

# A COMPARATIVE STUDY OF PERSONALITY TRAITS OF STUDENTS BELONGING TO ICSE AND CBSE BOARD

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## Abstract

Every individual is said to have a personality of his own which is unique and distinct from every other personality. The present study intends to investigate and compare the personality traits of the students belonging to ICSE and CBSE. The study was conducted on Stratified Random Sample of 100 students (50 from ICSE School and 50 from CBSE School). Subjects were administered the Multidimensional Personality Inventory, constructed and standardized by Km. Manju Aggarwal, in a group to collect data. Results show that there was significant difference between students belonging to ICSE and CBSE Board on Extraversion – Introversion trait, self-concept, Dependence – Independence, Adjustment, and Anxiety. But they were similar in regard to Temperament.

**Keywords :** Personality- Traits, Introversion – Extraversion, Self-concept, Independence – Dependence, Temperament, Adjustment, Anxiety.

## Introduction:

The idea of personality traits may be as old as human language itself. Aristotle (384-322 BC), writing the Ethics in the fourth century B.C, saw dispositions such as vanity, modesty and cowardice as key determinants of moral and immoral behavior. His student Theophrastus (371-287 BC) wrote a book describing thirty 'characters' or personality types, about which a translator remarked that Theophrastus's title, might better be rendered 'traits'. In 1936, Psychologist Gordon Allport found that one English language dictionary alone contained more than 4000 words describing different personality trait. Allport and Odbert identified almost 1800 English personality- relevant term; more words than Shakespeare used. Allport suggested that conditional traits are rare and tend to develop later in life. Two British Psychologist Hans and Eysenck developed a model of personality based upon just this Universal trait.

1. Introversion/Extraversion.
2. Neurotism/Emotional stability, and
3. Psychotism.

Traits theorist Raymond Cattell reduced the number of main personality traits from Allport's initial test of over 4000, down to 171, mostly by eliminating uncommon traits and combining common characteristics. He also developed 16 P.F. Cattell and Kline (1977) distinguished 'surface' traits, which are simply clusters of overt responses which tend to be associated, with 'source' traits, which are deeper properties of the person with causal effects on Behaviour. The five Factor model of personality represents five core traits that intersect to form human personality.

1. Extraversion
2. Agreeableness
3. Conscientiousness
4. Neuroticism
5. Openness.

There are innumerable factors that affect the development of personality. Personalities, like Oak trees, take shape slowly. The following are the most important determinants in which lies the origin of personality:

1. Biological Determinants
2. Psychological Determinants.
3. Social Determinants
4. Cultural Determinants.
5. Environmental Determinants

## Objectives of the Study:

1. To compare the Personality of ICSE and CBSE Board School Students.
2. To compare the Personality of Male Students belonging to ICSE and CBSE Board.
3. To compare the Personality of Female Students belonging to ICSE and CBSE Board.

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## Hypotheses:

The study has been designed with a view to test the following hypotheses:

1. There is no significant difference between the personality traits of School students belonging to ICSE and CBSE Board.
2. There is no significant difference between the personality traits of Male Students belonging to ICSE and CBSE Board.
3. There is no significant difference between the personality traits of Female students belonging to ICSE and CBSE Board.

## Methodology:

The 'methods' section of the proposal should be divided into four sections, given as follows:

**(i) Research Method:** Present study was based on Normative Survey Method.

**(ii) Population and Sampling:** The sampling technique chosen by the researcher was "stratified Random Sampling Technique. The sample consisted of School Students of Kalahandi District only. In this procedure two strata were made of the students, i.e. ICSE and CBSE Board students. Then from each stratum two sub-strata were formed i.e. Male and Female students of each group. After this 25 students were selected randomly from each sub stratum constituting the sample of 100 students in all from Kalahandi District.

**(iii) Tools and Techniques:** In the present study investigator used Multidimensional personality inventory. The present inventory has 120 items in all. 20 items are related to each of the following personality measures:

- i) Introversion – Extraversion.
- ii) Self Concept
- iii) Independence – Dependence
- iv) Temperament
- v) Adjustment
- vi) Anxiety

**(iii) Procedure of Data Collection:** Data will be obtained with the prior permission of the principals. The subject will be briefed about the study and its relevance. Prior to the actual administration of the tools, significant rapport will be established. They will be assured that their responses will be kept confidential and will be used for the research purpose only. After obtaining consent of student, every respondent will be given the questionnaire. After the data collect, they will be thanked for their cooperation.

**(iv) Analysis and Interpretation:** To compare the personality traits of High School students belonging to ICSE and CBSE Board, the mean score of the two groups were tested for significance of difference using t-test.



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## Analysis Results:

**Table – 1: Significance of Difference Between Personality Traits of School Students Belonging To ICSE & CBSE Board**

S.N	Traits	N	ICSE Students		CBSE Students		SE <sub>D</sub>	T	Level of Significance	
			M	SD	M	SD			0.05	0.01
1	Introversion Extroversion	50	40.92	4.42	45.16	4.70	0.913	4.64	---	Significant
2	Self-Concept	50	43.56	5.704	47.08	5.40	1.109	3.229	---	Significant
3	Independence dependence	50	46.80	5.33	48.84	5.08	1.03	1.98	Significant	Insignificant
4	Temperament	50	36.22	4.74	38.28	7.71	1.26	1.63	Insignificant	Insignificant
5	Adjustment	50	47.74	4.76	51.88	3.97	0.876	4.72	---	Significant
6	Anxiety	50	35.38	35.38	40.74	6.50	1.15	4.75	---	Significant

The null hypothesis was rejected at 0.01 level of significance Personality of CBSE Board students was found to be inclined more towards introversion and those of ICSE towards extroversion, Self-concept and Adjustment traits of CBSE Board students were higher than those of ICSE students. Students of both the Boards have moderate level of Anxiety, yet the CBSE Board students were inclined more towards High Anxiety and those of ICSE towards Low Anxiety.

The finding revealed that there is a significant difference between the Independence dependence trait of students belonging to ICSE and CBSE Board at School Level as the null hypothesis was rejected at 0.05 level of significance. It was found out that students of CBSE Board are more Independent than those of ICSE students. Null hypothesis was accepted for Temperament trait.

**Table – 2: Significance Of Difference Between Personality Traits Of Male Students Belonging To CHSE & CBSE Board**

S. N.	Traits	N	ICSE Male Students		CBSE Male Students		SE <sub>D</sub>	T	Level of Significance	
			M	SD	M	SD			0.05	0.01
1	Introversion Extroversion	25	41.00	3.78	45.28	4.64	1.19	3.578	---	Significant
2	Self-Concept	25	43.72	5.189	47.08	5.23	1.474	2.713	---	Significant
3	Independence dependence	25	45.76	5.02	48.68	4.95	1.407	2.07	Significant	Insignificant
4	Temperament	25	36.92	5.55	36.44	5.13	1.50	0.32	Insignificant	Insignificant
5	Adjustment	25	46.80	5.43	51.96	3.97	1.34	3.8	---	Significant
6	Anxiety	25	36.12	4.98	38.56	5.11	1.42	1.71	Insignificant	Insignificant

The null hypothesis was rejected at 0.01 level of significance in introversion extraversion trait, self-concept and adjustment of male students belonging to ICSE and CBSE Board. Male students of CBSE Board (M=45.28) were inclined more towards introversions and those of ICSE Board (M=41) towards Extroversion. The male students of CBSE Board have higher self-concept and were better adjusted than those of ICSE.

Null hypothesis was rejected at 0.05 level of significance for independence and dependence trait. It was revealed that male students of CBSE Board were more independent than ICSE male students. There was no significant difference regarding the traits of temperament, and Anxiety.



**Table – 3: Significance Of Difference Between Personality Traits Of Female Students Belonging To ICSE & CBSE Board**



S. N.	Traits	N	ICSE Male Students		CBSE Male Students		SE <sub>D</sub>	T	Level of Significance	
			M	SD	M	SD			.05	.01
1	Introversion Extroversion	25	40.84	4.07	45.04	5.12	1.36	3.21	---	Significant
2	Self-Concept	25	43.40	6.18	47.08	5.51	1.66	2.21	Significant	Insignifia nt
3	Independence dependence	25	47.84	5.14	49.00	4.28	1.37	0.86	Insignifia nt	Insignifia nt
4	Temperament	25	35.52	4.73	40.12	7.63	1.79	2.56	---	Significant
5	Adjustment	25	48.68	3.79	51.80	4.06	1.11	2.81	---	Significant
6	Anxiety	25	34.84	4.89	42.92	6.94	1.69	4.78	---	Significant

It was interpreted that personality of CBSE Board female students (45.04) was inclined more towards introversion and those of ICSE towards Extraversion. The Temperament of CBSE Board Female (40.13) students were better than those of ICSE (35.52). Adjustment of female students of CBSE Board was better as compared to ICSE female students.

There was significant difference between the self-concept of female students of both Boards at 0.05 level of significance. Self – concept of CBSE Board female students was recorded higher than those of ICSE. There as similarity regarding the trait of independence and Dependence.

**Conclusion:**

The Personality of CBSE Board students were found to be inclined more towards introversion and those of ICSE Board towards Extroversion. This may be due to the fact that in ICSE schools Co-curricular activities are included in the curriculum, they are given due attention but unfortunately it is not same in the case of CBSE Board Schools where they are given less attention.

Self concept, independence – dependence and Adjustment trait of CBSE Board Students was found to be more favorable than of those ICSE Board students. Reason may be more socialization, social involvement and responsibilities shared by the CBSE Board students, in family. While ICSE students are confined to their studies and friends, in their studies also they are spoon-feed by teacher in schools and Parents in home. There was similarity regarding the trait of temperament of CBSE Board in total as well as in male students. But the temperament of female CBSE Board Students was found to be more favorable trait than those of ICSE Board. The Anxiety level of CBSE Board student was found to be more than those of ICSE student in case of total students and female students. CBSE Board Male and ICSE Male Students have similar anxiety level. High anxiety of CBSE Board students may be due to the lack of support from school teachers and parents while in ICSE Schools Pre-board exams and C.C.E. pattern is followed which helps in reducing the anxiety of students.

**Discussion and Implications:**

On the basis of results of the present study the level of personality trait of students belonging to ICSE and CBSE Board can be known and desirable traits of personality may be developed among students. On the basis of these findings improvement in the curriculum can be done. New curriculum may be developed. From this study the influence of the school's environment on a child's personality can be recognized. The most important influence of school on personality development relates to the tone of the school, which is determined by the school administration. Democratic organization of school has beneficial effect on personality development.



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