A Study of Personality among Secondary School Students pf Sirsa District of Haryana State

Abstract

Present study aim is to Study of Personality Among Secondary School Students of Sirsa District of Haryana State. For the present study a sample consisted of 200 Students Secondary schools situated in Sirsa District of Haryana State was taken. 100 students from Government Secondary Schools and 100 students from Private Secondary Schools were taken and descriptive survey method was used. In the present study results shows that the mean value of private secondary school students is more than Government secondary schools student regarding personality. It is finally concluded that the personality of female students of secondary school students is better than male students. The mean value of female and male students of private schools is more than female and male students of Government secondary schools regarding personality.

Keywords: Personality, Government, Private, Urban, Rural Secondary School Students.

Introduction

Personality is an interaction or merging of all the parts of one's psychological life the way one thinks, feels acts and behaves. In the study Personality is interpreted as Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Personality is understood as dynamic organization of traits which determine person's unique adjustment to his environment. Traits thus constitute the most important parts of personality. Traits refer to observed consistency of behaviour. Several traits together constitute a dimension of personality which helps us in making distinction among persons. Trait theory studies personality by its location or position on a number of scales, each of which represents a trait. Differential Personality Inventory (DPI), formerly known as Differential personality scale measuring only nine dimensions, is a heterogeneous measure of personality which now measures ten dimensions of personality.

Personality

The word personality has been derived from the word 'persona' which means a theatrical mask. 'Persona' has four distinct meanings:
1. What appears to others but not really is.
2. The part one plays in life.
3. The some total qualities.
4. The distinction and dignity as in the style of writing.

According to first meaning the personality may be thought as external appearance and not the true self.

Sociological View

Sociologists define personality in terms of social and stimulus value. They put foresaid the individual in the background of the society.

Psychoanalytical View

Freud is of the view that there are three major constituents of personality:

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It is immortal, illogical and unconscious. It is total of natural and general tendencies that can not be satisfied in the society. • Ego: Ego is social self. It is relationship with goal as well as moral wish. • Superego: It is known as moral self. It is higher and ideal part of society.

Personality Traits

A trait may be regarded as a dimension of personality as a scale along which one characteristic or aspect of personality may be measured. For Example dominance, submission trait that a person may show in any degree. Few people like at either extreme, must show the characteristic in

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moderate degree. As a trait dominance submission is regarded as only one many traits may be identified as are required to account for observation of behavior. Although a trait is a description of human behavior, not every word that describes behavior defines a trait. The most important requirement is that the trait must describe the consistent behavior of an individual.

Review of Literature

According to Eysenck (1947) trait is "an 6. Hetero Sexuality - Persons possessing such trait have normal sex relationship with opposite sex, don't feel shy among members of opposite sex and take active participation in working with members of opposite sex. 7. Ego-strength - Persons having the trait of ego-strength tend to concentrate and attend to different activities at a time, have feelings of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions. 8. Curiosity - Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new, tend to reach the destination in time, tend to know the contents of talks of others or reactions of others toward oneself, etc. 9. Dominance — Persons having the trait of dominance tend to dictate over others for their duty, tend to be the leader of the group, tend to settle controversy between rivals, tend to undertake the supervision of a difficult and complex task. 10.Self-Concept — It is a composite image of what we think we are, what we think others think of us and what we would like to be (Burns, 1980). A person with positive self-concept generally rate observed constellation of individual action tendencies." Traits are not directly observcd rather inferred from behaviour of the person. General cues to the traits are what the person does, how the does it and how well he does it (Guilford, 1954; Singh, 1998, Lawrence, 1986.)

Arthur E. Porpat (2010) This article reports a meta-analysis of personality-academic performance relationships, based on the Five-Factor Model (FFM), with cumulative sample sizes ranging to over 70,000. Most analyzed studies came from the tertiary level of education, but there were similar aggregate samples from secondary and tertiary education. There was a comparatively smaller sample derived from studies at primary level. Academic performance was found to significantly correlate with Agreeableness, Conscientiousness and Openness to Experience. Where tested, correlations between Conscientiousness and academic performance were largely independent of intelligence. When secondary academic performance was controlled for, Conscientiousness added as much to the prediction of tertiary academic performance as did intelligence. Strong evidence was found for moderators of correlations. Academic level (primary, secondary or tertiary), average age of participant, and the interaction between academic level and age significantly moderated correlations with academic performance. Possible explanations for these moderator effects are discussed and recommendations for future research are provided.

Davinder Pal Singh (2014) conducted a study on Study Habits and Personality of Secondary School Students in Relation to their Academic Achievements: An Analytical study based on class X of the secondary schools situated in Haryana state . He found that there is a significant relationship between the study habits and academic achievements, whereas there is no significant relationship between personality and academic achievement and study habits and personality of secondary school students. There is a significant interrelationship between study habits, personality and academic achievements of secondary school students.

Jubraj Khamari,et all (2015) conducted a study on personality factor of higher secondary school students on the basis of gender, aspiration and locality . The main effect of gender upon personality was found to be statistically insignificant. The reported 0.22 which is statistically insignificant indicate that male (M=8.99) and female students (M=8.84) did not differ significantly on personality at any significant level. Since no statistically significant difference was observed in personality factors of higher secondary students on the basis of their gender. The main effect of locality upon was found to be statistically insignificant. The reported 0.99 which is statistically insignificant indicate that rural higher secondary students (M=8.76) and urban higher secondary students (M=9.07) did not differ significantly on personality Factor-A of HSPQ at any significant level. Since no statistically significant difference was observed in personality factors of higher secondary students on the basis of rural urban belongingness

Suvarna, V. D.; Ganesha Bhata, H. S.(2016) conducted a study on Academic Achievement and Personality of Secondary School Students . This study is concerned with the Academic Achievement and Personality of 300 students of secondary schools of Mandya city. The Raven's Standard Progress Matrices was used to obtain the Academic Scores and Eysenk Personality Inventory was used to collect data regarding their Personality. Result reflects that there is negligible positive relationship between Academic Achievement and Personality of Secondary School Students.

Daksh Sharma (2017) conducted a study on Comparative analysis of personality traits of graduate and post graduate students of physical education and The purpose of the study for comparative analysis of personality traits, 70 Students including male and female, comparing 35 graduates (B.P. Ed) and 35 post graduates (M.P. Ed), randomly selected for the study. The age of the students ranged between 20 to 27 years. The personality traits of graduate and post graduate students of physical education from S.G.G.S khalsa college Mahilpur. The variables selected for the study were Neuroticism and Extroversion. The score on these variables were obtained by using Eysenck personality inventory prepared by H.J. Eysenck and Sybil B.G. Eysenck. The questionnaire was to compare the graduate and post graduate students of physical education. The mean, standard

deviation and 't' test was applied at 0.05 level of significance. In the study there was insignificant differences found on the trait of Neuroticism and in terms of Extroversion, graduate and post graduate students of physical education had insignificant differences.

Kamble A.A. & Jagtap S.R (2018) conducted a study on Emotional Intelligence and Sportsman Personality among College Students. This study is an endeavor to explore the role of gender and area of living in developing emotional intelligence and sportsman personality. The sample of 118 college students from Kolhapur city was selected by Purposive sampling method for the present study. The data was assessed using Emotional Intelligence Inventory by S K Mangal and Sportsman personality test devised by L.N. Dubey. Descriptive statistics namely Mean and Standard Deviation and inferential statistics ('t' test) were used for interpret the data obtained. The results revealed that, gender plays significant role in developing emotional intelligence and sportsman personality. There was no such difference found regarding area of living (Rural & Urban Area) in respect to sportsman personality

Need of The Study

It is already known to all of us that there is a lack of job opportunities for the Government school pass outs candidates in comparison to Private school students. The employers prefer Private school students to offer jobs in their companies and organizations. So the present study will help us in justifying the reason of the problem on the basis of personality and it's factors. The results of the present study will be also helpful to educational planners for effective educational planning & allocation of resources for Private & Government School student's education & enlistment and also the classroom teacher in imparting education.

Statement of the Problem

"A Study of Personality among Secondary School Students of Sirsa District of Haryana State"

Operational Definitions Used in This Study

Government Secondary School Students

These are those students who study in 6th to 10th and school managed by state government.

Private Secondary School Students

These are those students who study in 6th to 10th and school managed by private management.

Objectives of the Study

1. To study personality differences of the Government and Private schools student.
2. To study personality differences of the male and female students of Government Schools.
3. To study personality differences of the male and female students of private Schools.
4. To study personality differences of the male students of Government Schools and male students of Private Schools.
5. To study personality differences of the female students of Government Schools and female students of Private Schools.

6. To study personality differences of the male students of Government Schools and female students of Private Schools.
7. To study personality differences of the female students of Government schools and male students of private schools.

Hypotheses

1. There is no significant difference in the personality of Government and Private student of secondary schools.
2. There is no significant difference of the male and female students of Government School.
3. There is no significant difference of the male and female students of private School.
4. There is no significant difference of the male students of Government School and male students of Private School.
5. There is no significant difference of the female students of Government School and female students of Private School.
6. There is no significant difference of the male students of Government School and female students of Private School.
7. There is no significant difference of the female students of Government schools and male students of private schools.

Research Design

Population

All the secondary school students of 20 schools in Sirsa District constituted the population.

Sample

The investigator used random sampling procedure to choose the sample from the total population. The total sample of 200 students. Out of 200 students 100 from Government Schools students and 100 from Private schools students were selected. In this sample 50 female & 50 male Government schools students were taken and same ratio of Private Schools students were taken so 10 Government and 10 Private Schools were selected for the present study.

Tool Used in The Study

In this study the Singh's Differential Personality Inventory authored by Arun Kumar Singh and Ashish Kumar Singh was used.

Statistical Techniques Used

In this study the following statistical techniques were used:

1. Mean
2. S.D.
3. t-ratio

Delimitations of The Study

Keeping in mind the time, expenditure & resources available, the present study was delimited to

1. To 10 Govt. Secondary Schools students of Sirsa District.
2. To 10 Private Secondary Schools students of Sirsa District.

Analysis and Interpretation of Data

Hypothesis No 1

There is no significant difference in the personality of students of Govt. and private students of secondary schools.

Table 1.1

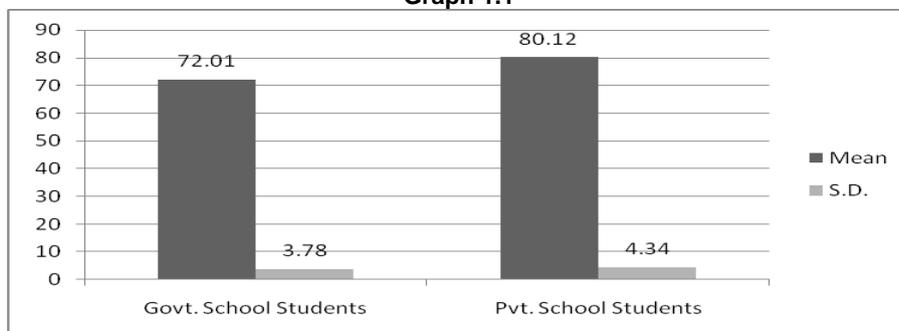**Mean, S.D. 't' Value of Government and Private Students of Secondary Schools**

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Govt. Schools Students	100	72.01	3.78	198	7.05	Significant at both levels i.e. .05 & .01
Pvt. Schools Students	100	80.12	4.34			

Interpretation

In this study the mean, S.D. values of Govt. and private secondary school students regarding personality is 72.01, 80.12 & 3.78, 4.34 respectively. The calculated 't' value is 7.05 which is more than standard table value at both levels of significance. So hypothesis No. 1 is rejected. The mean value of private secondary school students is more than Government secondary school students regarding personality. It is finally concluded that the personality of private secondary school students have better personality than Govt. school students.

Graph 1.1

Hypothesis No. 2

There is no significant difference of the male and female students of Government Schools.

Table 1.2

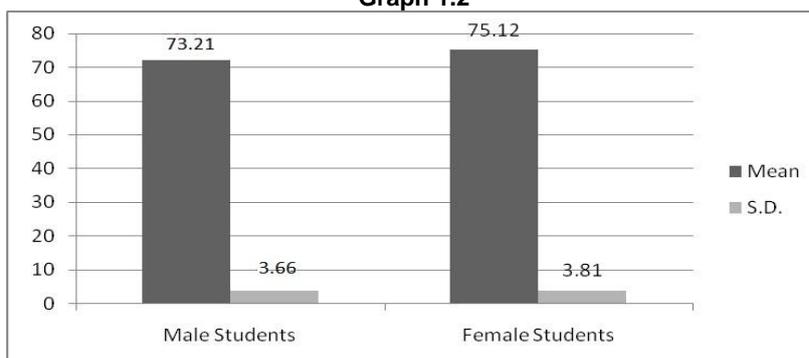**Mean, S.D. 't' value of Male And Female Students of Government Secondary Schools**

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Male Students	50	73.21	3.66	98	2.90	Significant at both levels i.e. .05 & .01
Female Students	50	75.12	3.81			

Interpretation

In this study the mean, S.D. values of male and female students of Govt. school regarding personality is 73.21, 75.12 & 3.66, 3.81 respectively. The calculated 't' value is 2.90 which is more than standard table value at both levels of significance. So hypothesis No. 2 is rejected. The mean value of female students of government school is more than male students of government school regarding personality. It is finally concluded that the personality of female students of Government school have better personality than male Government school students. The personality of female students of Government school has better personality than male Government school students.

Graph 1.2

Hypothesis No. 3 There is no significant difference of the male and female students of private Schools.

Table 1.3

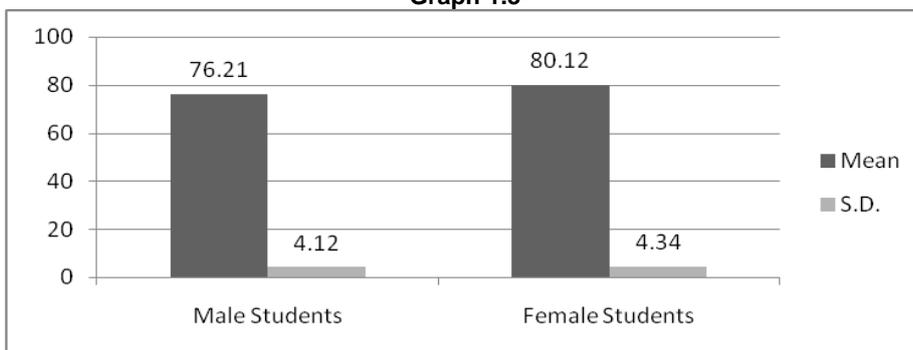**Mean, S.D. 't' value of male and female students of Private Secondary schools.**

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Male Students	50	76.21	4.12	98	3.28	Significant at both levels i.e. .05 & .01
Female Students	50	80.12	4.34			

Interpretation

In this study the mean, S.D. values of male and female students of Govt. schools regarding personality is 76.21, 80.12 & 4.12, 4.34 respectively. The calculated 't' value is 3.28 which is more than standard table value at both levels of significance. So hypothesis No. 3 is rejected. The mean value of female students of private school is more than male students of private schools regarding personality. It is finally concluded that the personality of female students of private schools have better personality than male private schools students.

Graph 1.3

Hypothesis No. 4

There is no significant difference of the male students of Government Schools and male students of Private Schools.

Table 1.4

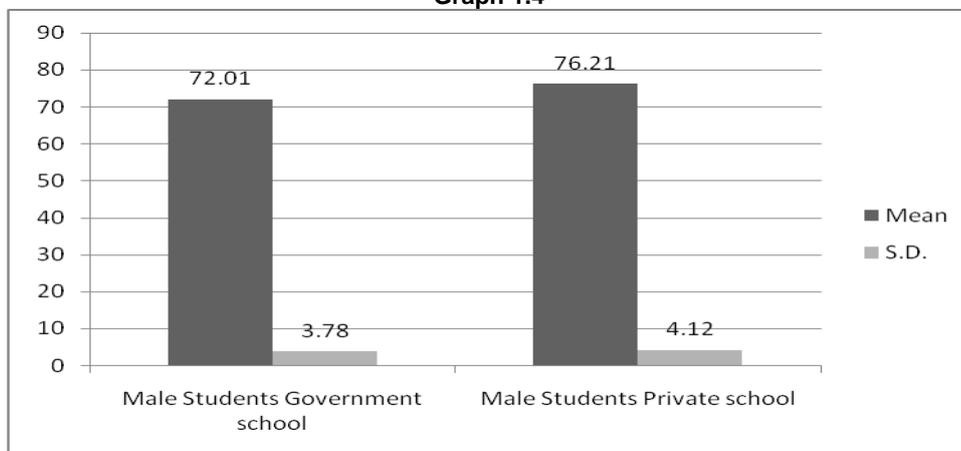**Mean, S.D. 't' value of Government and Private Male Students of Secondary Schools**

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Male Students Government schools	50	72.01	3.78	98	3.78	Significant at both levels i.e. .05 & .01
Male Students Private schools	50	76.21	4.12			

Interpretation

In this study the mean, S.D. values of male students of Govt. and private schools regarding personality are 72.01, 76.21 & 3.78, 4.12 respectively. The calculated 't' value is 3.78 which is more than standard table value at both levels of significance. So hypothesis No. 4 is rejected. The mean value of male students of private school is more than male students of Government school regarding personality. It is finally concluded that the male students of private school have better personality than male Government schools students.

Graph 1.4

Hypothesis No. 5

There is no significant difference of the female students of Government School and female students of Private Schools.

Table 1.5
Mean, S.D. 't' value of Government and Private Female Students of Secondary Schools
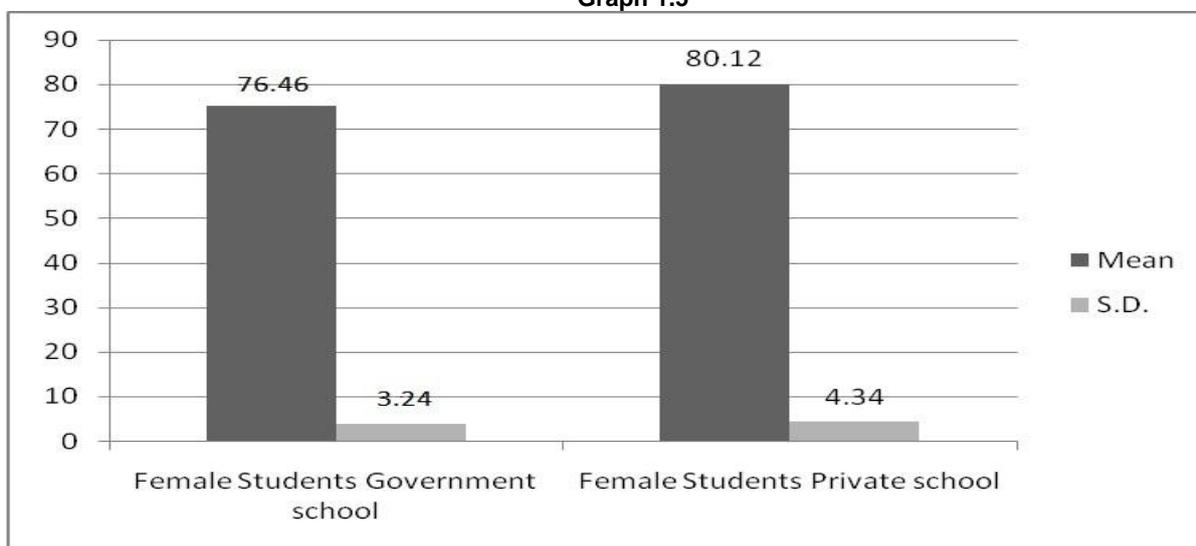
Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Female Students Government schools	50	76.46	3.24	98	4.32	Significant at both levels i.e. .05 & .01
Female Students Private schools	50	80.12	4.34			

Interpretation

In this study the mean, S.D. values of female students of Govt. and private schools regarding personality are 76.46, 80.12 & 3.24, 4.34 respectively. The calculated 't' value is 4.32 which is more than standard table value at both levels of significance. So hypothesis No. 5 is rejected. The mean value of female students of private school is more than female students of government school regarding personality. It is finally concluded that the female students of private schools have better personality than female Government schools students.

Graph 1.5

Hypothesis No. 6

There is no significant difference of the male students of Government School and female students of Private Schools.

Table 1.6
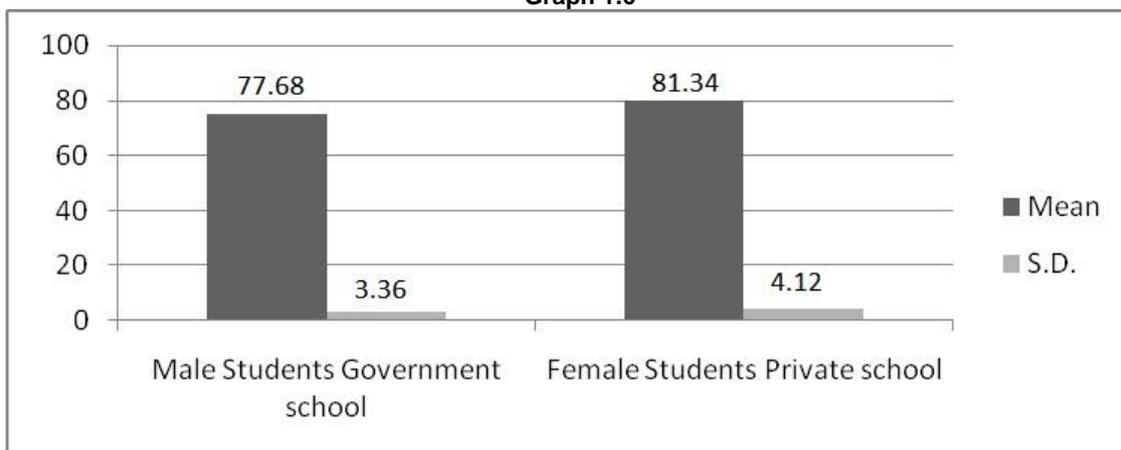**Mean, S.D. 't' value of Male Students of Government School and Female Students of Private Secondary Schools**

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Male Students Government schools	50	77.68	3.36	98	3.94	Significant at both levels i.e. .05 & .01
Female Students Private schools	50	81.34	4.12			

Interpretation

In this study the mean, S.D. values of male students of Govt. and female students private secondary schools regarding personality is 77.68, 81.34 & 3.36, 4.12 respectively. The calculated 't' value is 3.94 which is more than standard table value at both levels of significance. So hypothesis No. 6 is rejected. The mean value of female students of private school is more than male students of government secondary school regarding personality. It is finally concluded that the female students of private school have better personality than male Government secondary schools students.

Graph 1.6

Hypothesis No. 7

There is no significant difference of the female students of Government schools and male students of private schools.

Table 1.7

Mean, S.D. 't' value of Female Students of Government and Male Students of Private Secondary Schools

Teachers	N	M	S.D.	DF	't' Value	Level of Significance
Female Students Government schools	50	76.46	3.24	98	0.872	Not Significant at both levels i.e. .05 & .01
Male Students Private schools	50	76.21	4.12			

Interpretation

In this study the mean, S.D. values of female students of Govt. and male students of private secondary schools regarding personality is 76.46, 76.21 & 3.24, 4.12 respectively. The calculated 't' value is 0.872 which is less than standard table value at both levels of significance. So hypothesis No. 7 is accepted. The mean value of female students of government schools is similar as male students of private school regarding personality. Therefore, there is no significant difference between female students of Government secondary schools and male students of private secondary schools students regarding personality.

Graph 1.7
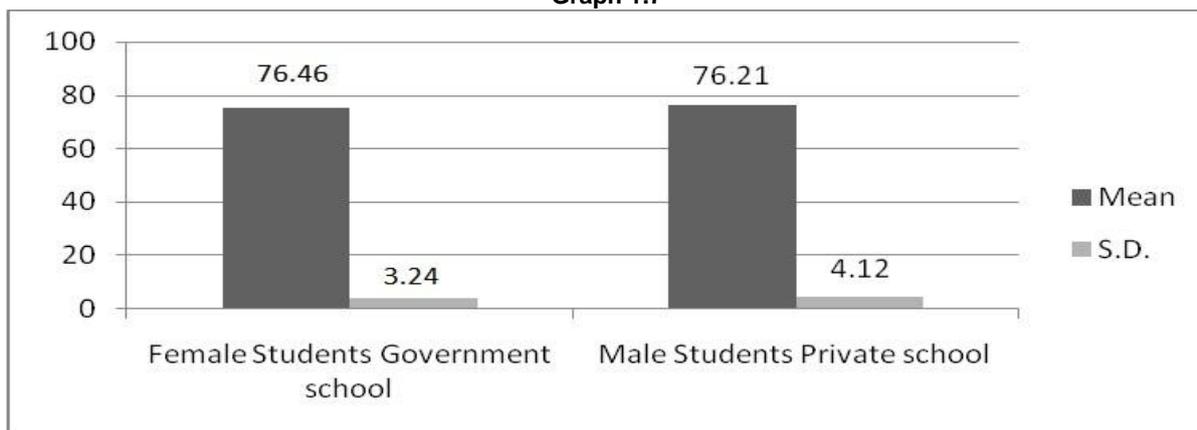
Main Findings

1. The mean, S.D. values of Govt. and private secondary schools students regarding personality is 72.01, 80.12 & 3.78, 4.34 respectively. The calculated 't' value is 7.05 which is more than standard table value at both levels of significance. So hypothesis No. 1 is rejected.
2. The mean, S.D. values of male and female students of Govt. schools regarding personality is 73.21, 75.12 & 3.66, 3.81 respectively. The calculated 't' value is 2.90 which is more than standard table value at both levels of significance. So hypothesis No. 2 is rejected.
3. The mean, S.D. values of male and female students of Govt. schools regarding personality is 76.21, 80.12 & 4.12, 4.34 respectively. The calculated 't' value is 3.28 which is more than standard table value at both levels of significance. So hypothesis No. 3 is rejected.
4. The mean, S.D. values of male students of Govt. and private schools regarding personality is 72.01, 76.21 & 3.78, 4.12 respectively. The

calculated 't' value is 3.78 which is more than standard table value at both levels of significance. So hypothesis No. 4 is rejected.

5. The mean, S.D. values of female students of Govt. and private schools regarding personality is 76.46, 80.12 & 3.24, 4.34 respectively. The calculated 't' value is 4.32 which is more than standard table value at both levels of significance. So hypothesis No. 5 is rejected.

6. The mean, S.D. values of male students of Govt. and female students private secondary schools regarding personality is 77.68, 81.34 & 3.36, 4.12 respectively. The calculated 't' value is 3.94 which is more than standard table value at both levels of significance. So hypothesis No. 6 is rejected.

7. The mean, S.D. values of female students of Govt. and male students of private secondary schools regarding personality is 76.46, 76.21 & 3.24, 4.12 respectively. The calculated 't' value is 0.872 which is less than standard table value at both levels of significance. So hypothesis No. 7 is accepted.

Conclusions

In this study, the personality of male & female student of Govt. & Pvt. Secondary students was studied & it was found that the personality of female students of Govt. & Pvt. Secondary was found better than male, because the females one getting education in better way than male students, that is why they are growing richer in personality than male students. The male students must be motivated to grow their personality and guiding & counseling may be given them accordingly.

Suggestions for Further Study

1. In this study the sample size is of 200 students, it can be increased.
2. In this study sample was delimited to Sirsa district which may be changed with other districts.
3. In this study the male & female students of Govt. & Pvt. College students were taken for personality study but rural & urban science & arts students may be selected for further study.
4. In this study only one variable i.e. personality was taken for study & other variables like intelligence, creatively may be selected for further study.
5. In this study, Mean, S.D. & 't' test was used as statistical technique in which Anova and Ancova, correlation may be used for further study.

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