



A COMPARATIVE ANALYSIS OF PERSONALITY FACTORS AND ACADEMIC ACHIEVEMENT AMONG STUDENTS OF D.I.E. T AND SELF-FINANCED D. EL. ED INSTITUTIONS IN DELHI NCR

Shivanath Roy

Research scholar

School Of Education

Monad University, Hapur, Uttar Pradesh

Shivanathroy51@gmail.com

Enrollment Number: 2200577

Guide Name: **Dr. Pawan Kumar Sharma**

DECLARATION: I AS AN AUTHOR OF THIS PAPER /ARTICLE, HERE BY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT /OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE /UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION.FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE

ABSTRACT

This current research paper is intended to compare personality factors, academic performance, and socio-economic backgrounds of students pursuing studies in teacher training institutions. This research paper was conducted by following the method of descriptive survey. A total of 150 students were sampled for the study via simple random sampling, out of which 75 were from D.I.E.T institutions and 75 students were from Self-Financed D.El.Ed institutions located at Delhi NCR. The collected data consisted of scores based on Personality Factor Scale, Academic Performance, and Socio-Economic Status information. These data were analyzed by means of percentages, mean scores, comparative analysis, graphs, and charts. The outcome of the research paper indicated that students from D.I.E.T institutions showed comparatively better personality factors and performance. The proportion of students of D.I.E.T who scored highly on both personality and academic achievement was higher, while the number of Self-Financed students who had moderate and poor scores was relatively larger. The study further revealed that the majority of Self-Financed students came from families of higher socio-economic status, while most of D.I.E.T students were from middle socio-economic backgrounds. In spite of such socio-economic variation, the D.I.E.T students performed better than those of Self-Financed institutions, which suggests that there is a considerable role played by educational institution, academic assistance, and professional advice in improving the personality of students and their academic success.



Keywords: *Personality Factors, Academic Achievement, D.I.E. T, Self-Financed D.El. Ed Institutions, Teacher Education, Socio-Economic Status, Delhi NCR, Comparative Study.*

1. INTRODUCTION

Education is considered one of the most powerful tools for the growth and development of individuals as well as nations. The competence of teachers has a major impact on education, and so, teacher education institutes have an important role in developing competent teachers. There are several institutions in India that conduct teacher education courses, such as government institutions as well as self-financing institutions. The District Institutes of Education and Training (D.I.E.T.) as well as Self Financing D.El.Ed institutes are two popular institutions for training teachers in India. While both institutions develop competent teachers, their differences can affect the personality and academics of the students enrolled in them.

Personality factors are crucial psychological elements that contribute to students' behaviors, self-confidence, emotional stability, communicative ability, and adaptability. The possession of positive personality attributes by future teachers is necessary since these factors have a direct impact on how they interact with their students and teach. Educational attainment is another factor worth considering in analyzing the success of students in education. This is because many factors such as environmental, socioeconomic, motivational, and personality-related factors contribute to students' academic achievement.

Delhi NCR region has many D.I.E.T. and self-financed D.El.Ed colleges, where students hail from different socio-economic and educational backgrounds. The current research, which is titled "A Comparative Analysis of Personality Factors and Academic Performance among Students of D.I.E.T. and Self-Financed D.El.Ed Colleges in Delhi NCR," seeks to make a comparison of personality factors and academic performance of students of these two educational settings. The results of this study can be helpful for teacher educators and educational administrators in designing better teacher education courses and promoting overall growth of students.



1.1 Research Objectives

- To compare the personality factors among students of D.I.E. T and Self-Financed D.El. Ed institutions in Delhi NCR.
- To analyze the academic achievement levels of students studying in D.I.E. T and Self-Financed D.El. Ed institutions in Delhi NCR.
- To examine the socio-economic status and its influence on personality factors and academic achievement among students of D.I.E. T and Self-Financed D.El. Ed institutions in Delhi NCR.

2. LITERATURE REVIEW

Bal-Taştan et al. (2018) undertook a study aimed at determining the effects of teachers' efficacy and motivation on the academic performance of the learners in science education within secondary and high schools. It was revealed that the professional competency, self-confidence, and degree of motivation of the teachers affected significantly the academic performance of the learners. In conclusion, the researchers observed that effective pedagogy, classroom climate, and motivation on the part of teachers contribute greatly to the improvement of the academic performance of the learners.

Batool et al. (2023) performed research in the area of education data mining aimed at predicting academic performance of students. The research focused on the analysis of different factors impacting on academic performance of students in terms of education, psychology, socio-economics among others using advanced statistical methods of data analysis. It is clear from the findings that factors like learning behavior, attendance, motivation, socio-economic factors and school supports significantly impact on students' academic performance.

Butler and Le (2018) conducted a longitudinal study to examine the impact of socio-economic status (SES) of parents on the learning achievement of students in English as a foreign language. It was found from this study that the students who came from high socio-economic families had comparatively high achievement because of proper educational assistance and parental contribution in education. This study emphasized the importance of socio-economic status as an important element in determining the educational opportunities for students.



3. RESEARCH METHODOLOGY

In the current study, the method of descriptive survey is adopted for making a comparison between the personality characteristics and academic performance of the students studying at D.I.E.T. and Self-Financed D.El.Ed. colleges in Delhi-NCR area. The number of respondents in the study sample was 150 who have been chosen randomly by adopting the technique of simple random sampling.

3.1 Research Design

This current study made use of descriptive survey research methodology. This study was of comparative type since its main purpose was to compare the personality characteristics and academic achievements of students enrolled at D.I.E.T and Self-Financed D.El.Ed colleges in Delhi-NCR.

3.2 Population and Sample of the Study

The participants in the study include students studying at D.I.E.T and Self-Financed D.El.Ed institutions in Delhi NCR. In all, a sample size of 150 students was chosen, among whom 75 students belong to D.I.E.T institutions and 75 students belong to Self-Financed D.El.Ed institutions.

3.3 Sampling Technique and Tools Used

Simple random sampling method was employed in the selection of respondents. The following instruments were utilized for the collection of data:

- Instrument for Personality Factors
- Achievement Record of Students
- Socioeconomic Status Information Form

The above instruments were used to collect data on personality factors, achievement records, and socioeconomic status of the students.



3.4 Procedure of Data Collection

The researcher visited the chosen institutions himself and gathered necessary information after taking necessary permission from the concerned authorities of the institutions. The objective of the research was explained to the respondents. The gathered information was organized into tables for further analysis.

3.5 Statistical Techniques Used

Data analysis was carried out through the use of the following statistical methods:

- Percentage analysis
- Mean score analysis
- Comparative analysis
- Tabling and graphical presentation

The aforementioned analysis was carried out on the personality aspects, performance level, and socio-economic status of students in the D.I.E. T and Self-Financed D.El. Ed colleges.

4. RESULT

Table 1 depicts the pattern of student distribution in terms of their personality factor categories in D.I.E. T and Self-Financed D.El. Ed institutions. In the case of students enrolled in D.I.E.T institutions, 50.7% students fall into the category of high personalities, while 37.3% and 12% belong to the categories of moderate and low personality, respectively. In Self-Financed institutions, 32%, 46.7%, and 21.3% students belong to the high, moderate, and low categories of personality, respectively.

Table 1: Distribution of Students According to Personality Factor Levels

Personality Factor Level	D.I.E.T Students	Percentage	Self-Financed Students	Percentage
High	38	50.7%	24	32.0%
Moderate	28	37.3%	35	46.7%
Low	9	12.0%	16	21.3%

Total	75	100%	75	100%
--------------	-----------	-------------	-----------	-------------

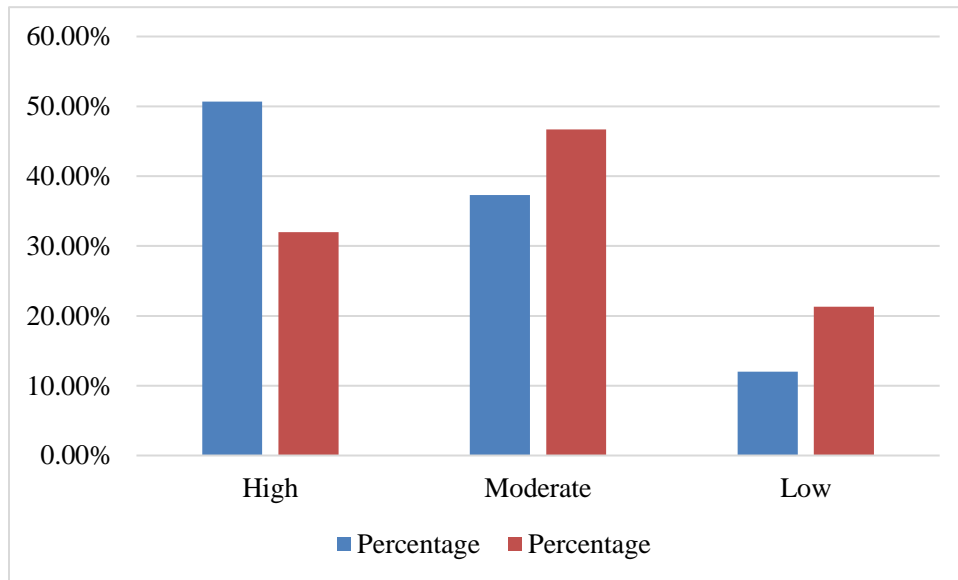


Figure 1: Graphical Representation of Distribution of Students According to Personality Factor Levels

The findings revealed that the personality factors were relatively better for students at D.I.E.T institutions than those from self-financed institutions. More students from D.I.E.T institutions were placed within the high personality group, whereas the students in the moderate and low personality groups comprised the majority from self-financed institutions.

In Table 2, the distribution of students based on their academic achievement levels in D.I.E. T and Self-Financed D.El.Ed institutes has been mentioned. The number of students belonging to high achievement level was 54.7% in D.I.E.T institute while for the average achievement level, it stood at 33.3% whereas for low, it was 12.0%. For Self-Financed institutes, the high achievement category accounted for 36.0%, average for 45.3% and low for 18.7%.

Table 2: Distribution of Students According to Academic Achievement Levels

Academic Achievement Level	D.I.E.T Students	Percentage	Self-Financed Students	Percentage
High Achievement	41	54.7%	27	36.0%

Average Achievement	25	33.3%	34	45.3%
Low Achievement	9	12.0%	14	18.7%
Total	75	100%	75	100%

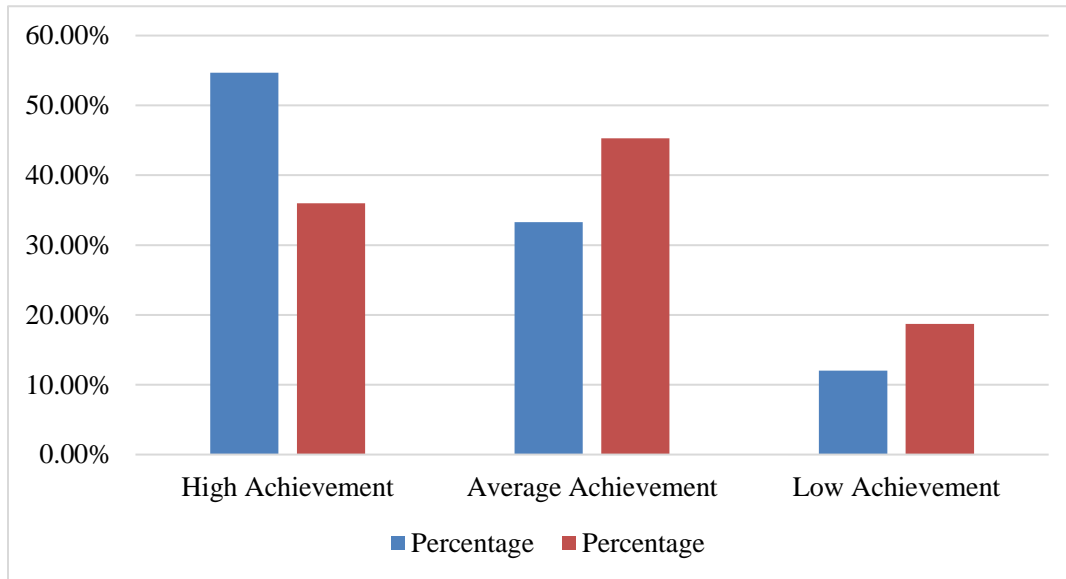


Figure 2: Graphical Representation of Distribution of Students According to Academic Achievement Levels

The result shows that the performance level of the students of D.I.E.T institutions was relatively good compared to the students of Self-Financed institutions. It is seen that the number of students falling into the category of high achievement was more in D.I.E.T institutions than those of Self-Financed institutions. In Self-Financed institutions, a significant number of students was present in the category of average and low achievements.

Table 3 describes the distribution of students by socioeconomic status at both D.I.E. T and Self-Financed D.El. Ed colleges. At D.I.E.T, 25.3% were from the high SES, 56.0% from the middle SES, and 18.7% from the low SES. On the other hand, at Self-Financed colleges, 44.0% were from the high SES, 41.3% from the middle SES, and 14.7% from the low SES. The figure below illustrates the distribution of socioeconomic status among the students.

Table 3: Distribution of Students According to Socio-Economic Status

Socio-Economic Status	D.I.E.T Students	Percentage	Self-Financed Students	Percentage
High SES	19	25.3%	33	44.0%
Middle SES	42	56.0%	31	41.3%
Low SES	14	18.7%	11	14.7%
Total	75	100%	75	100%

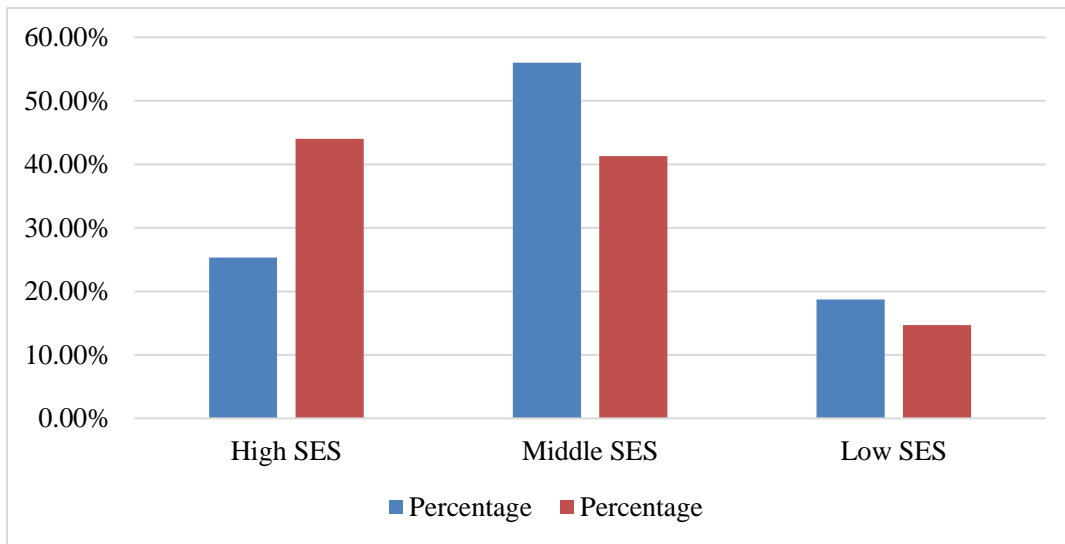


Figure 3: Graphical Representation of Distribution of Students According to Socio-Economic Status

The findings reveal that there were more Self-Financed students in the upper socio-economic class when compared to D.I.E.T students. In the same vein, there were more students from middle socio-economic class among the D.I.E.T students. It is clear that the Self-Financed institutions attract students from better economic backgrounds since the cost of tuition is much higher.

Table 4 indicates the mean scores of personality factors and academic achievement of D.I.E. T and Self-Financed D.El. Ed learners. The mean scores of personality factors were 78.42 and 71.15, respectively, of D.I.E.T learners and Self-Financed learners. Likewise, the mean scores of academic achievements of D.I.E.T learners and Self-Financed learners were 76.84 and 69.72,

respectively. Figure 4 provides the graphical representation of the mean score's comparison of the two categories.

Table 4: Comparative Mean Scores of Personality Factors and Academic Achievement

Variables	D.I.E.T (Mean Score)	Self-Financed (Mean Score)
Personality Factors	78.42	71.15
Academic Achievement	76.84	69.72

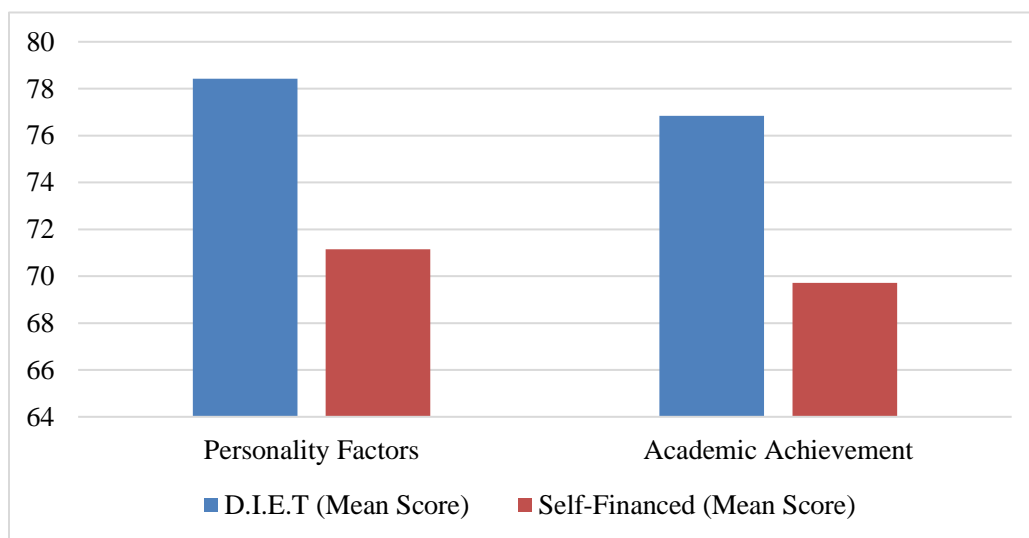


Figure 4: Graphical Representation of Comparative Mean Scores of Personality Factors and Academic Achievement

The findings show that the students at the D.I.E.T colleges performed better than students at Self-Financed colleges not only on personality factors but also on the academic achievement test. It can therefore be concluded that the students at the D.I.E.T colleges have developed their personalities much more and that they perform better academically.

5. DISCUSSION

The results of the research reveal that student studying in D.I.E.T schools performed better than those studying in Self-Financed D.El. Ed schools in terms of personality development and academic performance. Students belonging to D.I.E.T schools were more inclined towards high



personality and high academic achievement groups, indicating the influence of the school atmosphere as well as academic support.

Additionally, from the results obtained, it is evident that the students studying in the Self-Financed schools came from comparatively wealthy families, while students in D.I.E.T schools came from middle class families. Regardless of the social disparity between these two groups of students, students studying in D.I.E.T schools performed better academically, indicating that an excellent learning environment goes a long way towards personality and academic achievement of students.

6. CONCLUSION

The current study revealed that the students who study in D.I.E.T institutions exhibit comparatively better personality traits and academic performance than the students of Self-Financed D.El.Ed institutions in Delhi-NCR. According to the results, there was a higher percentage of students from D.I.E.T institutions in terms of high personality as well as high academic performance, which clearly indicated the impact of the institutional atmosphere, teaching practices, and career counseling provided to the students at D.I.E.T institutions. The study further noted that the socio-economic status of the students was different from each other, where students from Self-Financed institutions came mostly from the higher socio-economic category while the students of D.I.E.T institutions belonged to the middle socio-economic class. In spite of the difference between the socio-economic status, it was observed that the students of D.I.E.T institutions have better academic as well as psychological performance, which indicates the significance of quality practices adopted in teaching and learning process for the growth of personality and academic achievements among future teachers.

REFERENCES

1. Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). *The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. Eurasia journal of mathematics, science and technology education, 14(6), 2353-2366.*
2. Batool, S., Rashid, J., Nisar, M. W., Kim, J., Kwon, H. Y., & Hussain, A. (2023). *Educational data mining to predict students' academic performance: A survey study. Education and Information Technologies, 28(1), 905-971.*
3. Butler, Y. G., & Le, V. N. (2018). *A longitudinal investigation of parental social-economic status (SES) and young students' learning of English as a foreign language. System, 73, 4-15.*
4. De Clercq, M., Galand, B., & Frenay, M. (2021). *Bridging contextual and individual factors of academic achievement: a multi-level analysis of diversity in the transition to higher education. Frontline Learning Research, 9(2).*
5. Deng, Y., Cherian, J., Khan, N. U. N., Kumari, K., Sial, M. S., Comite, U., ... & Popp, J. (2022). *Family and academic stress and their impact on students' depression level and academic performance. Frontiers in psychiatry, 13, 869337.*
6. Destin, M., Hanselman, P., Buontempo, J., Tipton, E., & Yeager, D. S. (2019). *Do student mindsets differ by socioeconomic status and explain disparities in academic achievement in the United States?. AERA open, 5(3), 2332858419857706.*
7. Devi, R., & Ray, S. (2024). *Mahaul and Mazboori: educational aspirations and realities of Dalit youth in Delhi. International Journal of Qualitative Studies in Education, 37(1), 294-313.*
8. Devi, S. (2024). *Locale Differences in Learning Styles Among D. el. ed. Trainees. Raj Rajeshwari Journal of Psychological and Educational Research, 33-38.*
9. Haider, Z. F., & von Stumm, S. (2022). *Predicting educational and social-emotional outcomes in emerging adulthood from intelligence, personality, and socioeconomic status. Journal of Personality and Social Psychology, 123(6), 1386.*



10. Heppt, B., Olczyk, M., & Volodina, A. (2022). *Number of books at home as an indicator of socioeconomic status: Examining its extensions and their incremental validity for academic achievement.*
11. Janošević, M., & Petrović, B. (2019). *Effects of personality traits and social status on academic achievement: Gender differences. Psychology in the Schools, 56(4), 497-509.*
12. Khalil, S., & Gupta, U. (2022). *Voices of Student-Teachers on Teacher Education During Covid-19 Pandemic: A Case Study of D. El. Ed Students. Voices of Teachers and Teacher Educators, 11(1), 85-97.*
13. Kim, L. E., Dar-Nimrod, I., & MacCann, C. (2018). *Teacher personality and teacher effectiveness in secondary school: Personality predicts teacher support and student self-efficacy but not academic achievement. Journal of educational psychology, 110(3), 309.*
14. Krishnan, D., & Mallick, M. B. K. (2020). *Pedagogical Practices in D. El. Ed. Programme of DIETs of Odisha: An Exploration. Voices of Teachers and Teacher Educators, 9(2), 58-71.*
15. Lechner, C. M., Bender, J., Brandt, N. D., & Rammstedt, B. (2021). *Two forms of social inequality in students' socio-emotional skills: Do the levels of big five personality traits and their associations with academic achievement depend on parental socioeconomic status?. Frontiers in Psychology, 12, 679438.*



Author's Declaration

I as an author of the above research paper/article, here by, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website /amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct, I shall always be legally responsible. With my whole responsibility legally and formally have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and hentriacontane is genuinely mine. If any issue arises related to Plagiarism/ Guide Name/ Educational Qualification /Designation /Address of my university/ college/institution/ Structure or Formatting/ Resubmission /Submission /Copyright /Patent /Submission for any higher degree or Job/Primary Data/Secondary Data Issues. I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the database due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Andhra/Driving License/Any Identity Proof and Photo) in spite of demand from the publisher then my paper maybe rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds Any complication or error or anything hidden or implemented otherwise, my paper maybe removed from the website or the watermark of remark/actuality maybe mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me.

Shivanath Roy

Dr. Pawan Kumar Sharma
