

# Personality Characteristics of Board and Non-Board Students

Dr. Vishvajitsinh G. Rathod

Received: April 12, 2019

Accepted: May 20, 2019

**ABSTRACT:** As our personality plays an important role in our life, studying personality is important. An attempt has been made to measure personality characteristics like neurosis- emotional stability and introversion -extroversion of high school students with relation to their examination systems and also in gender. The sample consisted of 60 students of rural area from Mehsana district who passed by board exam and 60 who have passed by non-board exam and also distribute by gender like boys and girls. Personality characteristics were measured by M.P.I'S Gujarati version. The result indicates that there is no significant difference between the neurosis - emotional stability characteristics of boys and girls. It could be also seen that boys and girls do not differ in their scores of introversion- extroversion characteristics. Results also indicates that there is no significant differences between board and non-board students on their personality characteristics.

**Key Words:**

## INTRODUCTION

Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills. Different personality theorists present their own definitions of the word based on their theoretical positions.

Neuroticism is a fundamental personality trait in the study of psychology characterized by anxiety, fear, moodiness, worry, envy, frustration, jealousy, and loneliness. Individuals who score high on neuroticism are more likely than average to experience such feelings as anxiety, anger, envy, guilt, and depressed mood. They respond more poorly to stressors, are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. They are often self-conscious and shy, and they may have trouble controlling urges and delaying gratification. High neuroticism indexes a risk constellation that exists prior to the development and onset of any of the "common mental disorders", such as depression, phobia, panic disorder, other anxiety disorders, and substance use disorder symptoms that traditionally have been called neuroses.

At the opposite end of the spectrum, individuals who score low in neuroticism are more emotionally stable and less reactive to stress. They tend to be calm, even-tempered, and less likely to feel tense or rattled. Although they are low in negative emotion, they are not necessarily high on positive emotion. Being high on positive emotion is an element of the independent trait of extraversion. Neurotic extraverts, for example, would experience high levels of both positive and negative emotional states, a kind of "emotional roller coaster". Individuals who score low on neuroticism (particularly those who are also high on extraversion) generally report more happiness and satisfaction with their lives.

Introversion is the state of being predominantly interested in one's own mental self. Introverts are typically perceived as more reserved or reflective. Some popular psychologists have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction. This is similar to Jung's view, although he focused on mental energy rather than physical energy. Few modern conceptions make this distinction.

Extraversion is the state of primarily obtaining gratification from outside oneself. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. They also tend to work well in groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves.

## OBJECTIVE

Objective of this study is to measure two different personality characteristics- neurosis- emotional

stability and introversion- extroversion of Board and Non-board students with relation to their gender.

### **HYPOTHESIS**

- 1) There is no significant difference between the neuroticism – emotional ability of Board and Non-Board Students.
- 2) There is no significant difference between the introversion – extroversion of Board and Non-Board Students.
- 3) There is no significant difference between the neuroticism – emotional ability of Boys and Girls from Board Students.
- 4) There is no significant difference between the introversion – extroversion ability of Boys and Girls from Board Students.
- 5) There is no significant difference between the neuroticism – emotional ability of Boys and Girls from Non-Board Students.
- 6) There is no significant difference between the introversion – extroversion ability of Boys and Girls from Non-Board Students.

### **SAMPLE**

The sample consisted of 120 Board and Non-Board Students with the equal number if boys and girls drawn from the High-School of Mahesana district of Gujarat State.

### **TOOLS**

To measure personality characteristics M.P.I. were used. The test is developed by Izenk. The Gujarati standardization was made by Dr.D.J.Bhatt. The test measures two different personality characteristic neuroticism- emotional stability and introversion- extroversion. It consisted of 48 questions and the subject has to give his/her answer in 'Yes', '?', 'No'.

### **RELIABILITY**

As per the method of test- retest the reliability for introversion – extroversion scale is 0.76 and for neuroticism- emotional stability it is 0.74. As per the Spearman- Brown's formula the reliability for introversion- extroversion is 0.86 and for neuroticism- emotional stability it is 0.94.

### **VALIDITY**

Validity of M.P.I. suggested as far as English and Indian samples are concerned Gujarati samples means are significantly higher.

### **PROCEDURE**

The sample of 120 High-school Students from Mehsana district was selected randomly. This sample consisted of Board Students 30 boys and 30 girls and Non –Board Students 30 boys and 30 girls. After giving them proper instructions the test was administered and obtained data was analyzed.

### **Result and discussion**

**Table-1**

GROUP	N	MEAN	S. D.	't'	LEVEL OF SIGN/NOT SIGN
BOARD	60	25.38	5.59	0.38	NS
NON-BOARD	60	25.08	5.33		

Table shows the mean for 60 Board Students and 60 Non-Board students are 25.38 and 25.08. The S. D. for Board and Non-Board students are 5.59 and 5.33. The 't' value for high school students which is 0.38 has been found non-significant at 0.05 level. The result supports hypothesis (1).

**Table-2**

GROUP	N	MEAN	S. D.	't'	LEVEL OF SIGN/NOT SIGN
BOARD	60	24.73	4.90	0.02	NS
NON-BOARD	60	26.63	4.56		

Table shows the mean for 60 Board Students and 60 Non-Board students are 24.73 and 26.63. The S. D. for Board and Non-Board students are 4.90 and 4.56. The 't' value for high school students which is 0.02 has been found non-significant at 0.05 level. The result supports hypothesis (2).

**Table-3**

GROUP	N	MEAN	S. D.	't'	LEVEL OF SIGN/NOT SIGN
BOARD BOYS	30	24.83	5.65	0.19	NS
BOARD GIRLS	30	25.93	5.58		

Table shows the mean for 30 Boys and 30 Girls of Board Students are 24.83 and 25.93. The S. D. for Boys and Girls of Board students are 5.65and 5.58. The 't' value for high school students which is 0.19 has been found non-significant at 0.05 level. The result supports hypothesis (3).

**Table-4**

GROUP	N	MEAN	S. D.	't'	LEVEL OF SIGN/NOT SIGN
BOARD BOYS	30	25.07	4.83	0.32	NS
BOARD GIRLS	30	24.40	5.04		

Table shows the mean for 30 Boys and 30 Girls of Board Students are 25.07 and 24.40. The S. D. for Boys and Girls of Board students are 4.83 and 5.04. The 't' value for high school students which is 0.32 has been found non-significant at 0.05 level. The result supports hypothesis (4).

**Table-5**

GROUP	N	MEAN	S. D.	't'	LEVEL OF SIGN/NOT SIGN
NON-BOARD BOYS	30	26.20	5.52	0.05	NS
NON-BOARD GIRLS	30	23.97	4.97		

Table shows the mean for 30 Boys and 30 Girls of Non-Board Students are 26.20 and 23.97. The S. D. for Boys and Girls of Board students are 5.52and 4.97. The 't' value for high school students which is 0.05 has been found non-significant at 0.05 level. The result supports hypothesis (5).

**Table-6**

GROUP	N	MEAN	S. D.	't'	LEVEL OF SIGN/NOT SIGN
NON-BOARD BOYS	30	26.17	4.39	0.22	NS
NON-BOARD GIRLS	30	27.00	4.76		

Table shows the mean for 30 Boys and 30 Girls of Non-Board Students are 26.17 and 27.00. The S. D. for Boys and Girls of Board students are 4.39 and 4.76. The 't' value for high school students which is 0.22 has been found non-significant at 0.05 level. The result supports hypothesis (6).

**REFERENCES**

1. Bhatt K. K. (1996) "Vyaktitva na Siddhanto" 2<sup>nd</sup> Edition, University Granth Nirman board, Ahmadabad.
2. Hall C. S. and Lindsey G. (1978) "Theories of Personality" 3<sup>rd</sup> Edition New York.
3. Hjelle L. A. and Zeigle D. J. (1991) "Personality Theories"- Basic Assumption Research and Application 2<sup>nd</sup> Edition, Mr. Grow Hill International Book Co, Newyork.
4. Landis J. T. and Landis M. G. (1997) "Building a Successful marriage" 7<sup>th</sup> Edition Prentice Hall INC, USA