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A STUDY OF ASSERTIVE AND ENTHUSIASTIC PERSONALITY TRAITS OF THE STUDENTS

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Abstract:

Research Background: Education is very vital part in human life. Education helps us in all round development of student's personality. The present study is based on to the study the students of the residential and non-residential secondary schools in respect to their assertive and enthusiastic personality dimensions.

Objectives: The study objective was to compare the assertive and enthusiastic traits of personality between students of the residential and non-residential schools. Another objective was to study the assertive and enthusiastic traits of personality between boys and girls.

Research Methodology: The study four hundred students were selected from various residential and non-residential schools in Ahmednagar district. Purposive sampling method was used for selection of the sample. The study High School Personality Questionnaire (HSPQ) developed by S.D. Kapoor, S. S. Srivastava, and G. N. P. Srivastava's was used. The study type of schools and type of gender were independent variables and assertive personality trait and enthusiastic personality trait were dependent variables.

Conclusion: The students of the non-residential schools have better assertive personality than students of the residential schools as well as there is no significance difference found between students of the residential and non-residential schools in term of their enthusiastic trait of personality. But, no significance difference found between girls and boys in terms of their assertive and enthusiastic traits of personality.

KEYWORDS:-

Assertive and Enthusiastic Personality Traits, Students.

INTRODUCTION

Education is very vital part in human life. It is natural as well as spontaneous process. It is not limited to school and college but in every moment we increase new experience. It helps to develop various dormant qualities in a child. There are various needs of human being, for fulfilling the need of education, educational institutions are established. Educational institutions work with the specified direction and curriculum. Schools arrange extracurricular activities to find and to inspire various dormant qualities in the child.

Education helps us in all round development of student's personality. All round personality development includes the cultivation of knowledge, intellectual and ideological concepts, pacification, physical health, nationality and social discernment, spirituality, kind-heartedness, manliness, activeness and creativity of human beings. According to Mischel, "Personality may be defined as the distinctive patterns of behavior (included thoughts and feelings) that characterize each individual's adaption to the situations of his or her life."

In short education is very helpful in human life. It makes all round development of the child. To

avail the education of various types, according to social and industrial needs, educational institutions are established. According to the need of residence of the students residential and non-residential schools are established.

The present study is based on to the study the students of the residential and non-residential secondary schools in respect to their assertive and enthusiastic personality dimension.

SIGNIFICANCE OF THE STUDY

In the study, researcher has studied research problem of the residential and non- residential secondary school students in terms of their assertive personality and enthusiastic personality. Researcher formed this research problem because the government delivered has various types of schools for comprehensive education. Education is necessary for all development of child. Personality development and education have closed associated with each other. Therefore, the researcher has a comparative analysis of the assertive and enthusiastic trait of personality of the students in residential and non-residential schools as well as boys and girls.

The present study will be beneficial to various members of the society such as Government, Educationist, Psychologists, Society, Schools, Parents, Teachers and students for various problems of education and academician are solved. The study will help us to understand the psychosocial impact of the residential factor on secondary school students. Also, the present study will demonstrate the impact of type of gender on assertive and enthusiastic personality traits of the secondary school students.

OBJECTIVES OF THE STUDY

1. To compare the assertive trait of personality between students of the residential and non- residential schools.
2. To study the assertive trait of personality between girl and boy students.
3. To compare the enthusiastic trait of personality between students of the residential and non- residential schools.
4. To study the enthusiastic trait of personality between girl and boy students.

HYPOTHESIS OF THE STUDY

1. Students of the non-residential schools will have better assertive personality than students of residential schools.
2. Boys will have better assertive personality than girls.
3. Students of the non-residential schools will have better enthusiastic personality than students of residential schools.
4. Boys will have better enthusiastic personality than girls.

PROCEDURE

1. Sampling Technique:

This study was done on residential and non-residential schools students in Ahmednagar district. The study sample was selected from secondary school going students in 9th class. The purposive sampling method was used for the selection of the sample.

2. Size of the Sample:

This study four hundred sample were selected from various secondary schools in Ahmednagar district. Out of four hundred samples, two hundred students were selected from non-residential schools, in which one hundred were boys and one hundred were girls and in the same way two hundred students were selected from residential schools, in which one hundred were boys and one hundred were girls.

3. Variables:

1. Independent Variables

Type of Schools: 1) Residential Schools.

2) Non-Residential Schools.

Type of Gender: 1) Girls

2) Boys

2. Dependent Variables:

1. Assertive trait of personality

2. Enthusiastic trait of Personality

2) Research Design:

In this study 2 X 2 factorial design are used.

Table No:1: 2X2 Factorial Design

B	A		Total
	A1	A2	
B1	100	100	200
B2	100	100	200
Total	200	200	400

A = Type of Schools: A1 = Residential Schools, A2 = Non- Residential Schools

B = Type of Gender: B1 = Girls, B2 = Boys

3) Study Material:

High-School Personality Questionnaire (HSPQ) :High School Personality Questionnaire (HSPQ) is developed by S.D. Kapoor, S. S. Srivastava, and G. N. P. Srivastava's. This is one of the good personality measurements for high-school students of the both sex. The study has used form 'A' for measured assertive and enthusiastic trait of personality. The questionnaire is appropriate for 11 or 12 years to 18 years school students of both sex.

STATISTICAL ANALYSIS AND INTERPRETATION

Researcher has used Mean, SD, 't' test and ANOVA for statistical analysis and interpretation of the data.

Table: 2: Values of Assertive personality and type of schools.

Variable	Type of Schools	N	Mean	SD	t	p
Assertive Personality	Residential	200	3.86	0.62	2.09	0.05 Sig.
	Non-Residential	200	3.99	0.58		

From the table -2-, it is observed that the mean value of residential school students is 3.86, and SD value is 0.62, and mean value of non-residential school students is 3.99 and SD value is 0.58. The obtained 't' Value is 2.09. Which is significant at 0.05 level. Calculated 't' value is more than table 't' value. So, there is significant difference found between students of residential and non-residential schools in term of their assertive trait of personality.

Table: 3: values of assertive personality between girls and boys.

Variable	Gender	N	Mean	SD	t	p
Assertive Personality	Girls	200	3.89	0.65	1.08	NS 0.05
	Boys	200	3.96	0.55		

From the table -3- .it is observed that the mean value of girl's is 3.89, and SD value of girls is 0.65, and therewith mean value of boys is 3.96 and SD value of boys is 0.55. The obtained 't' Value is 1.08. Which is not significant at 0.05 level. Calculated 't' value is less than table 't' value. So there no significant difference found between girls and boys in term of their assertive trait of personality.

Table:3: ANOVA of the Assertive trait of Personality.

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of schools	1.563	1	1.563	4.379	0.05	0.011
Gender	0.423	1	0.423	1.184	NS	---
Type of schools X Gender	1.323	1	1.323	3.707	NS	---
Error	141.290	396	0.357			
Total	6299.000	400				
Corrected Total	144.598	399				

Significant Level, $df(1,396)$ ---- $0.05 = 3.86$ $0.01 = 6.70$
 Eta Squared effect size, $0.01 = \text{small}$ $0.06 = \text{moderate}$ $0.14 = \text{large effect}$ (Cohen, 1988)

In the above table no. 3., A two-way ANOVA was conducted that examined the effect of type of schools and gender on individual’s assertive trait of personality.

There is no significant interaction between the effects of type of schools and gender on individuals assertive trait of personality, $F(1,396) = 3.707, P > 0.05$. The insignificant result the eta square, the measure of effect size, associated with the interaction effect is not mentioned here.

The main effects analysis showed that for type of schools significant difference, $F(1,396) = 4.379, P < 0.05$, but, gender difference is not found significant, $F(1,396) = 1.184, P > 0.05$. Students of non-residential schools have better assertive personality than students of residential schools. The eta square, the measure of effect size, associated with the main effect of type of schools is 0.011 indicates small effect and meaning thereby that 1.1% of the variance is explained in assertive trait of personality.

On the basis of description, hypothesis no. 1. Students of the non-residential schools will have better assertive personality than students of residential schools is accepted. Students of non-residential schools have better assertive personality than students of residential schools. Because, there is significance difference found between students of residential and non-residential schools in term of their assertive personality. It means, residence of the secondary school students is vital contributory factor to decide their makeup of assertive personality.

On the basis of description, hypothesis no. 2. Boys will have better assertive personality than girls is rejected. Because, there is no significance difference found between girls and boys in term of their assertive trait of personality. It means, gender difference of the students is not contributory factor to decide their makeup of assertive trait of personality. They have similar in assertive trait of personality.

Table -5:- Values of enthusiastic personality with Type of Schools.

Variable	Type of Schools	N	Mean	SD	t	p
Enthusiastic Personality	Residential	200	4.32	0.61	0.08	NS 0.05
	Non-Residential	200	4.32	0.59		

In the above table no. 5, it is observed that the mean value of residential schools students is 4.32, and SD value is 0.61, and mean value of non-residential schools students is 4.32 and SD value is 0.59. The obtained ‘t’ Value is 0.08. Which is not significant at 0.05 level. So, there is no significant difference found between students of residential and non-residential schools in term of their enthusiastic trait of personality.

Table: 6 : Values of enthusiastic personality between girls and boys.

Variable	Gender	N	Mean	SD	t	p
Enthusiastic Personality	Girls	200	4.31	0.62	0.42	NS 0.05
	Boys	200	4.33	0.59		

From the table no. 6, it is observed that the mean value of girls is 4.31, and SD value is 0.62, and therewith mean value of boys is 4.33 and SD value is 0.59. The obtained ‘t’ Value is 0.42 for the enthusiastic trait of personality. Which is not significant at 0.05 level. Calculated ‘t’ value is less than table ‘t’ value. So, there is no significant difference found between girls and boys in term of their enthusiastic trait of personality.

Table: 7 : ANOVA of enthusiastic trait of personality.

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of schools	0.003	1	0.003	0.007	NS	--
Gender	0.063	1	0.063	0.174	NS	---
Type of schools X Gender	2.102	1	2.102	5.842	0.05	0.015
Error	142.510	396	0.360			
Total	7601.000	400				
Corrected Total	144.678	399				

Significant Level, $df(1,396) \text{ --- } 0.05 = 3.86 \quad 0.01 = 6.70$
 Eta Squared effect size, 0.01= small 0.06= moderate 0.14= large effect (Cohen, 1988)

In the above table 7, A two-way ANOVA was conducted that examined the effect of type of schools and gender on individual’s enthusiastic trait of personality.

There is significant interaction between the effects of type of schools and gender on individuals enthusiasm trait of personality, $F(1,396) = 5.842, P < 0.05$. The eta square, the measure of effect size, associated with the interaction is 0.015 indicates small effect and meaning thereby that 1.5% of the variance is explained in enthusiastic trait of personality.

The main effects analysis showed that for type of schools and gender are not significant difference, $F(1,396) = 0.007, P > 0.05$, and $F(1,396) = 0.174, P > 0.05$ respectively. Therefore, neither type of schools nor gender significantly influences the enthusiastic trait of personality of individuals. Because of the insignificant result, the eta square, the measure of effect size, associated with the main effect and interaction effect are not mentioned here.

On the basis of description, Sub hypothesis no. 3. Students of the non-residential schools will have better enthusiastic personality than students of residential schools is rejected. Because, there is no significance difference found between students of residential and non-residential schools in term of their enthusiastic trait of personality. It means, residence of the students is not contributory factor to decide their makeup of enthusiastic trait of personality.

On the basis of description, Sub hypothesis no.4. Boys will have better enthusiastic personality than girls is rejected. Because, there is no significance difference found between girls and boys in term of their enthusiastic trait of personality. It means, gender difference of the students is not contributory factor of student to decide their makeup of enthusiastic trait of personality. So that the, only gender difference is not vital key point for better development of enthusiastic personality of the secondary school students. They have equal on enthusiastic trait of personality.

FINDINGS:

- 1.The students of non-residential schools have better assertive personality than students of residential schools. Because, there is significance difference found between students of residential and non-residential schools in term of their assertive personality.
- 2.There is no significance difference found between girls and boys in term of their assertive personality trait. They have equal on assertive trait of personality.
3. There is no significance difference found between students of residential and non-residential schools in term of their enthusiastic trait of personality. They have equal on enthusiastic trait of personality.
4. There is no significance difference found between girls and boys in term of their enthusiastic trait of personality. They have equal on enthusiastic trait of personality.

CONCLUSION

In short, the students of the non-residential schools have better assertive personality than students of the residential schools as well as there is no significance difference found between students of the residential and non-residential schools in term of their enthusiastic trait of personality. But, no significance difference found between girls and boys in terms of their assertive and enthusiastic traits of personality.

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