

“A STUDY ON PERSONALITY TRAITS OF SECONDARY SCHOOL STUDENTS IN LOWER DIBANG VALLEY DISTRICT OF ARUNACHAL PRADESH WITH REFERENCE TO SOME NON-COGNITIVE VARIABLES”.

Sony Dupak
Research Scholar

***Dr. B. Reena Tok**
Associate Professor
Department of Education
Rajiv Gandhi University, A.P

Abstract: The purpose of this study was to investigate the personality traits of secondary school students in Lower Dibang Valley District of Arunachal Pradesh. For this study, *normative* survey method of research was used. The sample consists of 210 secondary school students from Lower Dibang Valley District of Arunachal Pradesh. Personality traits scale developed by R.B Cattell and Cattell (1968) was used for data collection. Mean (M), Standard deviation (SD), and t-test was used to analyze the data and the result revealed that male and female, urban and rural, non-tribal and tribal secondary school students does not differ in their personality traits and mean scores shows that male, urban, non-tribal secondary school students have higher personality traits than female, rural and tribal secondary school students of Lower Dibang Valley District of Arunachal Pradesh. Based on these findings some suggestions were given with great implication for further studies.

Keywords: Personality traits, Gender, Race, Settlement, secondary School students.



I.INTRODUCTION

The field of personality is the one that attempts to draw from all the areas of psychology the facts needed to build a theory that will make it possible to interpret and predict the behaviour and activities of the person individually and of the people collectively. Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. An educator or a behavioural scientist who studies personality and its multifaceted relationship to human behavior, is usually concerned with something more than the ‘social stimulus value’ of the individual. More often than not, the descriptions and explanations are in terms of persistent patterns of behaviour, attributes and qualities or conceptions of one’s self which differentiate one human being from another, and which specify what a person really is. Hall and Lindzey

(1985) hold that personality is defined by the concepts, variables or dimensions selected for the particular theory used by the observer. Psychologically speaking, personality is all that a person is. It is the totality of one's behaviour towards one another. It includes everything about the person, his physical, emotional, social, mental and spiritual make-up. It is all that a person has about him. Cattell (1956) equates personality with the individual aspects of behaviour. He directs his attention to the behaviour of the individual and maintains that it should have predictive power. He defines personality as that which permits a prediction of what a person will do in a given situation. Personality is concerned with all the behaviour of the individual both over and under the skin". Personality is often defined in terms of traits. The behavioral characteristics that are typical of an individual and are unique to them are traits of personality. Traits are consistencies in the characteristic modes of behaviour exhibited by an individual in diverse settings. An individual's personality may be described as an organization of traits. McCrae (2001) further defines traits as —endogenous basic tendencies that, within a cultural context, give rise to habits, attitudes, skills, beliefs, and other characteristic adaptations. Thus traits are relatively stable or enduring individual differences in thoughts, feelings and behaviors. Allport and Odbert (1936) found 17,953 words to describe the way people are psychologically different from each other (e.g. shy, trustworthy, laconic, kind, conscientious, and anxious etc.). All these words describe personality traits. Trait attributions are often adequate to 'explain' events for numerous everyday purposes in common-sense psychology (Heider, 1958; Kelley, 1973). Rationally, traits are appealed not just as descriptions of what people do, but also as the causes of their behaviour. Thus, in everyday practice, traits may be used first simply as adjectives describing behavior. In modern psychology, trait approach is widely used to understand the development of personality. In daily life, people label traits to their friends or other persons as honest, aggressive, fearful, dependent, lazy and dull etc. Clearly, trait means a mode of behavior which is manifested in number of life situations consistently. It is any distinguishable, relatively enduring way in which one individual varies from other. Trait may be defined as "a property within the individual that accounts for his unique, but relatively stable reactions to environment." Trait classifications date from the time of the Greek physician Hippocrates (460-377 B.C.). Hippocrates identified four types of people: happy, unhappy, temperamental and apathetic. The cause of these different types was internal bodily fluids, or 'humors'. He believed that these personality traits were

constitutionally based, determined by biological functioning rather than by experience or learning.

In view of the above cited discussions it is concluded that personality is a complex phenomenon which is manifested in variety of ways in human behavior and a large number of factors likesettlement, gender and race influence it. There is no study as such which has been conducted by any of the researchers on personality traits of secondary school students in Lower Dibang Valley District of Arunachal Pradesh. Therefore, the investigator took this research study in hand to find out the personality traits of secondary school students in Lower Dibang Valley District of Arunachal Pradesh.

Review of related literature:

Ghazi, S., Shahzada, G. and SaifUllah (2013)investigated relationship between students' personality traits and their academic achievement in Khyber Pakhtunkhwa, Pakistan. Theoretical framework of this study is based on Big Five Personality Trait Theory (Cattell's and Eysenck's 1973). The objective of the study was to find out different personality traits of secondary school students and to identify the relationship between personality traits and their overall academic achievement. Results of the study revealed that no significant relationship was found between the students' personality traits and their academic achievement.

Moyosola, J.Akomolafe (2013)Studied on Personality Characteristics as Predictors of Academic Performance of Secondary School Studentsand results of this study showed that personality characteristics when pulledtogether significantly predicted academic performance.Conscientiousness was found to be the most important correlate and predictor of academic performance.

Salami, S.O. (2008) studied roles of personality, vocational interest, academic achievement and socio-cultural factors in educational aspirations of secondary school adolescents in Southwestern Nigeria. The study found that specific personality, interest dimensions, academic achievement, socio-economic status and demands from extended family, were significantly related to the students' educational aspirations.

Siadat, S. Ali,Arbabisarjou, A. et al (2011)studied on Relationship between Personality Traits and Performanceamong School Principalsthere is a direct relationship between principals personal characteristics and theirperformance. In general the results of the question number one

are exactly similar to those ones found by Khakpoor, Nazem, Kraus, Moran and Garies Gurr et al, Because all of them reached to the point that there is a meaningful relationship between introverted and extroverted principals and their ways of managing and considerable number of characteristics can help students progress.

II. OBJECTIVES OF THE STUDY

1. To find out the difference in personality traits of male and female secondary school students in Lower Dibang Valley District of Arunachal Pradesh.
2. To find out the difference in personality traits of urban and rural secondary school students in Lower Dibang Valley District of Arunachal Pradesh.
3. To find out the difference in personality traits of non-tribal and tribal secondary school students in Lower Dibang Valley District of Arunachal Pradesh.

III. HYPOTHESIS OF THE STUDY

1. There is no significant difference between personality traits of male and female secondary school students in Lower Dibang Valley District of Arunachal Pradesh.
2. There is no significant difference between personality traits of urban and rural secondary school students in Lower Dibang Valley District of Arunachal Pradesh.
3. There is no significant difference between personality traits of non-tribal and tribal secondary school students in Lower Dibang Valley District of Arunachal Pradesh.

IV. DESIGN OF THE STUDY

The present study was conducted to study the personality traits of secondary school students in Lower Dibang Valley District of Arunachal Pradesh. For this purpose, normative survey method of research was employed in the present investigation.

Sample of the study:

The sample was collected using the simple random sampling technique. It consists of 210 secondary school students in Lower Dibang Valley District of Arunachal Pradesh. It was

divided into two male and female, urban and rural, tribal and non-tribal secondary school students.

Tool used:

The following tool was used to collect the relevant data.

1. High School Personality Questionnaire by R.B Cattell and Cattell (1968).

Statistical techniques used:

For analysis of data statistical techniques Mean, standard deviation and t-test were employed.

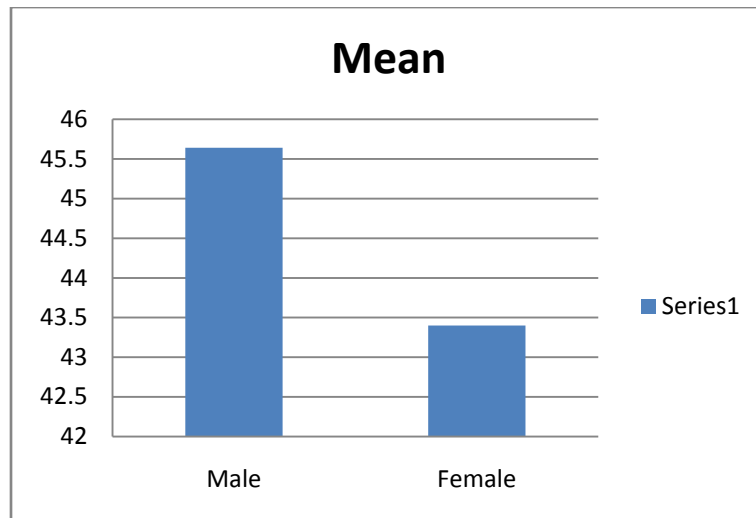
V. ANALYSIS & INTERPRETATION OF RESULTS

Table No. 1 Showing Personality traits Meanscores, standard deviation, SE_D and 't' value of male and female secondary school students in Lower Dibang Valley District (A.P).

| SL.NO | Category | N | Mean | Standard Deviation | SE_D | 't' Value | Remark |
|-------|----------|-----|-------|--------------------|--------|-----------|----------------|
| 1 | Male | 106 | 45.64 | 14.91 | 2.17 | 1.03 | No significant |
| 2 | Female | 104 | 43.40 | 16.52 | | | |

Table No.1 shows the mean scores of male and female secondary school students of Lower Dibang Valley District (A.P) on personality traits are 45.64 and 43.40 and standard deviation are 14.91 and 16.52 respectively. The calculated 't' value is 1.03 which is less than the table value of 1.97 at 0.05 level of significance and 2.59 at 0.01 level of significance. Thus, in the hypothesis that there is no significant difference between personality traits of male and female secondary school students in Lower Dibang Valley District, A.P is accepted. Hence, it is found that male and female secondary school students do not differ in their personality traits.

Fig.1. Graphical Representation of the means of personality traits scores of male and female secondary school students in Lower Dibang Valley District (A.P).



The graph shows that the male secondary school students displayed higher personality traits than those of female secondary school students of Lower Dibang Valley District (A.P).

Table No. 2 Showing Personality traits Meanscores, standard deviation, SE_D and 't' value of urban and rural secondary school students in Lower Dibang Valley District (A.P).

| SL.NO | Category | N | Mean | Standard Deviation | SE_D | 't' Value | Remark |
|-------|----------|-----|-------|--------------------|--------|-----------|----------------|
| 1 | Urban | 108 | 45.63 | 17.08 | 2.10 | 0.78 | No significant |
| 2 | Rural | 102 | 43.99 | 13.37 | | | |

Table No.2 indicates that the computed t-value is (0.78) and the computed t-value (0.78) is smaller than criterion (table) t-value (1.97) at .05 level of confidence for 208 (df). It implies that the computed t- value (0.78) is not significant. Therefore, the formulated hypothesis “there will be no significant different in personality traits of urban and rural, secondary school students of Lower Dibang Valley District, A.P” is accepted. From this it is interpreted that the urban and rural secondary school students do not differ in their personality traits.

Fig.2. Graphical Representation of the means of personality traits scores of urban and rural secondary school students in Lower Dibang Valley District (A.P).



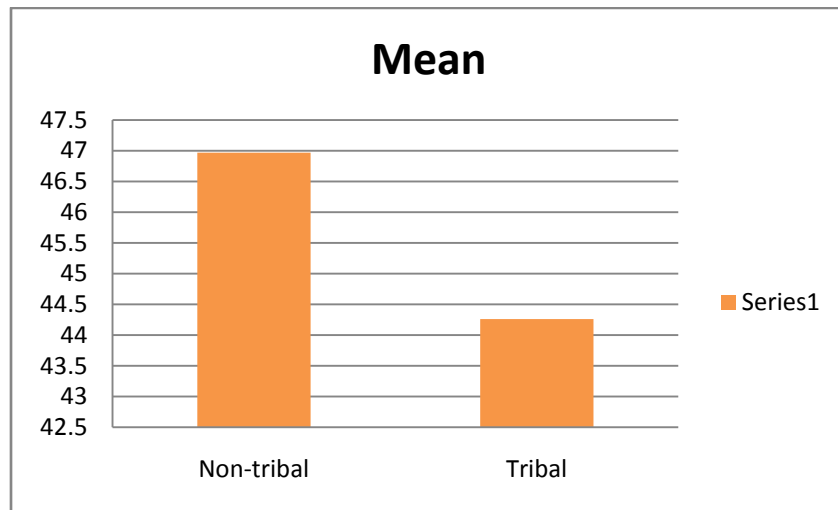
The graph shows that the urban secondary school students displayed higher personality traits than those of rural secondary school students of Lower Dibang Valley District (A.P).

Table No. 3 Showing Personality traits Meanscores, standard deviation, SE_D and 't' value of non-tribal and tribal secondary school students in Lower Dibang Valley District (A.P).

| SL.NO | Category | N | Mean | Standard Deviation | SE_D | 't' Value | Remark |
|-------|------------|-----|-------|--------------------|--------|-----------|----------------|
| 1 | Non-tribal | 88 | 46.97 | 14.7 | 2.08 | 1.30 | No significant |
| 2 | Tribal | 122 | 44.26 | 15.19 | | | |

Table No.3 shows the mean scores of non-tribal and tribal secondary school students of Lower Dibang Valley District A.P on personality traits are 46.97 and 44.26 and standard deviation are 14.7 and 15.19 respectively. The calculated 't' value is 1.30 which is less than the table value of 1.97 at 0.05 level of significance. Thus, the hypothesis that there is no significant difference in personality traits of non-tribal and tribal secondary school students of Lower Dibang Valley District, A.P is accepted. Hence, it is found that non-tribal and tribal secondary school students do not differ in their personality traits.

Fig.3. Graphical Representation of the means of personality traits scores of Non-tribal and Tribal secondary school students in Lower Dibang Valley District (A.P).



The graph shows that the Non-tribal secondary school students displayed higher personality traits than those of tribal secondary school students of Lower Dibang Valley District (A.P).

VI. DISCUSSION AND CONCLUSIONS

From the findings of the study it can be concluded that Application of t-test shows that the scores of secondary school students of Lower Dibang Valley District (A.P) do not differ significantly gender-wise, i.e. when the personality traits of males and females were compared they did not differ significantly. This study shows that gender does not influence the personality traits of secondary school students. It is found that urban and rural secondary school students do not differ in their personality traits. In the study it also reveals that non-tribal and tribal secondary school students of Lower Dibang Valley District of Arunachal Pradesh do not differ in their personality traits and the mean scores shows that male, urban, non-tribal secondary school students have higher personality traits than female, rural and tribal secondary school students of Lower Dibang Valley District of Arunachal Pradesh. After analyzing the result it can be said that undoubtedly, the students from secondary school of Lower Dibang Valley District (A.P) have desirable personality development, and therefore, the need is that the development of the secondary school students should be moulded in proper direction. These characteristics of

students should be encouraged carefully and appropriately, so that it avoids leading them to use these traits in undesirable channels. However, students who come from rural areas have the same personality, but their area backwardness ruins this development. They lag behind due to the lack of facilities. The government needs to pay attention to this and help in providing special care for these students. Moreover, to avoid further problems at school, a healthy and close relationship should be maintained between the teachers and the students. The teacher should be able to gauge the problems of the students, and then they should try their best to help the students improve their weaknesses. In a way, the teacher has to play the role of a good counselor as well, so that the students who are hesitant and shy in the school also feel free to share their issues with them. This will pave way for them to achieve their personality development in a better way. The teacher also should be able to connect with the students and organize personality development programme in school so that the students can have good personality traits. He/she should be kind and polite with them, not harsh and bitter. The students should be treated according to their immediate needs, each in his own way, lest they would become frustrated and depressed. If such guidance is ensured at school, very visible and positive changes can be seen in the overall personality of the students. The study has an implication that teachers should try to develop sound educational programme in the classroom, as well as in the school so that the students do not confront any problem. They should guide students properly in the right direction. Teachers can provide highly satisfactory climate at school by way of giving affection, security and freedom of decision making, which is helpful to enhance personality development of the students. No partiality should be shown by teachers, parents and community members on the basis of the gender (either male or female), race (non-tribal or tribal) of the students. Equal treatment and opportunities should be provided to them. More interaction between teachers and students, parents and teachers should be encouraged at the school and community level. Co-curricular activities like seminar, workshop, symposium, conference and physical fitness should be included in the regular school programme of the student as well as the society as a whole. Developing personality should be our main concern, in particular when considering means to foster such conceptions in the traits building activities.

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