



A STUDY ON PERSONALITY PROFILES AND ACADEMIC ACHIEVEMENT OF HIGH AND LOW ACHIEVERS

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Academic Achievement has been the concern of educators, psychologists, researchers, parents, educational administrators, and policy makers, because of its importance for the student's placement, selection and promotion in different courses and appointments. Achievement in terms of school grades or marks directly affects student's opportunities for course and career choices. In schools some students achieve high while as some achieve low. 'Low achievement' is a global problem which stands as a hindrance both in the personality development of an individual as well as in the development of the country. The identification of the personality factors which go with the better scholastic performance and the factors which interfere with it, can help the teachers in solving the problems of the low achievers and in improving their achievement. Some intervention measures can be taken in order to boost their academic achievement. It is an established fact that low achievement is not an inherited phenomenon and hence the knowledge of certain characteristic features of the 'low achievers' and the 'high achievers' can help the teachers in guiding and counseling the low achievers in inculcating in them the characteristics that are associated with the high achievement. The achievement gap between high and low achievers in terms of difference in test scores, marks or grades, is an issue for every concerned. Researchers endeavour to identify the factors that correlate with high and low academic achievement. They have been trying to identify the major determinants of scholastic achievement so that, adequate interventions