



## Comparative study of personality dimensions (Introvert and extrovert) of students studying in secondary schools of Gorakhpur district

Pooja Pallavi<sup>1</sup>, Subash Chandra<sup>2</sup>

<sup>1</sup> Assistant Professor, Department of Home Science, Mahant Avaidynath Government Degree College, Jangle Kaudiya, Gorakhpur, Uttar Pradesh, India

<sup>2</sup> Assistant Professor, Department of Education, Mahant Avaidynath Government Degree College, Jangle Kaudiya, Gorakhpur, Uttar Pradesh, India

### Abstract

In the present study, the personality dimensions (introvert-extrovert) of the students of secondary schools of Gorakhpur district have been studied. The main objective of this study to know the personality dimensions of the students studying in secondary schools. In this study, only fifty (50) students were selected as a sample, out of which 25 students of CBSE board and 25 students were selected from U.P. board of Gorakhpur district. For the Analysis of data means, standard deviation and t- test has been used; as a result, it was found that boys are more extroverted as compared to girls. The findings of the study help in the selection of subject and profession in the future.

**Keywords:** Personality dimensions, introvert- extrovert, secondary school

### Introduction

Many scholars have expressed their different opinions regarding personality. According to all educationists, it is necessary to have such a touch in a person's behavior which attracts others towards him. A person's personality lies in the behavior that generates attraction or repulsion. Philosophers, psychologists and sociologists have presented many definitions keeping in mind various aspects of personality. If all the definitions of personality are collected, their number will be in hundreds, but for the sake of convenience, some of the main definitions have been described as-

**According to Warren's:** "Personality is the complete mental organization of a person at any stage of his development."

**Marten Prince (1924):** "Personality is a set of tendencies based on all the biological innate dispositions, impulses, inclinations, appetites, basic tendencies and acquired dispositions of a person."

**Allport (1937)** <sup>[12]</sup>: "Personality is the dynamic organization within individual of those psycho-physical systems that determines his unique adjustment to his environment."

Personality is not fixed and permanent generally plays a vital role in the development of a person. The influence of a person's daily experience and environment is more responsible for a personality development. There are many influencing factors of a personality likes their body composition, his / her environment and economical- social status etc. In fact, whatever social environment a child is brought up in, he also develops a personality according to it, the family in which he grows up, the school with which he comes in contact, all these together leave an indelible mark on the personality of the child. The behavior of the parents towards the child and the mutual behavior of the parents etc. are responsible for the personality development of the child.

Similarly, if a child comes in contact with qualified teachers in the school, the school belongs to him. If moral education is also emphasized in school, then it can be expected that a child living in such an environment will be able to develop his personality in a good manner.

If the personality of a child is developed through appearance, then many qualities automatically get incorporated in it. Qualities like reliability, readiness to work and perseverance, studiousness, happiness, optimism and determination develop in the child's character. On the contrary, if the circumstances hamper the child's personal development,

**Objectives of study:** The main objectives taken by the researcher for the present study are as follows-

1. To compare the male and female personality dimensions of students studying in secondary schools of C.B.S.E. board.
2. To compare the male and female personality dimensions of students studying in secondary schools of U.P. Board.
3. To compare personality dimensions of boy's studying in secondary schools of C.B.S.E. board and U.P. board.
4. To compare personality dimensions of girls studying in secondary schools of C.B.S.E. board and U.P. board.

**Hypothesis of the study:** Considering the nature of the objectives of this study, the researcher has formulated the null hypothesis which is as follows -

1. There is no significance difference between boys' and girls' personality dimensions of students studying in secondary schools of C.B.S.E. board.
2. There is no significance difference between boys' and girls' personality dimensions of students studying in secondary schools of U.P. Board.
3. There is no significance difference between boy's personality dimensions of students studying in secondary schools C.B.S.E. board and UP board.

4. There is no significance difference between the girl’s personality dimensions of students studying in secondary schools of CBSE board and UP board.

**Method of research study:** Method of research study is the process of achieving the objectives of the research study by the researcher. In general Objectives of study under the hypothesis study, various elements and resources available to the researcher depend on the study method. The researcher used normative survey method in the present study.

**Population and Sample of the study:** The present study delimited to Gorakhpur district. The sample of the present research has been selected by random sample method. Only fifty (50) students were selected as a sample, out of which 25 students of CBSE board and 25 students were selected from U.P. board of Gorakhpur district.

**Tools Used:** The researcher used introversion and extroversion inventory (IEI) development by Dr. PF Aziz and Rekha Gupta for the present study.

**Statistical techniques used:** After the data collection the scouring was done and the after scouring the following

measures were used to analyses and interpret the results and to test hypothesis. The researcher used mean, standard deviation and t-test for the interpretation of data.

**Limitations of the study:** Due to the limited resources and available resources, the following limitations have been determined-

1. Geographically, it is delimited to Gorakhpur district only.
- The present is delimited to the secondary school only
2. The present is delimited to urban area only.
3. The present is delimited to only two dimensions i.e. introvert and extrovert of personality.

**Interpretation of Data**

**Hypothesis testing-1**

There is no significance difference between boys and girl’s personality dimensions (introvert-extrovert) of students studying in secondary schools of C.B.S.E. board.

To know the difference between the two group, a null hypothesis has been made that there is no significance difference between the students of the two groups. Its analysis and results are displayed in Table No. 1.

**Table 1**

Sr. No	Name of board	N	Mean	S.D.	t-value	Significance level
1	CBSE Board (BOYS)	25	7.2	3.89	.43	Non-Significance
2	CBSE Board (GIRLS)	14	7.4	3.88		

The above table shows that a no significance difference has been found between the calculated value (.43) of CBSE boys and girls at both 99 percent and 95 percent levels of confidence, which means that in the context of the first hypothesis of the present study. The hypothesis given has been accepted. This leads to the conclusion that no significant difference is found between the both types of students. Therefore, there is no significance difference between the boys and girls of CBSE board students in their personality dimensions studying in secondary schools of Gorakhpur district.

**Hypothesis testing-2**

There is no significance difference between boy’s and girls’ personality dimensions (introvert-extrovert) of students studying in secondary schools of U.P. Board.

To know the difference between the two groups, a null hypothesis has been made that there is no significance difference between the students of the two groups. Its analysis and results are displayed in Table No. 2.

**Table 2**

Sr. No	Name of board	N	Mean	S.D.	t-value	Significance level
1	U.P. Board. (BOYS)	31	7.2	4.12	4.98	Non-Significance
2	U.P. Board. (GIRLS)	5	8.4	3.66		

The above table shows that the calculated t-value (4.94) has been found to be a significance difference between the boys and girls of UP Board at both 99 percent and 95 significance levels of confidence. Which means that the null hypothesis is made in the context of the present study has been rejected. Therefore, U.P. board boys have been found more extrovert in compassion to U.P. board girls of secondary school of Gorakhpur district

**Hypothesis testing 3**

There is no significant difference between boy’s personality dimensions of students studying in secondary schools C.B.S.E. board and UP board.

To know the difference between the two board students, a null hypothesis has been made that there is no significance difference between the students of both groups. Its analysis and results are displayed in Table No. 3.

**Table 3**

Sr. No	Name of board	N	Mean	S.D.	t-value	Significance level
1	CBSE Board (BOYS)	6	19.2	3.99	1.62	Non-Significance
2	U.P. Board. (BOYS)	9	19.9	3.98		

The above table shows that the calculated t-value (1.62) between UP Board and CBSE Board boys has been found to be non-significance at both 99 percent and 95 percent levels of confidence, which means that the third objective of the present study the null hypothesis made in this regard has been accepted. That is, no significant difference has been found between them. Therefore, no significance difference between the C.B.S.E. and UP board boys' students in their personality dimensions studying in secondary schools of Gorakhpur district.

#### Hypothesis testing-4

There is no significance difference between the girl's personality dimensions of students studying in secondary schools of CBSE board and UP board.

To know the significance difference between the girl students of UP Board and the girl students of CBSE Board in terms of personality dimension), a null hypothesis has been made that there is no significance difference between the girl students of both the boards. Its analysis and results are displayed in Table No. - 4

Table 4

Sr. No	Name of board	N	Mean	S.D.	t-value	Significant level
1	CBSE Board (GIRLS)	5.0	5.6	3.2	24.01.	Non-Significance
2	U.P. Board. (GIRLS)	5.0	16.6	3.88		

The above shows that the calculated t-value (24.01) between UP Board girl students and CBSE girl students has been found significance at both 99 percent and 95 percent levels of confidence, which means that the indication is that the null hypothesis made in the context of the objective of the present study has been rejected. Therefore, the students CBSE board girl has been found more extrovert in compassion of U.P. board girl's students of secondary school of Gorakhpur district.

**Finding of the study:** The Following are the finding of the present study are as following-

- There is no significance difference between the boys and girls of CBSE board students in their personality dimensions studying in secondary schools of Gorakhpur district.
- U.P. board boys have been found more extrovert in compassion to U.P. board girls of secondary school of Gorakhpur district.
- There is no significance difference between the C.B.S.E. and UP board boys' students in their personality dimensions studying in secondary schools of Gorakhpur district.
- CBSE board girls have been found more extrovert in compassion to U.P. board girls of secondary school of Gorakhpur district.

#### Educational implications

The importance of any research work lies especially in the meaningful contribution of the findings obtained from it. Pedagogy is a practical science. The research efforts done in the field of education are helpful in making necessary improvements in various human systems related to solving various types of education problems, and can provide important guidance in terms of successful execution of roles related to education work. Based on the findings of the present study, it was found that the factors affecting personality are also influenced by school and gender.

In comparison to the students of UP Board, the students of CBSE Board are more self-confident, realistic and of concern-oriented friendly nature. Therefore, under the education of UP Board, some such co-curricular activities should be included in the curriculum so that more and more students can participate and make important contribution in the field of education.

**Suggestions for future research:** Based on the research findings, the following suggestions are presented

- A comparative study of the introvert-extrovert behavior of students from urban and urban areas can be done.
- A comparative study of the behavior of students at primary level (6-8) can be done.
- tudents and teachers at graduate level can be studied on the basis of gender.
- A comparative study can be done between boys and girls of CBSE and ICSE boards.
- Comparative study can be done at the state level instead of considering only one urban area as the study area.
- Research can be done on different dimensions of personality.
- A comparative study of mentally retarded and intelligent children can be done.

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