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A STUDY CORRELATE BETWEEN PERSONAL EFFECTIVENESS AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS

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ABSTRACT:

The main objective of the present study was to find out the relationship between personal effectiveness and academic achievement of adolescent students. Survey method was conducted on a random sample of 100 adolescent school students. Data was analyzed by t-test, F-ratio and r-value. Major finding showed that there is positive relationship between personal effectiveness and academic achievement of adolescent students.

KEYWORDS: Personal Effectiveness, Academic Achievement, Adolescent Students.

INTRODUCTION:

Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in school and work life (Steinberger, 1993). Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track, and encourage the progress of students in schools. Quality of performance has become the key factor for

personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

PERSONAL EFFECTIVENESS

Personal effectiveness contributes to the overall effectiveness of an individual both in social and professional life. Personal Effectiveness of a person is dependent on his/her

understanding of himself/herself and others. The extent to which one shares his/her ideas, feelings, experiences, impressions, perceptions and personal information with others shows the degree of one's openness. Openness contributes considerably to one's effectiveness as a person. Increased awareness of "self" will result in understanding our strengths and competencies, our weaknesses and faults. Finding the keys to personal strength, inner drive, understanding emotions and moods and how they affect others will benefit each individual, their efficiency and their relationships with others (Goleman, 2004). These benefits to individual team members will then lead to greater success in the learning process. While in groups/teams where each individual valued personal growth, had a clear

understanding of his/her strengths, the manner in which they preferred to make decisions and an accurate perception of themselves, including how others perceived them. When individuals with other students together in teams value the uniqueness of others, are open to change and willing to take risks to strive for something better undoubtedly, they would lead to a productive team and a sense of leadership that would exist at all levels (Fullan, 2001; Goleman, 2004; Kouzes & Posner, 2002; Senge, 1999).

Personal effectiveness of an individual (adolescent) depends up on emotional, social and psychological well being. Specifically, they view optimal functioning as the combination of emotional well-being (as the refer to subjective well-being: defined as the presence of positive affect and satisfaction with life and the absence of negative affect), social well-being (incorporating acceptance, actualization, contribution, coherence and integration) and psychological well-being (combining self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, positive relations with others). For boosting effectiveness in the adolescents some specific domains has to be suggested for a happier life (David Mayer's, 1993).

PURPOSE OF THE STUDY

Academic achievement occupies a very important place in education as well as in the learning process. Academic achievement also helps to shape the minds of students. While the lessons learned in the class make the adolescents students to acquire specific skills, the process by which they learn from the material and the original ideas they are asked to consider have an effect on many aspects of their lives as well. Confident individuals approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They more quickly recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. Not surprisingly, personal effectiveness of the students in one's academic capability is a critical component of school success. Hence, it is a highly importance to study on personal effectiveness which enhance the academic achievement of the school students.

OBJECTIVES OF THE STUDY

- To investigate whether there is significant difference between male and female adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant difference among father's education level of adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant difference among mother's education level of adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant difference among monthly income of the family of adolescent students with respect to personal effectiveness and academic achievement.
- To investigate whether there is significant relationship between personal effectiveness and academic achievement.

METHODOLOGY

Survey method is adopted for the present study. The random sample consists of 100 (50 male and 50 female) adolescent students.

DATA ANALYSIS**Table 1: Mean Difference between Male and Female of Adolescent Students**

Variables	Gender	N	Mean	SD	t-value	Level of Significance
Personal Effectiveness	Male	50	31.08	5.781	4.375	0.001**
	Female	50	35.24	3.432		
Academic Achievement	Male	50	61.57	8.720	3.750	0.007**
	Female	50	66.92	10.647		

****Significant at 1% level**

Table-1 shows that there is significant mean difference between male and female adolescent students with respect to personal effectiveness and academic achievement which is significant at 0.01 level. The mean difference of female adolescent students (35.24, 66.92) has better personal effectiveness and academic achievement than the counter parts (31.08, 61.57).

Table 2: Mean Difference among Father's Education Level of Adolescent Students

Variables	Father's Education						F	P
	Illiterate (13)		School Level (66)		College Level (21)			
	Mean	SD	Mean	SD	Mean	SD		
Personal Effectiveness	29.69	6.68	32.91	4.76	36.10	3.86	7.180	0.001**
Academic Achievement	58.31	11.09	63.96	8.64	68.80	11.78	4.794	0.010**

****Significant at 1% level**

Table-2 indicates that there is significant mean difference among father's education level namely, illiterate, school level and college level with respect to personal effectiveness and academic achievement which is significant at 0.01 level. The adolescent students father education at college level is better which is followed by school level educated fathers and then by illiterate father's of adolescent students.

Table 3: Mean Difference among Mother's Education Level of Adolescent Students

Variables	Mother's Education						F	P
	Illiterate (18)		School Level (69)		College Level (13)			
	Mean	SD	Mean	SD	Mean	SD		
Personal Effectiveness	29.22	6.89	33.54	4.12	36.62	4.12	9.775	0.001**
Academic Achievement	59.02	9.98	64.04	8.65	72.57	12.32	7.864	0.001**

****Significant at 1% level**

Table-3 reveals that there is significant mean difference among mother's education level namely, illiterate, school level and college level with respect to personal effectiveness and academic achievement which is significant at 0.01 level. The adolescent students mother education at college level is better which is followed by school level educated mothers and then by illiterate mother's of adolescent students.

Table 4: Mean Difference among Monthly Income of Adolescent Students

Variables	Monthly Income						F	P
	Below 20000 (53)		20000-40000 (33)		Above 40000 (14)			
	Mean	SD	Mean	SD	Mean	SD		
Personal Effectiveness	31.68	5.48	33.55	4.33	37.86	2.11	9.405	0.001**
Academic Achievement	59.98	8.65	65.80	6.88	76.70	10.28	22.977	0.001**

****Significant at 1% level**

Table-4 depicts that there is significant mean difference among monthly income of the family namely, below 20000, 20000-40000 and above 40000 with respect to personal effectiveness and academic achievement which is significant at 0.01 level. The adolescent students family monthly income above 40000 is better which is followed by 20000-40000 and then by below 20000 monthly income of adolescent students.

Table 5: Correlation between Personal Effectiveness and Academic Achievement

	Personal Effectiveness	Academic Achievement
Personal Effectiveness	1	0.567**
Academic Achievement	X	1

Table-5 indicates that there is significant relationship between personal effectiveness and academic achievement of adolescent students. There exists positive correlation which is significant at 0.01 level.

CONCLUSION

Just by understanding our "self" we do not immediately become effective. Adolescent students have to make use of this understanding. They should use their strengths and competencies to change a situation for the better. Students should try to overcome their weaknesses and correct the faults. Adolescent students should change their behaviour in such a way as to have a positive effect on people they interact with. Only by doing these they can become effective and achieve in their academic achievement.

To improve the personal effectiveness of the adolescent students the following key criteria has to be practiced:

- Rewarding bonding
- Promoting social, emotional, cognitive, behavioural and moral competencies
- Encouraging self-determination
- Fostering spirituality
- Nurturing a clear and positive identity
- Building beliefs in the future
- Recognizing positive behaviour
- Providing opportunities for pro-social development
- Establishing pro-social norms

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