

ABSTRACT

Personality and Achievement of High and Low

Achieving Primary School Pupils in

Port of Spain and Environs

Rodney Romany

From an original sample of 273 students (121 boys; 132 girls) attending primary school in Port of Spain and its environs, two research samples were obtained. One sub-sample (N=45) represented high achievers and the other (N=42) represented low achievers.

A correlational design was used to determine the relationship between achievement scores and personality factor scores for the respective groups. The Life Adjustment Factors Choices And Attitude Scales (LAFCAS) was used as the personality inventory measuring ten inter-related factors. The Metropolitan Achievement Test (MAT) (word-knowledge) was used as the measure of academic achievement. A 't' - test was employed to determine if any significant difference existed between the personality scores of high achievers and those scores for low achievers.

Low correlational coefficients were generally obtained between factor scores and achievement scores for both sub-samples. The only significant difference

was the case of factor x (Aspirational Perceptiveness) where the factor scores for low achievers related positively and significantly with their achievement scores. A difference of significance was found to exist between high and low achievers in terms of their personality scores.

Results are discussed and interpreted in relation to their implication for teaching primary school students who are high and low academic achievers.

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