

PERSONALITY CHARACTERISTICS OF PUBLIC AND PRIVATE SECONDARY SCHOOL STUDENTS: A COMPARATIVE STUDY

ANJU VERMA

Research Scholar, Assistant Professor, Department of Education, School of Professional Studies,
Sikkim University (A Central University), Sikkim, India

ABSTRACT

Personality traits are the traits of human beings which make him different from other living being. Personality traits are very important in predicting success in various domains of life of human beings. In Contemporary Psychology the Five-Factor Model (FFM) of personality is one of the prominent models which define personality in terms of five broad factors of human personality, namely, Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness. These traits describe the relationship between a person's personality type and academic achievement. This is so because personality of a person affects social interaction at school and affects the performance of education and performance training. So many research have been conducted to know about how personality traits affects the academic performance of the students, some findings show that an extroversive have better academic performance than introversive students. As there are differences in the personality characteristics of various students, how personality characteristics of various Public and Private school students differs from each other, a sincere and scientific attempt has been done to determine that whether the personality characteristic has any impact on students or not. Thus, in order to find out such differences, the investigator has selected the present study i.e. "Personality characteristics of Public and Private school students: A comparative study". Hence, to fulfill this purpose and to add more knowledge to existing one the investigator selected the following problem for the study.

KEYWORDS: Student, Personality Characteristics, Public School, Private School

INTRODUCTION

The term "education" means a process of receiving or giving systematic instructions in an educational institution. It is an enlightening experience and a process of facilitating learning or acquisition of knowledge, skills, beliefs, habits and values. It is the teacher in an educational institute who can know this and take appropriate methods to develop those powers or possibilities in the desired channel.

Education mainly focuses on achieving the academic goal needed for the individual for his effective participation in the society, country and nation at large. Education develops and increases the mental capacities and abilities of the individual and creates balance in the three domains of knowledge-cognitive, cognitive and psycho-motor. Education broadens the minds and outset of the individual leading to a good mental health. It creates healthy interest, sound attitudes and a balanced hierarchy of values through the development of mental process. It also helps in the development of various personality traits.

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traits are very important in predicting success in various domains of life of human beings. In Contemporary Psychology the Five-Factor Model (FFM) of personality is one of the prominent models which define personality in terms of five broad factors of human personality, namely, Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness. These traits describe the relationship between a person's personality type and academic achievement. This is so because personality of a person affects social interaction at school and affects the performance of education and performance training. So many research have been conducted to know about how personality traits affects the academic performance of the students, some findings show that an extroversive have better academic performance than introversive students. As there are differences in the personality characteristics of various students, how personality characteristics of various Public and Private school students differs from each other, a sincere and scientific attempt has been done to determine that whether the personality characteristic has any impact on students or not.

“Personality trait” are enduring personal characteristic that is revealed in a particular pattern of behavior in a variety of situations. It is “a durable disposition to behave in a particular way in a variety of situation”. – There are some common personality traits which include: Honest, Moody, Impulsive and Friendly. These traits are influenced by biological as well as psychosocial factors. Biological factors are genetic endowment, body chemistry, physique, physical disability, and endocrine glands.

The different key terms used in the title of the study and used in the body of the report are operationally defined as follows:

Secondary School Students

In the present study Secondary school students refer to the students studying in class 10th of Government and Private schools of East district of Sikkim.

Personality Characteristics

Personality characteristics are “a durable disposition to behave in a particular way in a variety of situation”; in the present study personality characteristic refers to the score obtained by “Eysenck Personality Questionnaire Revised (EPQR) developed by Eysenck and Barrett in 1985.

OBJECTIVES

- To compare Government and Private Secondary school student with respect to their mean scores on the variable personality characteristics.
- To compare Government and Private male Secondary school student with respect to their mean scores on the variable personality characteristics.
- To compare Government and Private female Secondary school student with respect to their mean scores on the variable personality characteristics.
- To compare Government female and private male Secondary school student with respect to their mean scores on the variable personality characteristics.
- To compare Government male and private female Secondary school student with respect to their mean scores on

the variable personality characteristics.

HYPOTHESIS

- There is no significant difference between government and the private high school student with respect to their mean scores on the variable personality characteristics.
- There is no significant difference between government male and private male high school student with respect to their mean scores on the variable personality characteristics.
- There is no significant difference between government female and private female high school student with respect to their mean scores on the variable personality characteristics.
- There is no significant difference between government female and private male high school student with respect to their mean scores on the variable personality characteristics.
- There is no significant difference between government male and private female high school student with respect to their mean scores on the variable personality characteristics.

RESEARCH METHOD

In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about personality characteristics of government and private high school students in relation to personality characteristic.

Population

The entire group from which the sample is drawn is known as population. A population is a well-defined group of individuals or observations. It consists of all aspects of individuals of their attributes that can be described as having as unique type characteristics or qualities. In the present study, the student of different class students of four schools of East district of a Sikkim who are studying in Government and Private school (2 Government schools and 2 Private schools) constituted the population of the study.

Sample

The representative proportion of the population is called a sample. A good sample ensures three things; freedom from bias, representation of population, characteristics and adequacy in terms of population qualities. In view of the objectives of the present study, the investigator decided to collect data from Gangtok, East district of Sikkim. As such, 120 students of 10th class 60 Boys and 60 Girls (30 Boys Government schools and 30 Boys from Private schools, 30 Girls from Government schools and 30 Girls from Private schools), constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purposive sampling. A detailed structure of the sample has been provided in the following table No. 1.

Table 1

Sl. No	School Name	Boys		Girls		Total
		Govt.	Pvt.	Govt.	Pvt.	
1	Biraspati Parsai Sr. Sec. School	15		15		30
2	Middle Camp Sec. school	15		15		30
3	Greendale school		15		15	30
4	Bhai School		15		15	30
	Total	30	30	30	30	120

INSTRUMENTATION

Keeping in view the objectives of the present study the investigator, in the present study has selected and used the following tool:

Eysenck's Personality Questionnaire- Revised (EPQR)

Statistical Techniques Used

After data collection for the purpose of analysis of the obtained data, the investigator has taken the help of both the descriptive as well as inferential statistics. Here in the present study 't' test is used to find out the differences in between group.

Analysis and Interpretation of Data

Analysis and interpretation is considered as the heart of the research work. It is associated with the drawing of inference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in its proper analysis and interpretation.

The major objective of the present study is to compare the personality characteristics of government and private school students. Here the investigator utilized both descriptive as well as inferential statistics for analysis and interpretation of the obtained data.

Comparison of Government and Private Secondary School Students, With Respect to their Personality Characteristics.

The obtained statistics pertaining to the comparison of government and private Secondary School Student with respect to their personality characteristics has been given in the table 1.1

Table 2: t-Value For Comparison of Government and Private Secondary School Students with Respect to Their Mean Score of Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Government	60	44.59	6.077	0.45	1.23	NS
Private	60	44.04	6.248			NS

NS- Not significant

It is evident from the above table 1.1 that the mean value of the Government and Private Secondary school student on personality characteristics are found to be 44.59 and 44.04 respectively. Further, when both the mean value were

subjected to the testing of their significance of differences the ‘t’ ratio was found 1.23. The table value of ‘t’ with 118 degree of freedom is reported to be 2.62 and 1.98 at 0.01 and 0.05 level of significance respectively. As the calculated value of ‘t’ is found to be less than at both the levels, therefore the calculated value of ‘t’ ratio is found to be not significant.

Hence, the hypothesis “Government and Private Secondary school students do not differ significantly with respect to their personality characteristics “ is accepted. Such data for its better understanding have been presented in figure- 1 in the form of histogram.

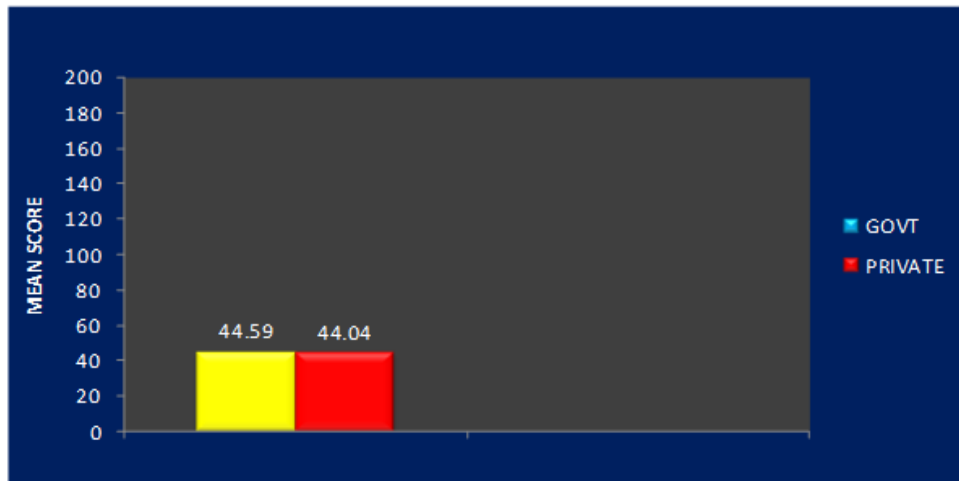


Figure 1: Histogram Depicting the Mean Scores for Government and the Private Secondary School Students on the Variable Personality Characteristic.

Comparison of Government and Private Male Secondary School Students with Respect to their Personality Characteristics.

The obtained statistics pertaining to the comparison of government and private Male Secondary School Student with respect to their personality characteristics has been given in the table 1.2

Table 3: t-Value For Comparison of Government and Private Male Secondary School Students with Respect to their Mean Score of Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Male Govt.	30	44.57	6.2	0.643	2.64	S
Male Pvt.	30	42.87	6.22			NS

S- Significant, NS- Not significant

It is evident from the above table 1.2 that the mean values of the males of government and private Secondary school students on variable personality characteristics is found to be 44.57 and 42.87 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the ‘t’ ratio was found to be 2.64. The table value of ‘t’ with 58 degree of freedom is reported to be 2.66 and 2.00 at 0.01 and 0.05 level of significance respectively. As the calculated value of ‘t’ is found to be less at 0.05 level and more at 0.01 levels therefore the calculated value of ‘t’ is found to be significant at 0.05 level and non-significant at 0.01 level.

Hence the hypothesis “males of government and private Secondary school student differ significantly with respect to their personality characteristics”, is not accepted. Such data, for its better understanding have been presented in figure-2, in the form of histogram.

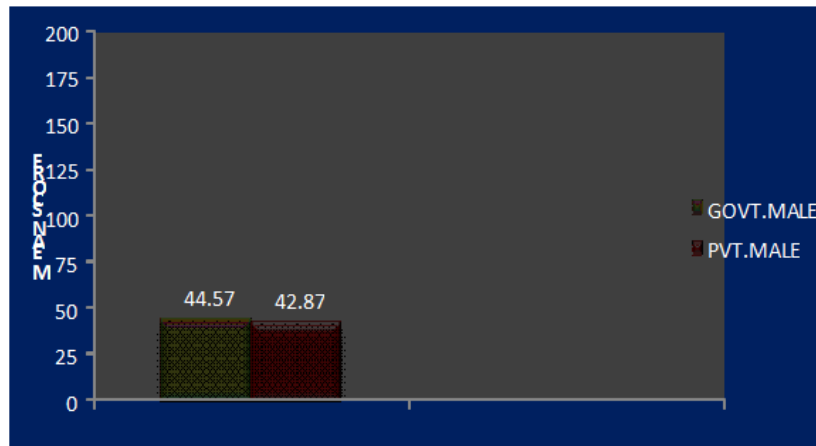


Figure 2: Histogram Depicting the Differences On the Mean Scores For Government and the Private Male Secondary School Students On the Variable Personality Characteristic

Comparison of Government and Private Female Secondary School Students With Respect To Their Personality Characteristics.

The obtained statistics pertaining to the comparison of Government and Private female Secondary school students with respect to their personality characteristic has been given in the table 1.3

Table 4: t-Value for Government and Private Female Secondary School Students with Regard to Their Personality Characteristics

Group	N	M	S.D	SED	t-value	Remarks
Government female	30	44.74	6.28	0.641	-0.31	NS
Private female	30	44.94	6.035			

NS- Not significant

It is evident from the above table 1.3 that the mean value of the Government and Private female Secondary school student on personality characteristics are found to be 44.74 and 44.94 respectively. Further, when both the mean values were subjected to the testing of their significances of difference the 't' ratio was found to be -0.31. The table value of 't' with 58 degree of freedom is reported to be 2.66 and 2.00 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than at both the levels, therefore the calculated value of 't' ratio is found to be not significant.

Hence, the hypothesis "Government and Private female Secondary school students do not differ significantly with respect to their personality characteristics", is accepted. Such data for its better understanding have been presented in figure-3, in the form of histogram.

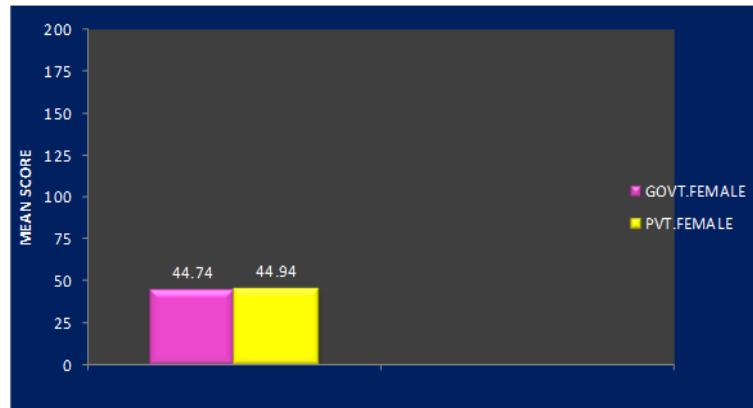


Figure 3: Histogram Depicting Mean Score for Government and Private Female Secondary School Students on the Variable Personality Characteristics.

Comparison of Government Female and Private Male Secondary School Students With Respect To Their Personality Characteristics.

The obtained statistics pertaining to the comparison of Government female and Private male Secondary school students with respect to their personality characteristic has been given in the table.

Table 5: t-Value for Government Female and Private Male Secondary School Students With Respect To Their Personality Characteristics

Group	N	M	S.D.	SE _D	t-value	Remarks
Government female	30	44.74	6.27	0.644	2.90	S
Private male	30	42.87	6.22			S

S- Significant

It is evident from the above table 1.4 that the mean values of the Government female and private male Secondary school students with respect to their personality characteristics are found to be 44.74 and 42.87 respectively. Further, when both the mean values were subjected to the testing of their significance of difference the 't' ratio was found to be 2.90. The table value of 't' with 58 degree of freedom is reported to be 2.66 and 2.00 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be more, at both the levels, therefore, the calculated value of 't' is found to be significant.

Hence, the hypothesis "Government female and Private male of Secondary school students do not differ significantly with respect to their personality characteristics", is not accepted. Such data for its better understanding have been presented in figure-4 in the form of histogram.

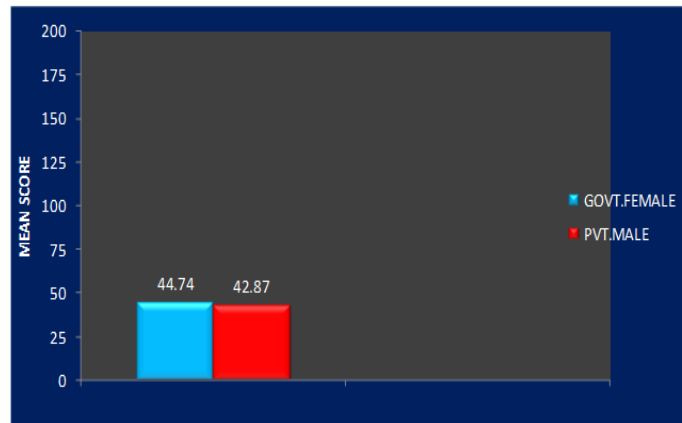


Figure 4: Histogram Depicting the Mean Scores for Government Female and Private Male Secondary School Students on the Variable Personality Characteristics

Comparison of Government Male and Private Female Secondary School Students with Respect to their Personality Characteristics.

The obtained statistics pertaining to the comparison of Government female and Private male Secondary school students with respect to their personality characteristic has been given in the table.

Table 6: t-Value for Government Male and Private Female Secondary School Students With Respect To Their Personality Characteristics.

Group	N	M	S.D	SED	t-value	Remarks
Government male	30	44.57	6.2	0.637	-0.58	NS
Private female	30	44.94	6.035			

NS- Not significant

It is evident from the above table 1.5 that the mean value of the Government male and Private female Secondary school student on personality characteristics are found to be 44.74 and 44.94 respectively. Further, when both the mean values were subjected to the testing of their significances of difference the 't' ratio was found to be -0.58. The table value of 't' with 58 degree of freedom is reported to be 2.66 and 2.00 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't', is found to be less than at both the levels, therefore, the calculated value of 't' ratio is found to be not significant.

Hence, the hypothesis "Government male and Private female high school students do not differ significantly with respect to their personality characteristics", is accepted. Such data for its better understanding have been presented in figure-5, in the form of histogram.

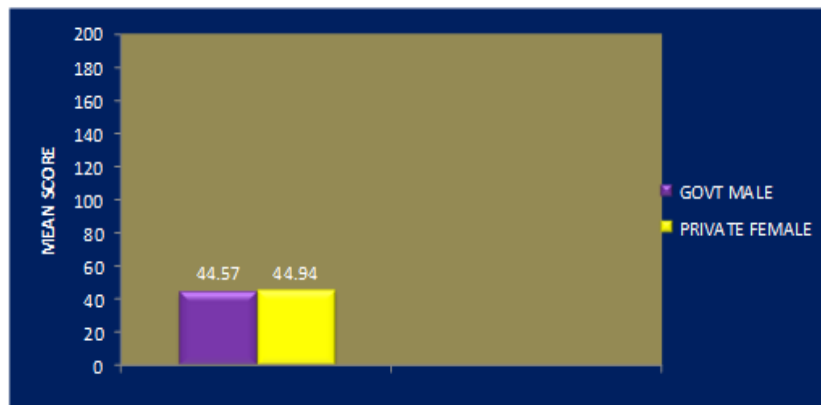


Figure 5: Histogram Depicting Mean Score for Government Male and Private Female High School Students on the Variable Personality Characteristics.

FINDINGS

On The Basis Of the Statistical Analysis the Investigator Has Arrived on the Following Findings

- Government and Private high school students do not differ significantly with respect to their personality characteristic.
- Male of both government and private high school student also do not differ significantly with respect to their personality characteristic.
- There exists no significant difference in Government and Private female high school students with respect to their personality characteristic.
- In the same way Government female and private male from high school students differ significantly with respect to their personality characteristics.
- In the same way Government male and private female do not differ significantly with respect to their personality characteristics.

CONCLUSIONS

In India due to the British influence the term “public school” implied a non-governmental, historically elite educational institution, often modeled on British public schools. The terms “private” and “government” schools are commonly used to denote the type of funding. "Personality is the entire mental organization of a human being at any stage of his development. It embraces every phase of human character: intellect, temperament, skill, morality, and every attitude that has been built up in the course of one's life. Any kind of success and failure depends on the personality characteristic of students. Therefore, personality characteristic is one of the important factors for achievement. It is very important for teachers and the parents to build such type of situations for students where they can get more and more opportunities to come forward, enhance their knowledge, form good character, become self-confident and develop their personality well. The pupil teacher ratio are much better in private schools (1:31 to 1:37 for government schools) and more teachers in private schools are female. There is some disagreement over which system has better educated teachers. Thus public schools are often organised and operated to be a deliberate model of the civil community whose youth were established to educate.

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