

International Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

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ROLE OF GENDER IN DECIDING THE PERSONALITY CHARACTERISTICS OF HIGHER SECONDARY COMMERCE STUDENTS



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ABSTRACT

This research article focuses its attention on the role of gender in deciding the personality characteristics of higher secondary commerce students. For achieving this, the researcher adopted survey method and Manju Aggarwal's Multi-dimensional Personality Inventory (1985) was the tool used for data collection. 903 higher secondary commerce students were taken as the sample of the study using simple random sampling technique. Mean, SD and 't' test were used for analysing the data. The study revealed that the male and female higher secondary commerce students do not differ significantly in their personality characteristics. The

male and female higher secondary commerce students studying in private schools differ significantly in their temperament and adjustment.

KEYWORDS : *Personality Characteristics , Higher Secondary Commerce Students, Psychologist Gordon.*

INTRODUCTION :

Personality is understood to mean merely something that enables some people to gain favorable attention. Personality is the total quality of an individual. It includes the external appearance, intelligence, thoughts expression, creativity, individuality and behaviour. Personality is the result to interaction between the genetic make up, family and social environment. For example a child reared under harsh circumstance may grow up passive, while another become an ambitious over achiever. As Psychologist Gordon, Allport (1961) has put it, "The same fire melts butter hardens egg".

The term 'Personality' is very commonly used in everyday life. It refers to distinctive characteristics that consistently manifest themselves in different situation. Personality is the sum total of activities that can be discovered by actual observation over a long enough period of time to give reliable information. The influence of environment affects the development of personality. They are influence of home on personality, influence of school on personality and influence of society on personality.

INFLUENCE OF HOME ON PERSONALITY

The home environment has comprehensive influence on the development of certain personality characteristics. This influence as a general role is according to the pattern found in a particular culture. In the family, the relationship of child with the parents is the most intimate. The cultural development of the child is very much influenced by the behaviour of the parents. But even in the same culture much difference can be observed in the parent-child circumstances repression is observed in child's behaviour. The child becomes an introvert and often enjoys in his dreams. The child may become aggressive while another may become submissive in the same circumstances on the other hand of the parents show excessive affection towards the child may become an extremist.

INFLUENCE OF SCHOOL ON PERSONALITY

School plays an important role in the personality of the child. In school, both the teachers and peer group members influence the personality characteristics of the child. Just as in the family circumstances, the parents are idles before the child so as the teachers in the school. The child hates the crude and strict teachers. On the other hand, he respects good and sympathetic teachers. The personality of the teacher and his behaviours towards the child both exercise important influence on the child's personality. Besides the teacher, the classmate and playmate exercise important influence over the personality of the child.

INFLUENCE OF SOCIETY ON PERSONALITY

Society is a web of social relationships. These social relationships connect men and women with one another. The interpersonal relations influence and mould the personality of the individual. In the society each individual has some status and order corresponding to him or her. The rules and functions of an individual are determined by moves, traditions, myths, legends, customs etc., therefore the social norms influences even the ways and attitudes of the individual.

NEED AND SIGNIFICANCE OF THE STUDY

Students in higher secondary schools are very much pressurised to move higher and higher in their academic performance. The parents as well as the teachers turn out to be hard taskmasters in extracting more and more work from the students. There is no dearth of studies focusing on the role of gender and its influence on the determination of personality characteristics of the students.

In fact, it is not without reason, because, it has been proved beyond doubt that academic performance is a cognitive domain. However, on further going deep into this area, one may find the influence of gender on the personality characteristics. Moreover, the entire manifesto of one's gender is attributed to his or her overall personality. Therefore, more and more studies should have been carried out to analyse the personality characteristics especially on gender basis.

For the sake of the higher secondary commerce students, though there are several factors like age, stream of study, parental motivation and the like, it stands contrast to the personality characteristics of the chosen sample. Similarly, though performance in commerce is mainly attributed to the certain psychological factors on the whole, the role of personality characteristics in particular cannot be totally avoided.

That is, the students' gender and the personality characteristics like self-concept, independence, temperament, adjustment and anxiety should be keenly observed for the welfare of the students community. Hence, it is paramount importance to study the role of gender in deciding the personality characteristics of higher secondary commerce students to draw a clear-cut picture about

the present stratum of the chosen sample - the higher secondary commerce students. Then only, the educational authorities may come to a conclusion that whether there should be any change in the curriculum or teachers' teaching strategies or attitude of parents towards their children's education.

Therefore, the investigator being a commerce teacher working in a government higher secondary school is of the opinion that the gender difference in deciding the personality characteristics of the higher secondary students.

TITLE OF THE STUDY

ROLE OF GENDER IN DECIDING THE PERSONALITY CHARACTERISTICS OF HIGHER SECONDARY COMMERCE STUDENTS

OPERATIONAL DEFINITIONS

Gender

By this, the investigator means the male and female higher secondary students studying in the higher secondary schools of Tirunelveli Revenue District.

Higher Secondary Commerce Students

By this, the investigator means the students studying in commerce group at higher secondary level.

Personality Characteristics

By this, the investigator means the scores obtained on the Manju Aggarwal's Multi-dimensional Personality Inventory (1985).

OBJECTIVES

- 1.To find the significance of difference between the male and female higher secondary commerce students in their personality characteristics.
- 2.To find the significance of difference between the male and female higher secondary commerce students in their personality characteristics in terms of class.
- 3.To find the significance of difference between the male and female higher secondary commerce students in their personality characteristics in terms of type of school.

METHOD IN BRIEF

The investigator adopted the survey method as the suitable form of research for collecting data. The investigator took 903 higher secondary commerce students studying in 35 higher secondary schools in Tirunelveli District, using simple random sampling technique. Multi-dimensional Personality Inventory developed and standardised by Manju Rani Agarwal was used as the tool. The Multi-dimensional Personality Inventory has 120 items in all. Each 20 items are related to personality measures such as Introversion-Extroversion, Self-concept, Independence-Dependence, Temperament, Adjustment and Anxiety. Each item has three alternative answers – 'Yes', 'Sometimes' and 'No', which refers to the extent of agreement and disagreement of the content. Mean, SD and 't' test were used for analysing the data.

DATA ANALYSIS

1. There is no significant difference between the male and female higher secondary commerce students in their personality characteristics.

Table – 1
Difference between the Male and Female Higher Secondary Commerce Students in their Personality Characteristics

Personality Characteristics	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Personality Type	Male	424	38.88	9.92	0.36	1.96	NS
	Female	479	39.12	10.00			
Self-concept	Male	424	41.10	8.57	1.58	1.96	NS
	Female	479	42.01	8.60			
Independence	Male	424	39.86	8.30	0.88	1.96	NS
	Female	479	40.35	8.31			
Temperament	Male	424	38.47	8.23	0.93	1.96	NS
	Female	479	38.98	8.26			
Adjustment	Male	424	40.91	8.70	1.50	1.96	NS
	Female	479	41.78	8.67			
Anxiety	Male	424	29.52	6.33	0.70	1.96	NS
	Female	479	29.23	6.52			

From the above table, it is found that the calculated 't' values are less than the table value for 901 degrees of freedom at 5% level of significance. Hence, the null hypothesis is accepted.

2. There is no significant difference between the male and female higher secondary commerce students in their personality characteristics in terms of class.

Table – 2
Difference between the Male and Female Higher Secondary Commerce Students in their Personality Characteristics in terms of Class

Class	Personality Characteristics	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
XI	Personality Type	Male	267	38.79	10.26	0.38	1.96	NS
		Female	314	39.11	10.10			
	Self-concept	Male	267	40.93	8.79	1.60	1.96	NS
		Female	314	42.09	8.72			
	Independence	Male	267	39.80	8.55	0.82	1.96	NS
		Female	314	40.37	8.26			
	Temperament	Male	267	38.44	8.62	0.80	1.96	NS
		Female	314	39.00	8.09			
	Adjustment	Male	267	40.69	8.88	1.63	1.96	NS
		Female	314	41.87	8.56			
	Anxiety	Male	267	29.77	6.52	1.09	1.96	NS
		Female	314	29.18	6.59			

XII	Personality Type	Male	157	39.04	9.34	0.09	1.96	NS
		Female	165	39.13	9.85			
	Self-concept	Male	157	41.40	8.19	0.48	1.96	NS
		Female	165	41.85	8.39			
	Independence	Male	157	39.97	7.88	0.38	1.96	NS
		Female	165	40.31	8.42			
	Temperament	Male	157	38.52	7.55	0.47	1.96	NS
		Female	165	38.95	8.61			
	Adjustment	Male	157	41.29	8.40	0.32	1.96	NS
		Female	165	41.59	8.90			
	Anxiety	Male	157	29.10	5.98	0.32	1.96	NS
		Female	165	29.32	6.39			

From the above table, it is found that the calculated 't' values are less than the table values for 579 and 320 degrees of freedom at 5% level of significance. Hence, the null hypothesis is accepted.

3. There is no significant difference between the male and female higher secondary commerce students in their personality characteristics in terms of type of school.

Table 4.41.
Difference between the Male and Female Higher Secondary Commerce Students in their Personality Characteristics in terms of Type of School

Type of School	Personality Characteristics	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark	
Government	Personality Type	Male	173	38.24	9.72	0.36	1.96	NS	
		Female	172	38.62	9.42				
	Self-concept	Male	173	40.95	8.32	0.85	1.96	NS	
		Female	172	41.72	8.30				
	Independence	Male	173	39.52	7.88	0.04	1.96	NS	
		Female	172	39.56	8.07				
	Temperament	Male	173	38.72	8.40	0.15	1.96	NS	
		Female	172	38.59	8.14				
	Adjustment	Male	173	40.97	8.40	0.18	1.96	NS	
		Female	172	41.12	7.91				
	Anxiety	Male	173	29.51	6.21	0.56	1.96	NS	
		Female	172	29.91	6.75				
	Aided	Personality Type	Male	159	37.02	10.31	0.10	1.96	NS
			Female	220	37.12	10.36			
Self-concept		Male	159	39.85	8.43	1.03	1.96	NS	
		Female	220	40.76	8.60				
Independence		Male	159	38.20	8.78	1.10	1.96	NS	
		Female	220	39.19	8.50				
Temperament		Male	159	37.04	8.20	0.88	1.96	NS	
		Female	220	37.82	8.72				
Adjustment		Male	159	38.86	8.93	1.60	1.96	NS	
		Female	220	40.36	9.17				
Anxiety		Male	159	30.62	6.60	1.01	1.96	NS	
		Female	220	29.93	6.53				

Private	Personality Type	Male	92	43.30	8.25	1.56	1.96	NS
		Female	87	45.16	7.66			
	Self-concept	Male	92	43.55	8.83	1.72	1.96	NS
		Female	87	45.75	8.21			
	Independence	Male	92	43.37	7.16	1.42	1.96	NS
		Female	87	44.84	6.70			
	Temperament	Male	92	40.47	7.55	2.18	1.96	S
		Female	87	42.69	6.05			
	Adjustment	Male	92	44.36	7.82	2.06	1.96	S
		Female	87	46.64	7.01			
	Anxiety	Male	92	27.64	5.64	1.96	1.96	NS
		Female	87	26.09	4.95			

From the above table, it is found that the calculated 't' values are less than the table values for 343 and 377 degrees of freedom at 5% level of significance. Hence, the null hypothesis is accepted with regard to government school and aided school students.

The calculated 't' values are less than the table value for 177 degrees of freedom at 5% level of significance, the null hypothesis is accepted with regard to personality type, self-concept, independence and anxiety of private school students. But, the calculated 't' values are greater than the table value for 177 degrees of freedom at 5% level of significance, the null hypothesis is rejected with regard to temperament and adjustment of private school students.

FINDINGS

- 1.The male and female higher secondary commerce students do not differ significantly in their personality characteristics.
- 2.The male and female higher secondary commerce students do not differ significantly in their personality characteristics in terms of class.
- 3.The male and female higher secondary commerce students studying in government and government aided schools do not differ significantly in their personality characteristics. Similarly, the male and female higher secondary commerce students studying in private schools do not differ significantly in their personality type, self-concept, independence and anxiety. But, they differ significantly in their temperament and adjustment. The female students found superior in their temperament and adjustment when compared with their counterparts.

CONCLUSION

From the findings of the present study, it is observed that the male and female higher secondary commerce students studying in private schools differ significantly in their temperament and adjustment. The female students found superior in their temperament and adjustment. That is, the gender has its own significant influence on the deciding personality characteristics - temperament and adjustment - of the chosen sample. Hence, it is concluded that the identified personality characteristics - temperament and adjustment are to be improved in the male categories.

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