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**COMPARATIVE STUDY OF PERSONALITY  
TRAITS & VALUES OF THE STUDENTS AT  
SENIOR SECONDARY LEVEL**

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# Comparative Study of Personality Traits & Values of the Students at Senior Secondary Level

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***“Personality is the dynamic organization with in the individual of those psycho-physical systems that determine his unique adjustment to his environment.”***  
—Allport

***Abstract – Personality refers to "that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is to establish laws about, what difference will do in all kinds of social and general environmental situations. Personality is concerned with all the behaviour of the individual both over and under the skin. As the human civilization developed with the long passage of time, human starts to collect the knowledge, to transmit the accumulated knowledge to its younger generation and to enhance the present knowledge of field. This process is related keenly to the development of human race. Gradually man's society starts to establish various agencies and organisations for the all-round training of the younger generation. This process is called education which means the all-round development of the personality. This education process aims at the complete development of the personality. It tends to develop the child physically, mentally, socially, morally, spiritually, intellectually and preparing individual a responsible member of his society. To accomplish these objectives society has established various educational agencies, and organization.***

**Key Words:** Environmental Situation,

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## INTRODUCTION

As we overview our past history then we see that at the various periods society have different educational organisation. The system of educational ancient period and medieval period and modern period have various unique features in itself.

The educational system in Ancient period and medieval period was teacher centered, the focus of educational process was only the teacher and the psychological, physical, mental and social requirement of the child were not considered. It was believed that the child have only in born potential in ancient and medieval time, education teacher cannot generate or develop any potential in the personality of the child. But in modern educational system education is child centered. It is believed that by studying the behaviour of the child we can bring desired change in the behaviour of the child by generating a conducive environment so it becomes so magnificent to study the child's personality traits, values and the educational achievement of students studying in different types of educational institution at secondary level and if we want to improve educational system or to attain our educational objectives effectively or want to bring desired changes in the behaviour of the child than we

will have to study the personality and behaviour of the child.

In our country various educational centers are established to train the individuals for the society. There are many government and non-government educational institutes so called schools as Public School, Govt. Inter Colleges, Degree Colleges and various universities and affiliated colleges.

So, the present study is confined to study the personality traits, values and the educational achievement of students, studying in various educational institutes, government and non-government at secondary level.

According to Kothari Commission 1964. "The future of our nation is constructing in the classrooms". So the study of personality traits, values and educational achievement of the students studying in different educational institutes at secondary level will provides us a magnificent information about the different types of educational institutes at secondary level.

In the aforesaid context, the present researcher, therefore, discussed to study and compare the student's personality traits, values and educational

achievement of students studying in different types of educational institutions.

## OBJECTIVES OF THE STUDY

- To study the personality traits of the students belonging to different types of institutions.
- To study the values of the students belonging to different types of institutions.
- To study the educational achievement of the students belonging to different types of institutions.
- To compare the students of different types of institutions on personality traits.
- To compare the students of different types of institutions on values.
- To compare the students of different types of institutions on educational achievement.

## HYPOTHESES

- There is no significant difference between the students of govt.-schools and non-govt.-schools on personality traits.
- There is no significant difference between the students of govt.-schools and non-govt.-schools on values.
- There is no significant difference between the students of govt.-schools and non-govt.-schools on educational achievement.

## DELIMITATIONS OF THE STUDY

- The study has been delimited to Western U.P. only.
- The study has been delimited to the students of govt.-schools and non-govt.-schools.
- The study has been delimited to the students of class XI only.
- The study has been delimited to the best abilities, efforts and efficiencies of the researcher.

## REVIEW OF RELATED LITERATURE

Srivastaa, K.D., (2009) studied the personality of U.P., Higher Secondary students of 17 plus as reflected in Rorschach Test. The multistage stratified random sampling technique was utilized to select a sample of 224 students studying in either standard XI or standard XII in the age group of 17 to 17 years 11 months. Of these 112 were boys and 112 were girls. The major findings of the study were:- (i) Girls fared better than boys, intellectually (ii) Girls adopted shortcut methods,

boys preferred a long course (iii) Girls had comparatively better developed time sense and greater sensitivity and responsiveness; (iv) The higher socio-economic group was found favoring a global intellectual approach and took risk to adopt novel methods. This was not the case with the middle class group; (v) Boys were found to focus on concrete facts/objects; (vi) Boys were not inclined to cling to values in conventional way.

Kher, S.V. (2010) critically evaluated History Textbook for Standard VI in Maharashtra and provided suitable recommendations for its improvement. The main findings were –(i) the text book was helpful in creating among the pupils awareness of their social heritage and developing patriotism and emotional integration, (ii) there were several mistakes in the text, several of them factual, errors of omission also appeared (iii) the text book was attractive and rich with visual aids as it contained a number of pictures, figures and maps, (iv) there was a need for greater variety in the exercises so that all objectives of history teaching could receive due weightage.

Tripathi, A.D., (2010) performed an investigation on Personality Patterns of High and Low Adolescent Self-discloses: a Psychological Study of Bhotias of Kumaun Hill Region'. The sample consisted of 508 Bhotia male and female students in the age range fifteen to seventeen of junior high school and intermediate colleges of both rural and urban areas of Kumaun hills. The major findings were – (i) High and low discloses had some common personality characteristics, namely, reserved Vs outgoing, less intelligent Vs more intelligent, Sober Vs happy, expedient Vs conscientious, group dependent Vs self-sufficient, undisciplined self-conflict Vs controlled and relaxed Vs tense (ii) The two groups of high and low discloses had almost significant differences with regard to certain personality factors, namely, affected by feelings Vs emotionally stable and Vigorous Vs doubting (iii) The two groups of high and low discloses were found to show significant differences in some personality factors e.g. phlegmatic Vs excitable, obedient Vs assertive, shy Vs venture some, tough minded Vs tender minded and placid Vs apprehensive.

Ghosh, N.G., (2010) Conducted a study Distribution of Social Values among certain selected strata of youths and Prediction of Good Citizenship with the help of the Values Ghosh found that (i) the increase in the years of schooling had no direct impact on the acquisition of values (ii) though the values scores of the youths from families with different socio economic status did not differ significantly in all cases. It could be said in general that the youths with highest socio economic status had high value scores. The youths from families with different socio-economic status did not, however, differ in the nationalism score. Democracy scores gradually decreased with the rise in socio-economic status of income of rural students higher than the low income urban students (vi) majority of the students liked to be active in aesthetic or art oriented activities.

Here, the girl students scored higher than the boy students (vii) the girls scored higher than the boys on religious moral and scientific values (viii) on economic, moral, political and aesthetic values, the students of std XI scored higher than the students of Std X (ix) on all other values except the rational and the political the urban students scored higher than the rural students (x) on social, rational and moral values, students with lower income scored higher than students with higher income.

Chaube, A., (2011) studied some personality traits and pressing problems of Junior High School students. Chaube observed that

(i) the girls were more critical and had lower mental capacity. On the other hand, boys were more stoical complacent, deliberate not becoming easily jealous, talkative, cheerful, happy-go-lucky, frank, expressive, reflecting the group, quick, alert, unsentimental, self-reliant. They took responsibility acted on practical, logical evidence, kept to point and did not well on physical disabilities

(ii) as the boys grew more from class VI to VII, the intensity in traits viz. Undemonstrative-ness, deliberateness, inactiveness, shoddiness, enthusiasm, needlessness and happy-go-lucky nature increased,

(iii) as girls grew from VI to VIII a decrease in intensity was observed in the case of the traits of deservedness, aloofness, stiffness, detachedness and criticalness.

## RESULTS :

The present chapter is concerned with an analysis and interpretation of data collected. The main focus of the study is to map the contours of the personality traits, values and educational achievement of the students belonging to different types of institutions. For the purpose of operationalizing this aim, certain objectives were formulated which were translated, into specific hypotheses.

For carrying out the analysis statistical tools were applied on the data collected during the study. For this purpose the t-test was found to be more suitable. With the help of t-test it was assessed whether both the groups differ significantly or not with respect to various variables studied.

To find out differences between the students of govt.-schools and non-govt.-schools on personality traits, t-test was applied. Summary of t-test is presented in table- 1

**Table 1**

### Difference between the students of govt.-schools and non-govt.-schools on personality traits

Personality traits	Symbol	Students of Govt. Schools (N=50)		Students of Non-Govt. Schools (N=50)		t-value
		Mean	S.D.	Mean	S.D.	
Reserved Out going	A	8.818	2.594	10.250	2.640	2.754**
Less intelligent More intelligent	B	5.773	1.926	6.391	1.372	2.817**
Affected by feeling Emotionally stable	C	10.455	2.773	11.582	3.268	1.860
Humble-Assertive	D	10.273	2.374	10.309	2.301	0.079
Sober-Happy-go-lucky	E	11.455	2.940	11.516	2.549	0.112
Expedient-Conscientiously	F	11.136	3.314	13.114	2.810	3.220**
Shy-Ventures one	G	9.773	3.070	9.937	2.333	0.437
Tough minded-Tender minded	H	11.045	2.572	12.608	2.253	3.233**
Trusting-Suspicious	L	10.148	2.097	9.944	2.900	0.404
Practical-Imaginative	M	9.545	3.391	9.549	2.895	0.010
Forthright-Shrewd	N	8.182	2.085	8.580	1.948	0.987
Placid-Apprehensive	O	9.982	2.914	9.500	4.134	0.674
Conservation-Experimenting	Q <sub>1</sub>	10.318	1.973	10.788	2.347	1.381
Group dependent-Self sufficient	Q <sub>2</sub>	10.773	3.422	11.386	3.040	0.947
Undisciplined Controlled	Q <sub>3</sub>	10.545	2.176	11.957	3.202	2.358*
Relaxed-Tense	Q <sub>4</sub>	9.500	3.377	10.046	3.517	0.792

\* p < 0.05

\*\* p < 0.01

It is evident from table 1 that t-value for factors A (2.754), B (2.817), F (3.220), H (3.233) are higher than table value (2.72) for significance at 0.01 level. It is also evident from this table that t-value for factor Q<sub>3</sub> (2.358) is more than table value (2.03) for significance at 0.05 levels. It indicates that the students of govt.- schools and non-govt.-schools differ significantly on personality traits A, B, G, Q<sub>3</sub>, and H. The t-values Obtained for personality traits, C, E, G, L, M, N, O, Q<sub>1</sub>, Q<sub>2</sub> & Q<sub>4</sub> are less than table value (2.02) for significance at 0.05 level. It indicates that the students of govt.-schools and non-govt.-schools does not differ significantly on personality traits C, E, G, L, M, N, O, Q<sub>1</sub>, Q<sub>2</sub> and Q<sub>4</sub>.

Therefore null hypothesis that "there is no significant difference between the students of govt.-schools and non-govt.-schools on personality traits" is rejected for personality traits A, B, F, H at 0.01 level and for traits Q<sub>3</sub> at 0.05 level where as this hypothesis is accepted for traits C, E, G, L, M, N, O, Q<sub>1</sub>, Q<sub>2</sub> and Q<sub>4</sub>.

Table 2

**Difference between the students of govt.-schools and non-govt.-schools on values**

Variable	Students of Govt.-Schools		Students of Non-Govt.-Schools		t-value
	Mean	S.D.	Mean	S.D.	
Religious value	15.694	2.82	12.86	3.17	2.834*
Social value	8.36	2.73	12.74	2.79	7.946*
Democratic value	8.39	2.56	10.09	1.78	3.865*
Aesthetic value	13.15	3.54	10.79	2.83	3.686*
Economic value	10.30	4.45	12.65	3.94	2.804*
Knowledge value	11.34	4.02	14.11	3.58	3.645*
Hedonistic value	9.42	2.47	9.64	2.54	0.447
Power value	12.38	4.13	13.07	3.39	0.917
Family prestige value	9.58	3.35	11.66	3.79	2.913*
Health value	10.62	3.30	12.70	3.31	3.149*

\* P < .01 level

It is evident from table 2 that t-values were found to be significant ( $P < .01$ ). It leads to the inference that the students of govt.-schools and non-govt.-schools differ significantly on their religious, social, democratic, aesthetic, economic, knowledge, family prestige and health values.

Since mean of the students of non-govt.-schools was higher than that of the students of govt.-schools, it may be said that the students of non-govt.-schools have more proneness for developing religious, social, democratic, aesthetic, economic, knowledge, family prestige, and health values in comparison of the students of govt.-schools.

However, no significant difference was found between the means of hedonistic value and power value in respect of the students of govt.-schools and non-govt.-schools.

**CONCLUSIONS:**

Any research study can never be called research study of the education, if it does not have educational implications. Educational implications means, implication of research result in improving the education. The study in hand was undertaken with basic objective to study personality traits & values of the students of govt.-schools and non-govt.-schools. The findings of the study will be beneficial to principals, teachers, parents, psychologists and research scholars of discipline of education. At present the value of the society is changing very fast and we often talk about degradation of our values. It is right time to pay attention on the future of the society i.e. students. With the help of the study we can pay special attention on the changing values of the children which will be of great help for entire humanity

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