

A Comparative Study of Personality Differences among English and Gujarati Medium School Children

Abstract

The main purpose of the study was to compare the A comparative study of personality differences among English and Gujarati medium school children. The total sample consisted of 200 in English medium boy 50 English medium girl 50 Gujarati medium boy 50 Gujarati medium girl 50 School children. The study tool children's personality questionnaire (Porter & Cattle 1975) to 2*2 factorial study design and t-test used. Result reveals English medium significantly different. Conclude that study personality of boy are more powerful than girl and English medium boys are show difference than girl.

Keywords: Personality, Children,

Introduction

Child learns language at home. After home, the school is considered to be second, because of its influence in the development of child's personality. The school is the chief contenting and supplementing institution in which children develop sound mental health and good personality. The school is charged with providing experiences to develop the total individual through self actualization, human relationship, economic efficiency and civic responsibilities school experiences are designed to enhance growth and designed to enhance growth development, stimulate learning and develop good behavior patterns. Early studies Hollingsworth and Ruts, 1937, Hildreth, 1938, Levis, 1943 tried to related giftedness with personality and had found that gifted children are original, self confident, independent and emotionally more stable.

Review of Literature

1. Rickman Harvey Floyd –R (1966) Surveyed disordered and anxious children within the dimensional personality conceptualization of
2. H.Y. EYSENCK (1997) Comprising neuroticism and extraversion and within the closely limited 2 personality conceptualization of.
3. McCrobb –T Jangi –Kerry – Livesley – W John Riemann (2001) about phenotype structure of personality the phenotype structure of phenotype traits has been well described but it was not expressed causally. It was shown in the research that both genetic and phenotype environment MZ and DZ twins. They do affect the personality dimensions.
4. Steinberg Lumber and Dour Bush (1992) showed that parent active involvement in children schooling facilitate effect authoritative than non authoritative than non authoritative.
5. Fernandez –Rose – Encarta (1996) studied the personality profiles of normal children with psychiatric diagnoses using CPQ test. The result was evaluated to sex diagnosis disorder, somatization disorder personality traits hyperactivity etc.

Objectives of the Study

1. To study the personality characteristics of English school students.
2. To study the personality characteristics of Gujarati school students.
3. To study the personality difference between English school boys and girls and Gujarati school boys and girls.

Hypotheses

1. There is no difference in personality among students of English school and Gujarati school in personality factors.
2. There is no difference in personality among boys and girls of English and Gujarati school student.
3. There is no difference in personality among the English school boys and girls & Gujarati school boys and girls of higher secondary school.

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Research Design**

A 2 x 2 factorial design was used to measure personality differences in English and Gujarati school student

Institute	Sex		Total
	B1 (BOYS)	B2 (GIRLS)	
English school(A1)	50	50	100
Gujarati school (A2)	50	50	100
Total	100	100	200

A = institute

B = Sex

A1 = English school

B1 = Boys

A2 = Gujarati school

B2 = Girls

Sample

In initial stage sample of 200 students , comprising 100 boys and 100 girls was taken in the age range of 12-14 from English and Gujarati school in Anand.

Tools

In research selection of tools is very important children's personality questionnaire (porter&

Remarking An Analisation

cattle , 1975) from A was used to find out personality differences between factor English and Gujarati school boys and girls students. The CPQ is one of the personality questionnaires developed by institute of personality and ability testing (IAPT) for different age group in U.S.A. the CPQ yield generic assessment of personality by measuring 14 distinct dimensions , which have been found by psychologists to assess total personality . in this study Gujarati version of CPQ was used .reliability by was found by test retest reliability of each factor reported by Author were factor A (0.59) ,Factor B (0.72), factor C (0.67), factor D(0.67), factor E (0.67), factor F (0.70), factor G (0.66), factor H (0.58), factor I (0.72), factor J (0.59), factor K (0.67), factor N (0.60), factor A3 (0.061) and factor A4 (0.58).

Scoring

There are total 140 items of factors they are arranged as under by author. The collected answer sheet was scored as per key by author in manual. The scoring of CPQ was done with the help of scoring stencils. The results of the 200 students have been arranged in 2 x 2 factorial research design and technique of analysis of variance was used in order to examine main as well as interaction effects. Subsequently, another statistical technical termed least significance difference between two mean in specific groups of students of two main variable institute and sex.

Independent t test results

NO	NAME	GUJ/ENG MEDIUM	BOY/GIRLS	MEAN	T-VALUE	SIGNIFICANT
1	A	GUJRATI MEDIUN	BOY	3.9	2.32	0.01
			GIRLS	4.64		
		ENGLISH MEDIUM	BOY	5.16	3.13	0.01
			GIRLS	4.08		
2	B	GUJRATI MEDIUN	BOY	3.38	3.09	0.01
			GIRLS	4.52		
		ENGLISH MEDIUM	BOY	4.98	2.92	0.01
			GIRLS	3.98		
3	C	GUJRATI MEDIUN	BOY	4.4	1.83	NS
			GIRLS	5.02		
		ENGLISH MEDIUM	BOY	5.06	2.99	0.01
			GIRLS	4		
4	D	GUJRATI MEDIUN	BOY	3.82	3.48	0.01
			GIRLS	5.04		
		ENGLISH MEDIUM	BOY	5.1	3.12	0.01
			GIRLS	4.02		
5	E	GUJRATI MEDIUN	BOY	4.38	1.24	NS
			GIRLS	4.82		
		ENGLISH MEDIUM	BOY	4.9	3.39	0.01
			GIRLS	3.74		
6	F	GUJRATI MEDIUN	BOY	3.84	2.92	0.01
			GIRLS	4.98		
		ENGLISH MEDIUM	BOY	5.06	3.76	0.01
			GIRLS	3.82		
7	G	GUJRATI MEDIUN	BOY	3.96	3.69	0.01
			GIRLS	5.2		

		ENGLISH MEDIUM	BOY	4.98	2.72	0.01
			GIRLS	4.08		
8	H	GUJRATI MEDIUN	BOY	4.04	2.06	0.01
			GIRLS	4.74		
		ENGLISH MEDIUM	BOY	5.04	3.26	0.01
			GIRLS	3.94		
9	I	GUJRATI MEDIUN	BOY	4.72	1.77	NS
			GIRLS	5.36		
		ENGLISH MEDIUM	BOY	4.98	4.11	0.01
			GIRLS	3.66		
10	J	GUJRATI MEDIUN	BOY	3.88	3.76	0.01
			GIRLS	5.12		
		ENGLISH MEDIUM	BOY	4.8	2.82	0.01
			GIRLS	3.86		
11	N	GUJRATI MEDIUN	BOY	3.86	5.16	0.01
			GIRLS	5.56		
		ENGLISH MEDIUM	BOY	4.82	2.42	0.01
			GIRLS	3.98		
12	O	GUJRATI MEDIUN	BOY	3.62	4.04	0.01
			GIRLS	5.02		
		ENGLISH MEDIUM	BOY	4.78	2.38	0.01
			GIRLS	3.96		
13	Q3	GUJRATI MEDIUN	BOY	4.52	1.7	NS
			GIRLS	5.14		
		ENGLISH MEDIUM	BOY	4.96	3.29	0.01
			GIRLS	3.86		
14	Q4	GUJRATI MEDIUN	BOY	3.9	4.15	0.01
			GIRLS	5.32		
		ENGLISH MEDIUM	BOY	5	3.17	0.01
			GIRLS	3.94		

Result & Discussion

Results were analyzed by using t-test. Results revealed that English medium significantly differ on reserved v/s outgoing, less intelligent v/s more intelligent, phlegmatic temperament v/s excitability, sober v/s happy go lucky, expedient vs. Conscientious, shy v/s venturesome, zestful v/s reflective, fortnight v/s shred, placid v/s apprehensive, relaxed v/s tense. Conclude that personalities of boys are more powerful than girls and English medium boys are show difference than girls.

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