



A STUDY OF PERSONALITY OF 9th STANDARD SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER

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Paper Received On: 21 FEB 2022

Peer Reviewed On: 28 FEB 2022

Published On: 1 MAR 2022

Abstract

The present study intends to examine the Personality of 9th standard students in relation to Gender. Investigator studied Shikaripura city secondary school students' opinions in relation to Personality. The sample of the study consists of 120 secondary school 9th standard students of Shikaripura city. Investigator used Descriptive Survey method for the present study. Investigator used Eysencks Personality Inventory for the study. Investigator visited the secondary schools of Shikaripura city and collected data from the students. The descriptive and differential statistics is used for the analysis of collected data. The results of the study reveal that the Mean and SD of Personality scores by Boy and Girl students of 9th standard of secondary schools. The total mean score of Personality of 9th standard students is 89.47 ± 13.02 . In which, girl students of 9th standard of secondary schools (97.16 ± 10.83) have higher Personality scores as compared to boy students of 9th standard of secondary schools (81.70 ± 10.14).

Introduction

Education is the major part of every individual which process of developing the capacities and potentials of the individuals with the help of good teachers and their proficiency in teaching we can achieve in academic achievement and quality education. The teachers should accept and adopt new techniques, methods and approaches in their teaching definitely it will help to academic achievement of the students. Academic achievement occupies a very help important place in education as well as in the learning process. In considered as a key criterion to judge one's total potentialities and capacities. Academic achievement is influenced by personality, Motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of students.

Personality

Personality is defined as the characteristic sets of behaviours, cognitions, and emotional patterns that evolve from biological and environmental factors. While there is

no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment. Trait-based personality theories, such as those defined by Raymond Cattell, define personality as the traits that predict a person's behaviour. On the other hand, more behaviourally-based approaches define personality through learning and habits. Nevertheless, most theories view personality as relatively stable. The study of the psychology of personality, called personality psychology, attempts to explain the tendencies that underlie differences in behaviour. Many approaches have been taken on to study personality, including biological, cognitive, learning and trait-based theories, as well as psychodynamic, and humanistic approaches. Personality psychology is divided among the first theorists, with a few influential theories being posited by Sigmund Freud, Alfred Adler, Gordon Allport, Hans Eysenck, Abraham Maslow, and Carl Rogers. Personality can be determined through a variety of tests. Due to the fact that personality is a complex idea, the dimensions of personality and scales of personality tests vary and often are poorly defined. Two main tools to measure personality are objective tests and projective measures. Examples of such tests are the: Big Five Inventory (BFI), Minnesota Multiphasic Personality Inventory (MMPI-2), Rorschach Inkblot test, Neurotic Personality Questionnaire KON-2006, or Eysenck's Personality Questionnaire (EPQ-R). All of these tests are beneficial because they have both reliability and validity, two factors that make a test accurate.

Need of the study:

The study of Personality has provided educational psychologists with insight about the processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning. Independence leads to ownership as students realize needs they can pursue their own intellectual needs and discover a world of information at their fingertips.

From the above discussion the relevance of Personality seems to be very clear as it seems to be one of the predictors of successes in one's life. So, keeping this the investigator selected this topic for the study.

Objective of the study:

To find out the Personality of 9th standard students in relation to Gender (Boy and Girl).

Hypothesis of the study:

There is no significant difference between 9th standard Boy and Girl students of secondary schools with respect to Personality

Design of the Study:

Investigator used the Descriptive Survey method for collecting the opinions of 120 9th standard students from secondary schools of Shikaripura city. Investigator used the Random sampling technique for the selection of 120 samples in the present study. Investigator used Eysencks Personality Inventory for the study. The secondary schools 9th standard students' boys, girls who were belonging to the Kannada medium and English medium Schools of Shikaripura city.

In the present study investigator used Descriptive Statistics and Differential Statistics for the analyses of the collected data.

Data analysis and Results:

After the data had been collected, it was processed and tabulated using Microsoft Excel - 2007 Software. The data collected on Personality of 9th standard students from secondary schools. Investigator intends to find the out whether differences in this variable, Girl and Boy students with respect to Personality of secondary school students.

Descriptive Statistics:

In this section, we compared Mean and SD of 9th standard Girl and Boy students scores of secondary schools.

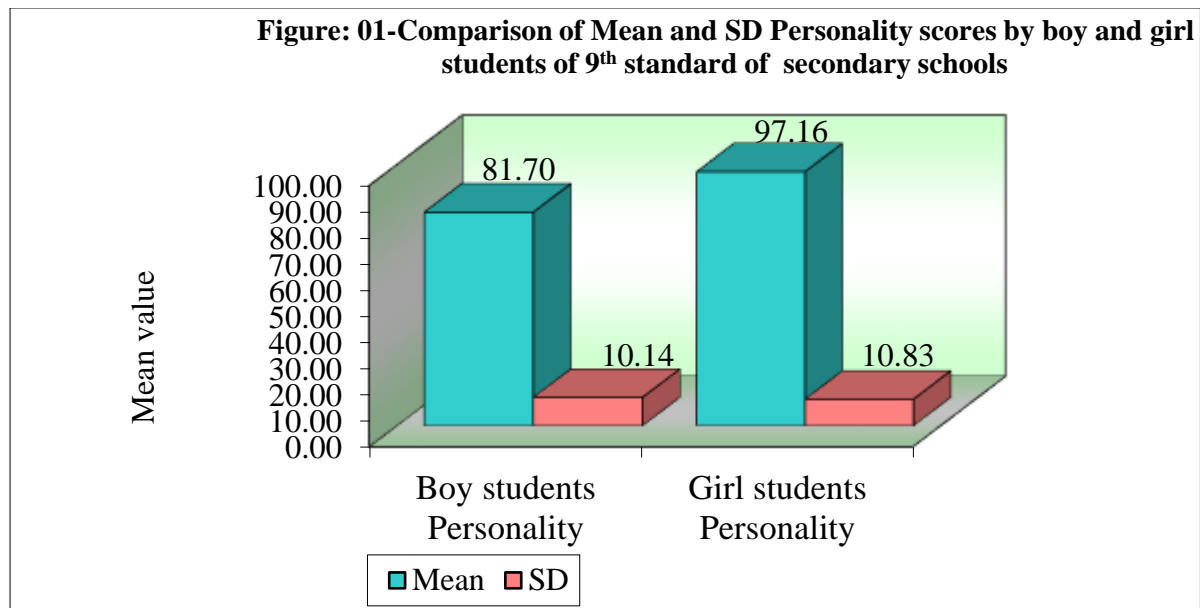
Table-01- Mean and SD of Personality scores by 9th standard boy and girl students of secondary schools

Summary	Boy Students	Girl Students	Total
N	60	60	120
Mean	81.70	97.16	89.47
SD	10.14	10.83	13.02

The above table represents the Mean and SD of Personality scores by boy and girl of 9th standard students of secondary schools. The total mean score of Personality of 9th standard students of secondary school is 89.47 ± 13.02 . In which, girl students of 9th standard of secondary schools (97.16 ± 10.83) have higher Personality scores as compared to boy

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students of 9th standard of secondary schools (81.70±10.14). The mean scores are also presented in the following figure.



Differential Statistics

In this section, we compared Girl and Boy student's scores of secondary schools by applying independent t-test.

Hypothesis: 01-There is no significant difference between Girl and Boy students of 9th standard of secondary schools with respect to Personality.

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table

Table: 02-Results of t test between Girl and Boy students of secondary schools with respect to Personality trait

Gender	Mean	SD	SE	t-value	P-value	Signi.
Girl	97.16	10.83	0.92	2.3201	0.0208	<0.05, S
Boy	81.70	10.14	0.92			

The results of the above table clearly showed that, the Girl and Boy of 9th standard students differ significantly with respect to Personality scores (t=2.3201, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Girl students of 9th standard have significant higher Personality as compared to Boy students of 9th Standard of secondary schools.

Conclusion:

The Girl students of 9th Standard have higher Personality scores as compared to Boy students of 9th Standard. From this study it is clear that, the teacher should give opportunities to their students to express ideas, proper guidance to positive thinking and get feedback from the peers, by telling model stories, which in turn help the students to improve their Personality. The teacher must emphasize on students' self-awareness, well perception ability, social sense, attire, behaviour, positive thinking and awareness, extraordinary speeches and other points are help to develop their Personality.

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