

Perception of Personality and Academic Achievement of Higher Secondary Students

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Abstract

The main aim of the present study was to assess the academic achievement of higher secondary students according to their personality. The sample was 318 higher secondary students from Government and Government aided schools from Kancheepuram district, Tamilnadu, drawn by using stratified random sampling method. The normative survey method was used to collect the data from sample by using the Eysenck Personality inventory and academic achievement test scores. The differential statistical method was used to assess the significant differences between personality types and academic achievement. The result showed that boys-ambiverts were scored higher than their counterparts. Similarly, students who are studying in Government school classified as ambiverts, were performed well in their academic then their counterpart. Hence, the study concluded that ambivert personality types were better achievers as they are capable of manage all social situations and adjust to all kinds of classroom environment. As a result, teachers can modify their teaching styles can help them personalize the teaching-learning environment for each personality types.

Keywords: Personality Type, Higher Secondary Students, Eysenck Personality Inventory, Academic Achievement, Extroverts, Introverts and Ambiverts

1. Introduction

A classroom where the instructor bears full responsibility for directing the behaviour of the students is not the same as a classroom where students are encouraged and trained to take charge of their own conduct. In each of these contexts, content will be approached and perceived differently. Complex management decisions are also needed for more cognitively challenging academic work and activities where students solve new challenges. The relationship between management complexity and instructional activity serves to further highlight how interconnected classroom management is. Variations in personality lead to variations in intellectual endeavours and accomplishments. Even while people may possess similar intellectual ability, their varied backgrounds, interests, aspirations, and values lead to a need for different channels for their mental capacities to be expressed and realised. The teacher must have a thorough understanding of each student's capabilities and personality before they can begin to educate. If students

are not supported and assisted in creating positive personal development paths for themselves, then education cannot be real and comprehensive. Personality refers to the unique combination of traits, behaviors, and characteristics that make up an individual. It influences how we think, feel, and interact with others. There are many theories about personality, including the Big Five traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism) and various personality typologies like the Myers-Briggs Type Indicator. People often explore personality to understand themselves better, improve relationships, or enhance personal growth. A person's personality is shaped by their environment and genetics, both of which can contribute to a positive or negative personality [1].

According to Schoen "Personality is the organized system, the functioning whole or unit of habits, dispositions and sentiments that mark off anyone member of a group as being different from any

other member of the same group". A person is a distinct individual who is different from all other individuals. Certain intellectual traits or attributes some aggressive, some modest, some dishonest, some critical, some sympathetic can undoubtedly have a varied impact on the growth and manifestation of mental capacities and academic success. According to Eysenck's biologically grounded theory of personality, people are born with a particular kind of nerve system that influences their capacity for learning and environmental adaptation [2]. He classified personality types as extrovert and introvert. He further explained the characteristics of them as follows;

1.1. Extroverts

They are outgoing and insatiably curious about new experiences; extroverts are prone to boredom. They frequently exhibit impulsivity, optimism, and carelessness. They are more inclined to be thrill-seekers and take chances. According to Eysenck, this is because they were born with a neurological system that is under stimulated, and as a result, they seek for stimulation to get it back to the ideal level.

On the other end of the spectrum, **Introverts** are calm methodical, emotionally in control and reserved. They avoid feeling and stimulation since they are already too stimulated. They are typically dependable, sombre, and gloomy. An **ambivert** enjoys spending time alone, away from crowds, yet they are also fairly at ease in social situations and groups. To put it simply, an ambivert is someone whose behaviour varies depending on the social situation. The ambivert may be more reserved among strangers or in situations where authoritative figures are present. However, the ambivert may be more extraverted while around close friends or relatives. Ambiverts are capable of adapting to a wide range of circumstances. They can function well in big groups, yet they can also withstand social exclusion. The most stable and adaptable mix of extraversion and introversion appears to be ambiversion.

According to Borghans, Golsteyn, Heckman, and Humphries, personality traits are incrementally valid in explaining variance in educational outcomes, as measured by achievement tests and grades, when educational outcomes are broken down into IQ and personality [3]. Extraverted people are typically outgoing, gregarious, aggressive, and fun-loving. They are socially adept and at ease expressing their thoughts. Being among other people tends to give them more energy and excitement [4]. Afshan et al. found that introverted personalities tend to be quiet, reserved individuals [5]. They are more meticulous in all they do and have good emotional self-control. In educational settings like debates in introverted pupils engage with classmates less in class to express their thoughts and opinions [6]. When educators begin to comprehend the behaviour of students with varying personalities, they will be able to modify the structure and flow of their classrooms so that more kids can succeed. Given the widespread use of the "deficit model" by educators for children of colour, wherein cultural differences are seen as obstacles to be overcome rather than sources of diversity to be embraced, this change in teachers' attitudes toward kids of colour is imperative. Numerous

investigations have demonstrated a strong correlation between academic success and extrovert personality types. Jumareng et al. found no connection between academic success and extrovert personality type [7]. According to Salehi, extravert personalities are more likely to have low academic accomplishment since they are always joking and do not take learning in the classroom seriously [8]. According to Muza et al., there is no meaningful correlation between extroverted personality traits and academic success in students. The findings of Muza et al.; Essays are corroborated by Marin et al., who clarified that the majority of pupils that perform poorly academically are extroverted. According to Muza et al., there is a strong correlation between academic achievement and introverted personality traits in students. Michael, who found a link between academic success and introverted personality, also supports the conclusions of this study [9]. To put it succinctly, introverted students tend to excel academically.

1.2. Need for the Study

The teacher is forced to provide for the requirements of the students and fill their thirst as they attempt to better themselves. Every person has distinct behaviours that have an impact on their children's academic success. In the current situation, educators should constantly make an effort to categorise students' diverse ways of thinking, feeling, acting, and interacting with others into "types of personality." There are two "attitude-type" of personality (ie) introversion, extroversion which the teachers should aware of. Introverts are those whose psychic energy is directed inwards to their thoughts, emotions and desires. Extroverts are those whose psychic energy is directed outwards to the social environment. The middle variety between introversion extroversion is called ambiverts, whose psychic energy is partly directed in wards and partly directed out ward. Therefore, teacher should always contribute to identify the "Personality type" of students to satisfy their educational needs, to connect their capacities with appropriate functions and to make them more adjustable with their environment. Personality may affect the student learning process but a good teacher evaluates the achievement of students with regard to their personality type. However, personality is a collection by attributes including temperament, attitudes, values and distinctive behavioural patterns or habits, which seem to characterize an individual. Hence, teachers should reveal the students' attitudinal type of personality to give them special instruction.

With the knowledge of this, teachers can measure the cause for low achievement and isolate them to give special coaching and can rectify their problems and needs. Because personality is a psychological construct for the teacher for educating the students and it is also important for students in all their activities. Usually, a class room is the heterogeneous in nature. The psychologised education is not only for the teacher but also the students to take equal part in the class room activities. Class room management activities are aimed at developing all round personality of the students. Knowing this allows teachers to identify the root cause of low achievement, separate students for specialised coaching, and address their needs and difficulties. Since personality is a psychological concept that teachers utilise to instruct their pupils

and since it affects students in all of their activities. A classroom is typically heterogeneous by nature. In psychologised education, pupils are expected to participate equally in class activities as well as the teacher. The goal of classroom management activities is to help pupils develop into well-rounded individuals.

1.3. Objectives of the Study

- To find out whether there is a significant difference in the academic achievement among three types of personality groups of higher secondary students (Extravert-Introvert-Ambivert) with respect to gender.
- To find out whether there is a significant difference in the academic achievement among three types of personality groups of higher secondary students (Extravert-Introvert-Ambivert) with respect to types of school.

1.4. Hypotheses

1. There is no significant difference in the academic achievement of three personality types (extrovert, introvert and ambivert) with respect to sex.
2. There is no significant difference in the academic achievement of three personality types (extrovert, introvert and ambivert) with respect to types of school.

2. Methodology

The researcher adopted normative survey method for the present

study among 318 sample of 147 boys and 171 girls who were selected by stratified random sampling technique from two Government and two Government aided schools of Kanchipuram District, Tamilnadu. The current study assumed personality types as independent variable while academic achievement as dependent variable. The researcher used Eysenck's personality inventory consisted of 57 items with 'Yes' or 'No' choices. The 'lie score' is nine points which gauges how much effort sample put into making their responses seem appealing to others. Sample who receives a score of five or higher on this scale are most likely lying in their answers in an effort to appear credible. The academic achievement scores of Quarterly examinations have been collected from higher secondary students.

3. Analysis and Results

The respective tools have been used and data were collected from 4 schools after getting prior consent of the Heads of the school. Hence, data were computed in the Excel files which were converted into SPSS files. All outliers were removed from the data by cleaning. All of the statistical presumptions were satisfied. To be more precise, the hypotheses were answered using means, frequencies, percentages, and standard deviations, and differential analysis.

Perception of personality types and their academic achievement are analyses and given below;

S.No	Sex	Personality types	N	Mean	S.D	't' Value	Significance
1.	Boys	Extroverts	67	42.57	8.61	0.54	NS
		Introverts	48	40.27	9.82		
		Extroverts Ambiverts	67 32	42.57 53.12	8.61 14.15	2.63	S**
		Introverts Ambiverts	48 32	40.27 54.16	9.81 14.14	2.64	S**
2.	Girls	Extroverts	71	53.40	10.25	0.48	NS
		Introverts	45	50.54	12.32		
		Extroverts Ambiverts	71 55	53.40 50.76	10.25 13.17	0.15	NS
		Introverts Ambiverts	45 55	50.54 50.76	12.62 13.17	0.08	NS

Table 1: Differences in the Academic Achievement of the Higher Secondary Students (Extravert-Introvert-Ambivert) With Respect to Sex

From above Table, it is understood that there existed 0.01 significant difference between extravert and ambivert boys (t-value 2.63), introverts and ambivert boys (t-value 2.64) in the academic achievement while there is no significant difference between extravert and introvert boys (t-value 0.54) which is lesser than table value.

It is also observed from the above table that there is no significant difference between extravert and introvert girls, extravert and ambivert girls, introvert and ambivert girls in their academic achievement as t- value is lesser than table value.

S.No	Types of School	Personality types	N	Mean	S.D	't' Value	Significance		
1.	Government	Extroverts	43	36.00	4.00	0.75	NS		
		Introverts	75	41.28	9.45				
		Extroverts Ambiverts	43 38	36.00 46.31	4.00 10.16	2.04	S**		
		Introverts Ambiverts	75 38	41.28 46.31	9.45 10.16	2.39	S**		
		2.	Government aided	Extroverts	77	49.30	10.29	0.70	NS
				Introverts	46	52.76	13.07		
Extroverts Ambiverts	77 39			49.30 55.69	10.39 15.28	1.80	NS		
		Introverts Ambiverts	46 39	52.76 55.69	13.07 15.28	0.92	NS		

Table 2: Differences in the Academic Achievement of the Higher Secondary Students (Extravert-Introvert-Ambivert) With Respect to Types of School

From above Table, it is understood that there existed 0.05 level of significant difference between extravert and ambivert and introverts and ambiverts higher secondary students studying in Government school whose t-values are 2.04 & 2.39 respectively in the academic achievement. But there is no significant difference between extravert and introvert in their academic achievement. Likewise, there is no significant difference between extravert and introverts, ambiverts and introverts and ambiverts and extroverts higher secondary students studying in Government school whose t values are lesser than table value.

4. Finding of the Study

Teachers and parents must be aware of the personality types of their students in order to provide them with appropriate guidance to steer their lives in the right path. Personality types of students have an impact on their learning performance in the classroom. One of the crucial components that determines whether students succeed or fail in educational activities, whether they are in elementary, secondary, or university education, is their personality [6]. The study showed that there existed no significant difference between extravert and introvert boys in their academic achievement. The study also showed that there existed no significant difference between extravert, introvert and ambivert boys in their academic achievement. The result is contrary with Essay who concurred that there was no connection between extraverted personality and academic success. While Jumareng et al. and Muza et al. found no significant relationship between extraverted personality and academic achievement, Hakimi's study demonstrated a significant negative relationship between extravert personality and student academic achievement [7,10]. Result showed that ambivert boys excelled in their academic achievement than that of introvert and extroverts. The result is in line with Leisser who opined that ambiverts have more IQ and capable of achieving more than extroverts and introverts. The result of the study clearly showed that ambivert higher secondary students who study in Government school scored better than introverts and extroverts. This same study showed that there was no significant difference among extravert, introvert and ambivert personality types who

are studying in Government aided school with respect to their academic achievement. The present study also showed that boys who were classified as ambivert on Eysenck personality inventory were better achievers than that of extrovert and introverts. Neha founded in her study that there is a relationship between personality and academic achievement. The present study also showed that ambivert personality types were performed well in their studies when compared to introverts and extroverts.

5. Conclusion

The school directly oversees a child's life preparation, instilling in them a multitude of values and attitudes. It is crucial to the development of intellectual abilities, which differ in children. Based on the findings, we can conclude that ambiverts are better learners, risk-takers, and success-oriented individuals who display positive dispositions and do not negatively impact achievement. When educators begin to comprehend the behaviour of students with varying personalities, they will be able to modify the structure and flow of their classrooms [11].

5.1. Limitations and Recommendations

Learning is a multifaceted process that occurs in both formal and informal settings. Higher secondary students from various backgrounds made up the study's sample. Only personality types and academic achievement of higher secondary students were used in the study. The results are therefore only applicable to higher secondary learners. But as learning is a universal human activity, the results can be used in a variety of contexts to gauge their relevance. These findings may be improved and expanded upon in future research conducted in a variety of settings with a range of populations, which could have an impact on how broadly applicable they are. Other tools may also be used in follow-up research to assess personality traits and preferred learning strategies. These kinds of investigations might possibly shed more light on the results of this investigation.

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