



**ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI, IQAC CELL, VIDYABHYASA VIKASA KENDRAM, KERALAM & SMART INDIA FOUNDATION**



**Jointly organizing**



**Bodhi 2024**

**Two Day International Educational Seminar on**

**"Exploring the Neurocognitive Foundations of Mindful Education within the Framework of the National Education Policy 2020"**

**16<sup>th</sup> & 17<sup>th</sup> April 2024**



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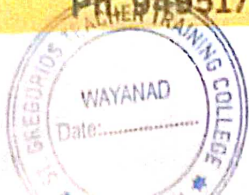
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**-----Target Audience-----**

**Educators, Research Scholars, Academicians,  
Government officials and Policy makers**

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## Factors affecting the academic performance of Paniya Tribal Students

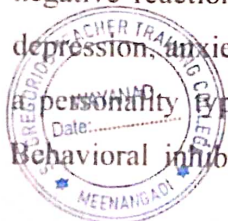
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### Abstract

This study investigated how social, familial, peer, school, cultural, personal level variables affect the behavioral patterns and academic performance of Paniya tribal students. There were 50 participants, who were part of a screening for inclusion in an in-depth and structured interview from the adjacent Paniya tribal hamlets in Sulthan Bathery Municipality, located in Wayanadu district of Kerala. Purposive sampling strategy was used to recruit the participants for the interviews from the selected Paniya tribal students studying in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> standard. Results showed that there is significant relationship between the social, familial, peer, school, cultural and personal factors affect the inhibited behavioral patterns and poor academic performance of Paniya tribal students. All variables have significant relationship; however, school and society strongly affected the academic performance .of Paniya tribal students.

### Introduction

Education is the basic requirement for the human development and the academic performance indicates the educational level of an individual. School is the social institution for the formal educational processes designed by the society or the state and it plays a major role in moulding the basic ideas, habits and attitudes of the children, with a view to producing well balanced individuals. High academic performance is linked to positive attitudes to school, well-achieving children experience less stress, have better mental health, are less likely to skip school or drop out of it in later years (Caprara et al., 2000; Malik & Shujja, 2013). Education can no longer be limited to a single confined environment, such as the classroom. Teachers need to "establish an environment that is free from intimidation and rejection, high in acceptable challenge and where the learner experiences active participation and relaxed alertness "(Dwyer,2002). The academic performance will be affected when the learners anxiety about their teachers, home, friends, society, physiological needs and self esteem, it's because current concerns are driving the learner's behavior (Sarah E. Burlison and Andrew C. Thoron,2017). The development of social anxiety in adolescents is a complex and poorly understood process and it can have severe consequences including poor academic performance and school drop-out. Behaviorally inhibited children show physiological and behavioral signs of fear and anxiety when introduced to unfamiliar persons and situations. Their own behavior seems to elicit negative reactions from others. They often go on to develop internalizing problems, such as depression, anxiety and low self-esteem (Suzanne R. Hornbuckle 2010). Behavioral inhibition is a personality type that shows a tendency toward distress and nervousness in new situations. Behavioral inhibition in children includes shyness around unfamiliar people and withdrawal



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# PERSONALITY OF STUDENT TEACHERS AT SECONDARY LEVEL

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## INTRODUCTION

Hans Eysenck was one of the most influential thinkers of the twentieth century. His goal was to combine the greatest experimental psychology theories and practises with the finest individual differences measurement methodologies. He left a legacy of extensive and rigorous study, from his initial investigations of the dimensions of individual differences, through several repetitions at theory building, to his lasting successes in constructing a paradigm for personality study. He devised a model that required all the traits that he thought existing and then a test to determine where a person fitted within these. The test was called the EPI-Eysenck's personality inventory. Eysenck grouped traits into definite types. Hence, we can say that his approach is 'trait cum type' approach. Eysenck considered type as a group of correlated traits resulting in a specific pattern of behavioural style typical of the personality of an individual. On the basis of such patterns, he has identified various types of personality such as Introvert-Extrovert, Neurotic- Stable, and Psychotic- normal. Or we can say that Extroversion (E), Neurotic (N), Psychotic (P) and social desirability scale (L). Eysenck theory is based primarily on physiology and genetics. Although he was a behaviourist who considered learned habits of great importance, he believed that personality differences grow out of own genetic inheritance. He is therefore primarily interested in what is usually called temperament. Extroversion is defined as the quality of being outgoing and directing attention to things other than yourself. When a person likes going out all the time and being the centre of attraction. This is an example of extroversion and introvert persons are always inward turning, or focused more on internal thoughts, feeling and moods rather than seeking out external stimulation. Neuroticism is characterised by high levels of negative effects such as depression, low activation thresholds in the symmetric nervous system or visual brain. Neurotic people who have low activation thresholds and unable to inhibit or control their emotional reactions. Emotionally stable people who have high activation thresholds and good emotional control. Psychoticism is defined by Eysenck as a personality type that is prone to take risks, might engage in any social behaviours and impulsiveness or we can say that Psychoticism is a personality pattern typified by aggressiveness and interpersonal hostility.

