook and elsewhere. Where no correlations with criteria are known,

knowledge of the psychological nature if the factors must guide initial prediction until empirical studies can be done in a particular situation. Moreover, even where correlational, actuarial evidence about a certain criterion is available, it is desirable to add psychological judgment to immediate statistical computations to allow for changes of personality with learning, maturation, etc., or for anticipated changes in life situation.

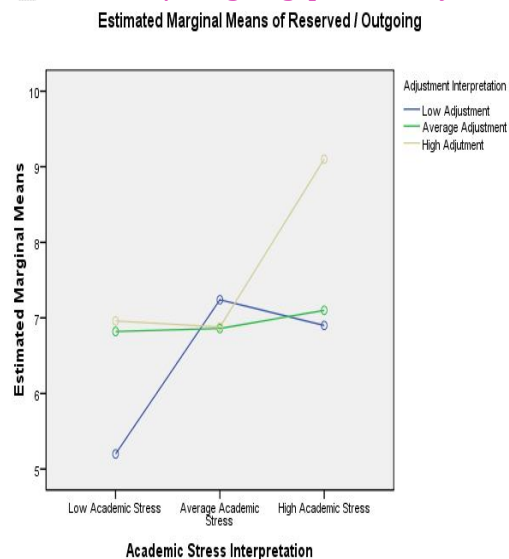
The definitions and interpretations of the factors, as given below, are shorted, non – technical and of course, less exact than the more intensive discussions available in the Handbook and elsewhere. Furthermore, the large number of profiles given in the Handbook for well – defined occupational and clinical groups provides the psychologist with additional insights into the meaning and operation of the factors.

Table 1 Effect of Academic stress and Adjustment on Academic Achievement and Personality of XII Standard Students.

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Academic Stress	8755.818	2	4377.909	55.405	0.01
Adjustment	1416.991	2	708.496	8.966	0.01
Academic Stress X Adjustment	9489.276	4	2372.319	30.023	0.01
Error	34846.360	441	79.017		
Total	54508.444	449			

Table 1 indicating the results of two-way ANOVA in which academic stress and adjustment are independent variables while academic achievement is dependent variable. Academic stress and adjustment both variables have three levels of each viz. high, average and low. It is seen that the effect of academic stress on academic achievement is significant ($F(2, 441) = 55.405 P < 0.01$). Moreover, the effect of adjustment on academic achievement is also significant ($F(2, 441) = 8.966 P < 0.01$). The interaction effect of academic stress and adjustment on academic achievement is also significant ($F(4, 441) = 30.023 P < 0.01$). In the present study it is found that the academic achievement of 12th standard students is greatly influenced by academic stress and their adjustment problems.

Figure 1 the interaction effect of academic stress and adjustment on 'Reserved / outgoing' personality trait.



The graphs are usually used to present results in a manner that it is easier to understand than the tabulated values. The figure 2 indicates the graphical picture of the effect of academic stress and adjustment on academic achievement score. It is seen that the main effect of academic stress and adjustment are significant because all points are located at different level. As well as, it is seen that the interaction between academic stress and adjustment is also significant because all lines are crossing each other.

Table 2 Effect of Academic stress and Adjustment on 'Affected by Sense / Emotionally Stable' Personality Trait of XII Standard Students.

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Academic Stress	75.818	2	37.909	10.488	0.01
Adjustment	242.884	2	121.442	33.600	0.01
Academic Stress X Adjustment	154.436	4	38.609	10.682	0.01
Error	1593.920	441	3.614		
Total	2067.058	449			

Table 2 shows the results of two-way ANOVA in which academic stress and adjustment are independent variables while personality is dependent variable. Academic stress and adjustment both variables have three levels of each. It is seen that the effect of academic stress on 'affected by sense / emotionally stable' personality is significant ($F(2, 441) = 10.488 P < 0.01$). As well as, the effect of adjustment on 'affected by sense / emotionally stable' personality trait is also significant ($F(2, 441) = 33.600 P < 0.01$). The interaction effect of academic stress and adjustment on 'affected by sense / emotionally stable' personality trait is also significant ($F(4, 441) = 10.682 P < 0.01$). In this study it is found that 'affected by sense/ emotionally stable' personality trait of 12th standard students is greatly influenced by academic stress and adjustment problems.

OBJECTIVES OF THE STUDY:

1. To study the effect of academic stress and adjustment on 'Tough - minded / tender - minded' personality trait of XII standard students.
2. To find out the effect of academic stress and adjustment on 'Practical / imaginative' personality trait of XII standard students.
3. To explore the impact of academic stress and adjustment on 'Conservative / experimenting' personality trait of XII standard students.
4. To search the effect of academic stress and adjustment on 'Undisciplined self - conflict / controlled' personality trait of XII standard students.
5. To study the sex differences on academic achievement of XII standard students.
6. To find out the sex differences on 'Reserved / outgoing' personality trait of XII standard students.
7. To search the effect of the sex differences on 'Affected by sense / emotionally stable' personality trait of XII standard students.
8. To investigate the influence of the sex differences on 'Humble / assertive' personality trait of XII standard students.
9. To explore the impact of the sex differences on 'Shy / venturesome' personality trait of XII standard students.
10. To study the sex differences on 'Tough - minded / tender - minded' personality trait of XII standard students.
11. To search the effect of the sex differences on 'Practical / imaginative' personality trait of XII standard students.
12. To find out the sex differences on 'Conservative / experimenting' personality trait of XII standard students.

13. To investigate the influence of the sex differences on 'Undisciplined self - conflict / controlled' personality trait of XII standard students.
14. To search the habitant differences on academic achievement of XII standard students.
15. To find out the habitant differences on 'Reserved / outgoing' personality trait of XII standard students.

HYPOTHESIS OF THE STUDY:

1. Male and female students will not significantly differ on 'Reserved / outgoing' personality trait.
2. Male and female students will not significantly differ on 'Affected by sense / emotionally stable' personality trait.
3. Male and female students will not significantly differ on 'Humble / assertive' personality trait.
4. Male and female students will not significantly differ on 'Shy / venturesome' personality trait.
5. Male and female students will not significantly differ on 'Tough - minded / tender - minded' personality trait.
6. Male and female students will not significantly differ on 'Practical / imaginative' personality trait.
7. Male and female students will not significantly differ on 'Conservative / experimenting' personality trait.
8. Male and female students will not significantly differ on 'Undisciplined self - conflict / controlled' personality trait.
9. Urban and rural students will not significantly differ on academic achievement.
10. Urban and rural students will not significantly differ on 'Reserved / outgoing' personality trait.

CONCLUSIONS:

1. Male and female students significantly differ on 'Practical / imaginative' personality trait.
2. Male and female students are not significantly differ on 'Conservative / experimenting' personality trait.
3. Male and female students are not significantly differ on 'Undisciplined self - conflict / controlled' personality trait.
4. Urban and rural students are not significantly differ on academic achievement.
5. Urban and rural students significantly differ on 'Reserved / outgoing' personality trait.
6. Urban and rural students significantly differ on 'Affected by sense / emotionally stable' personality trait.
7. Urban and rural students significantly differ on 'Humble / assertive' personality trait.
8. Urban and rural students significantly differ on 'Shy / venturesome' personality trait.
9. Urban and rural students are not significantly differ on 'Tough - minded / tender - minded' personality trait.
10. Urban and rural students significantly differ on 'Practical / imaginative' personality trait.

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