

## Personality among Higher Secondary School Students

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### ABSTRACT

The present study aimed to know the personality among higher secondary school students. It also aimed to check personality with reference to gender and type of residency. The Introvert - Extrovert Personality Inventory (IEPI) by Dr. Ashwin Jansari (2013) was used. The sample constituted total 120 higher secondary school students out of which 60 were from boys students (30 urban area and 30 rural area) and 60 from girl students (30 urban area and 30 rural area). The data was collected from Patan City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is no significant difference in the mean score of personality among the boys and girls higher secondary school students. (2) There is significant difference in the mean score of personality among the higher secondary school students of urban and rural area. Therefore it could be said that, the higher secondary school students of rural area group is having high personality than higher secondary school students of urban area group and (3) There is no significant difference in the interactive effect of the mean scores of personality with regards to the gender and type of residency.

**Keywords:** *Personality, Boys Students And Girls Students, Urban Area And Rural Area*

*"Personality is to a man what perfume is to a flower."* - Charles Schwab

*"Personality is the essence of a human being".* - Gordon Allport .

The word 'Personality' was coined nearly 2000 years ago, from the word persona. Persona literally means the 'outer covering' or 'the mask', which referred to the costume, worn by stage actors in that era.

One may define personality as the individual social stimulus value. According to this the personality of an individual refers to the behaviour and the physical appearance of an individual and also how an individual impresses others by his behaviour. However the judgment of others may be wrong because the behaviour of an individual towards others varies from person to person and from time to time. Therefore it is wrong (not good) to judge a personality of an individual in terms of social stimulus value. Like many terms in psychology the word personality has a long popular usage. One must take special care to give it a strictly scientific meaning if he/she is to use it in psychology. Different psychologists

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## Personality among Higher Secondary School Students

have defined personality in different ways. And over the years, many different definitions have been proposed for personality. Most of the definitions refer to a mental system- a collection of psychological parts including motives, emotions, and thoughts. The definitions vary a bit as to what those parts might be, but they come down to the idea that personality involves a pattern or global operation of mental systems. Here few definitions have given.

### *The Personality*

Man is a social animal. A child is born with hidden ability in any culture. The development of hidden ability depends on maturity and experience. Initially in a new born baby only physical needs are of importance. Social needs are not required. As the child grows he interacts with other people in different situations. He starts perceiving the outside world. Along with physical development his mental development also starts. Heredity and environment play vital role in child's development. Both affect jointly. Some traits and abilities are inherited and some he acquires from environment. The formation of a child's personality is based on his emotion, ability to react, other activities and the socialization process.

Reliable differences are found in new born babies regarding activity level, attention span, changes in environment, and adjustment with it, in a normal mental state. Along with all these differences, the differences in their upbringing, family traditions, difference in environment, etc. play a vital role in the development of child's personality.

Personality is a dynamic organization of an individual's physical and mental traits which gives birth to specific pattern to think and determines individual's special adjustment with environment. This is the reason why we find differences in the personality of people. Every individual reacts differently to social pressure. The difference can be observed in the individual's behaviour, biological predisposition, physical strength and sensitivity. This results in variations, which can be seen in the tolerance level of an individual, especially when punishment is meted out by parents. It gives rise to model behaviour which is on account of internalization of cultural traits. Similarly, specific/unique experiences also help in the shaping of an individual personality.

Allport defines personality as "The Dynamic Organization, with in the individual of those psychological systems that determines his unique adjustment to his environment". According to this definition, the various psychological traits which determine the personal adjustment of the individual are organized into a dynamic unit. So, there is always flexible adjustment to the environment.

"An individual's pattern of psychological process arising from motives, feelings, thoughts, and other major areas of psychological function. Personality is expressed through its influences on the body, in conscious mental life, and through the individual's social behaviour." (Mayer, 2005)

Barkha Sharma and Jagdish Patidar (2018) had find out the effect of school environment on personality development of 6-12 class girls student in different school. The objectives of study were to find out the effect of different aspect on personality development such as superiority complex, inferiority complex, adventure ness and self confidence among government and navodaya school girls students. A sample of 154 students was selected randomly from two schools. The study was designed to measure four personality development. The data were analyzed by using t-test. On the basis of data analysis, it was found that school environment have significant effect on selected personality traits.

## Personality among Higher Secondary School Students

### Objective

The objectives are:

1. To assess the personality of the boys and girls higher secondary school students.
2. To assess the personality with regards to higher secondary school students of urban and rural area.
3. To assess the interactive effect of personality with regards to gender and type of residency.

## METHODOLOGY

### Hypothesis

1. There will be no significant difference in the mean score of personality among the boys and girls higher secondary school students.
2. There will be no significant difference in the mean score of personality among the higher secondary school students of urban and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of personality with regards to the gender and type of residency.

### Sample

The sample of the present study constituted total 120 higher secondary school students out of which 60 were from boys students (30 urban area and 30 rural area) and 60 from girl students (30 urban area and 30 rural area).

### Research Design

A total sample of 120 higher secondary school students equally distributed between gender and types of residency from Patan City selected for the research study.

### Showing the table of Sample Distribution

Type of Residency	Gender		Total
	Boys students	Girls students	
Urban Area	30	30	60
Rural Area	30	30	60
<b>Total</b>	60	60	120

### Variable

#### Independent Variable

1. **Gender:** Boys and Girls students.
2. **Type of Residency:** Urban Area and Rural Area.

**Dependent Variable:** Personality Score.

### Tools

The Introvert - Extrovert Personality Inventory (IEPI) by Dr. Ashwin Jansari (2013). The personality type is measure by Jansari is Introvert - Extrovert Personality Inventory. This test contains 50 items with 'yes' or 'no' responses. Its has test-retest reliability 0.62 and split half reliability 0.87 and the concurrent validity range from 0.59.

### Procedure

The permission was granted from various higher secondary school students for data collection in Patan City after the establishment of rapport, personal information and the

## Personality among Higher Secondary School Students

'Introvert - Extrovert Personality Inventory (IEPI)' was administered the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

### Result and DISCUSSION

**Table : 1** The Table showing sum of variance mean 'F' value and level of significance of gender and types of residency.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS <sub>A</sub>	1	20.01	0.35	N.S.
SS <sub>B</sub>	1	232.41	4.01	0.05*
SS <sub>A*B</sub>	1	49.41	0.85	N.S.
SS <sub>Error</sub>	116	57.89	—	—
SS <sub>Total</sub>	119	7016.99	—	—

\*0.05=3.92, \*\*0.01=6.84, N.S.= Not Significant

A = Gender,

B = Type of residency

A<sub>1</sub> = Boys students

B<sub>1</sub> = Urban Area

A<sub>2</sub> = Girls students

B<sub>2</sub> = Rural Area

**Table : 2** The Table showing the Mean Score of personality of boys and girls students.

	A (Gender)		'F' value	Sign.
	A <sub>1</sub> (Boys students)	A <sub>2</sub> (Girls students)		
M	37.07	36.25	0.35	N.S.
N	60	60		

The above table no.2 shows the mean score of personality of boys and girls higher secondary school students. The mean score of boy higher secondary school students group is 37.07 and girl higher secondary school students group is 36.25. The 'F' value is 0.35, which was found to be not-significant level at 0.05. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of personality among the boys and girls higher secondary school students" is accepted.

**Table : 3** The Table showing the Mean Score of personality of type of residency.

	B (Type of Residency)		'F' value	Sign.
	B <sub>1</sub> (Urban Area)	B <sub>2</sub> (Rural Area)		
M	35.27	38.05	4.01	0.05
N	60	60		

The above table no.3 shows the mean score of personality among higher secondary school students of urban and rural area. The mean score of higher secondary school students of urban area group is 35.27 and higher secondary school students of rural area group is 38.05. The 'F' value is 4.01 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to personality and type of residency. It should be remembered here that, according to scoring pattern, higher score indicate higher personality. Thus from the result it could be said that, the higher secondary school students of rural area group is having high personality than higher secondary school students of urban area group. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of personality among the higher secondary school students of urban and rural area" is rejected.

## Personality among Higher Secondary School Students

The reason may be the rural and urban life is very much different. The facilities, education, social situations, social mind set, style of living, freedom in thinking and action, opportunities are different in both the area. The rural persons are more adventurous, reserve, apprehensive, enthusiastic, tender minded, zestful, and self-sufficient may be for this reason rural boys have got higher score in the personality scale.

**Table : 4 The Table showing the interactive effect of the Mean Score of personality of gender and types of residency.**

			A		'F' value	Sign.
			A <sub>1</sub>	A <sub>2</sub>		
M	B	B <sub>1</sub>	35.03	35.50	0.85	N.S.
		B <sub>2</sub>	39.10	37.00		
N			60	60		

The above table shows the interactive effect of the personality of the gender and type of residency. The result was found to be not significant from table no.4 shows that 'F' value 0.85 is not significant at 0.05 level. The mean score is 35.03 for the boy higher secondary school students of urban area, the mean score is 39.10 for the girl higher secondary school students of urban area, the mean score is 35.50 for the boy higher secondary school students of rural area, and the mean score is 37.00 for the girl higher secondary school students of rural area. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of personality with regards to the gender and type of residency" is accepted.

### CONCLUSION

1. There is no significant difference in the mean score of personality among the boys and girls higher secondary school students.
2. There is significant difference in the mean score of personality among the higher secondary school students of urban and rural area. Therefore it could be said that, the higher secondary school students of rural area group is having high personality than higher secondary school students of urban area group.
3. There is no significant difference in the interactive effect of the mean scores of personality with regards to the gender and type of residency.

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## Personality among Higher Secondary School Students

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### ***Conflict of Interest***

The authors carefully declare this paper to bear not conflict of interests

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