



Cover Page



## A COMPARATIVE STUDY ON PERSONALITY OF RESIDENTIAL AND NON-RESIDENTIAL SECONDARY SCHOOL STUDENTS OF BELAGAVI DISTRICT

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### Abstract

The school system is very much important for the development of a nation, to improve school life the Central and State government had brought up a lot of schemes and facilities to provide education to every kind of child. Those schemes are education for all, providing free books, bicycle, Midday meals, shuchi pads, and scholarships etc. The government has introduced residential schools along with non-residential schools for the students who are living in villages. In most of the villages have primary schools but for secondary education, they have to move to cities daily which is really not affordable to the parents, and on another side, some of the villages do not have primary schools also, hence the residential schools were opened. The Morarji Desai Schools, Kitturu Channamma Schools, Adarsha Schools, Novodaya and Kendriya Vidyalaya, Kasturba Gandhi Balika Vidyalaya. are providing education free and at affordable prices. Some of the private institutions also have established residential schools. The residential schools are providing good facilities and quality education. The students who are admitted to residential schools adjust to the new environment fixing their personalities according to residential schools. Some of the studies reveal that non-residential students have better adjustment and better personalities, compare to residential school because they stay at home care by parents, some other studies say residential school students have better adjustment and personalities compared to non-residential students. Hence the study was carried out to know what kind of result comes from their personality. For the present study, 1000 students have been chosen with a simple random technique. Among 1000, residential students are 500, and non-residential students 500. The standardized personality inventory has been used to collect the data. For the analysis t-test and two-way ANOVA were employed. The result shows that residential students have better personalities compared to non-residential students. Hence it can be concluded that the residential schools are providing an upright education.

**Keywords:** Secondary School Students, Residential and Non-Residential, Personality.

### I. Introduction

Personality refers to a person's distinct patterns of thoughts, feelings, and behaviors that set them apart from others. It is a product of biology and the environment, and it is fairly consistent throughout life. The term "personality" is consequential from the Latin word persona, which denotes to an acting mask used by actors to play roles or hide their identities. Personality states to a person's discrete outlines of views, moods, and behaviors that set them apart from others. It is an artifact of biology and the environment, and it is fairly consistent throughout life.

Personality is an individual as it includes all aspects of his existence alike cognitive, affective, conative, and psychometric. Psychologists had well-defined it in the way they understood it and they vary significantly in a rendition of its meaning Watson (1930) stated that personality is the wholistic actions of an individual which are exposed throughout continuous observation through a substantial period of time to give trustworthy information. Cattell (1970) well-thought-out that personality predicts as to what a person will do in a particular situation. the Eysenck (1971) personality is a steady and permanent organization of a man's temperament, nature, capability to think or comprehend logically, and appearance, these are all which decide adaptation to the environment. From the above, it can be generalized that personality means what a person presents in totality or as a whole becomes his personality. Personality is a result of inheritance and environment, it is dynamic, unique, and can only be deliberated in totality.

The characteristics of personality are unique and specific, personality is everything about a person, it can study in total behavior, personality is learned and acquired, it can be measured. Ultimately it can be said that personality in total character.

To understand the concept of personality psychologists have given their own theories like Trait and Type Approach, Hippocrates, Kreschmers, Sheldon, Jung, Gordon Allport, Sigmund Freud, Raymond Cattell, and Maslow have narrated personality by giving personality classification. All the theories clearly narrated personality



Cover Page



Every child is different means every child has a different kind of personality. A child's ability to adjust himself to a new situation or it's behaving in a certain manner depends on his personality.

Personality differs from person to person, in the school system there are residential and non-residential students. The government of India and the State government of Karnataka have started non-residential schools like Kittur Channamma, Adarsh schools, Morarji Schools, Kasturba Gandhi Balika Schools, Novodaya and Kendriya Vidyalaya to provide good education to rural meritorious students. Some adolescent students may opt for residential schools and some of the students may opt for non-residential schools. Residential and non-residential schools those situated in rural and urban areas. Most of the rural areas have schools up to 7<sup>th</sup> standard for secondary education students who have to move cities and daily traveling from village to city is not affordable to some students. Hence parents are joining their children in residential schools which provide free education, accommodation, free food, and free tuition. The students who joined in residential schools are now out of home and parents. Some of the students may adjust to the residential environment, and some of the students may feel lonely without their parents. Many reviews have shown that non-residential students have better personalities compared to residential students. The reasons might be quoted the students of non-residential students upbrought at home and with parents hence they have good personalities, in another side of the coin, there are some reviews that revealed residential students have better personalities compared to non-residential students. The present paper intended to find out the personality of residential and non-residential secondary school students.

## II. Objectives of the Study

1. To compare the personality of residential and non-residential school students.
2. To compare the Personality patterns of residential and non-residential school students
3. To study main and interaction effect of Residential and Non-Residential school students and Locality on Personality scores,

## III. Hypotheses of the Study

1. There exists no significant difference in the personality of residential and non-residential school students.
2. There exists no significant difference in the Personality patterns of residential and non-residential school students
3. There exists no main and interaction effect of Residential and Non-Residential school students and Locality on Personality scores,

## IV. METHODOLOGY

**IV.I. Nature of the Study** - Present study is a descriptive survey in nature.

**IV.II. Sampling** –1000 students 500 from residential and 500 from non-residential school students were selected from Belagavi District through Random Sampling Technique.

**IV.III. Tools of the Study** – the standardized ‘Dimensional Personality Inventory by Mahesh Bhargava’ was used. The inventory based on 6 dimensions those are Activity – Passivity, Enthusiastic – Non – Enthusiastic, Assertive – Submissive, Suspicious – Trusting, Depressive-Non – Depressive, Emotional Instability – Emotional Stability.

**IV.III. Data Collection** – investigator went to 32 schools with permission from the headmasters of the schools. Appropriate instruction and time were given to students to fill out the tool, investigator narrated the questions with their meanings and made them fill out the tool. While filling out the tool investigator observed students' behavior and their opinions were noted.

**IV.IV. Statistical Techniques used for Data Analysis** – for the present study t-test and Two-way ANOVA were employed by using SPSS for data analysis.

## V. Analysis and Interpretation

To achieve the objectives of the study hypotheses were tested by t-test and Two-way ANOVA was employed the gained result was presented as below.

H01: There exists no significant difference in the personality of residential and non-residential school students.to test the following hypothesis t-test was applied, and the gained result is shown in table 1.



Cover Page



**Table 1. Shows Mean, SD, and t-test of residential and non-residential students on their personality scores.**

|             | Nature of School | N   | Mean    | Std. Deviation | t-test | Sig.               |
|-------------|------------------|-----|---------|----------------|--------|--------------------|
| Personality | Residential      | 500 | 68.7004 | 12.97020       | 6.5105 | Sig. at 0.05 level |
|             | Non- residential | 500 | 76.4008 | 14.76961       |        |                    |

The above table reveals there is a significant difference in the mean scores of Personalities between Residential and Non-Residential School Students ( $t=6.51, p>0.05$ ), it means that, Non-Residential School Students having good Personality( $M=76.40$ ) compare with Residential School Students (68.70). Residential schools have a positive impact on students' Personalities.

2. There exists no significant difference in the Personality patterns of residential and non-residential school students. To test the hypothesis t value was found and obtained result is shown in table no 2.

**Table 2: shows the dimensional personality Mean, SD and t value of residential and non-residential students.**

|  | Nature of School | Mean    | Std. Deviation | t-value | Sig.                   |
|--|------------------|---------|----------------|---------|------------------------|
| Activity/Passivity                         | Residential      | 14.2143 | 3.64808        | 0.656   | Not Sig. at 0.05 level |
|  | Non- residential | 14.4167 | 3.26349        |         |                        |
| Enthusiastic/Non – Enthusiastic            | Residential      | 15.1389 | 3.07032        | 3.020   | Sig. at 0.05 level     |
|  | Non- residential | 14.2738 | 3.35431        |         |                        |
| Assertive/Submissive                       | Residential      | 12.1944 | 3.85673        | 0.334   | Not Sig. at 0.05 level |
|  | Non- residential | 12.3016 | 3.32507        |         |                        |
| Suspicious/Trusting                        | Residential      | 8.6032  | 4.43201        | 3.745   | Sig. at 0.05 level     |
|  | Non- residential | 10.1111 | 4.60681        |         |                        |
| Depressive/Non – Depressive                | Residential      | 10.0357 | 4.12295        | 3.561   | Sig. at 0.05 level     |
|  | Non- residential | 11.2817 | 3.72297        |         |                        |
| Emotional Instability /Emotional Stability | Residential      | 9.3175  | 4.48397        | 2.748   | Sig. at 0.05 level     |
|  | Non- residential | 10.4524 | 4.78312        |         |                        |

The table 2 exposed There is no significant difference in the mean scores of Activity-Passivity Personality between Residential and Non-Residential School Students ( $t=0.656, p<0.05$ ), The comparison between Residential and Non-Residential School Students Activity/Passivity Personality is same and also concluded that, Nature of School may not influence on students Activity/Passivity Personality.

There is a significant difference in the mean scores of Enthusiastic/Non – Enthusiastic Personality between Residential and Non-Residential School Students ( $t=3.020, p>0.05$ ), it means that, Residential School Students having Enthusiastic Personality ( $M=15.13$ ) compare with Non-Residential School Students ( $M=14.47$ ). Nature of School may influence on School students Enthusiastic/Non – Enthusiastic Personality.

There is no significant difference in the mean scores of Assertive – Submissive Personality between Residential and Non-Residential School Students ( $t=0.334, p<0.05$ ), The comparison between Residential and Non-Residential School Student's Assertive – Submissive Personality is the same and also concluded that Nature of School may not influence on School students Assertive – Submissive Personality

There is a significant difference in the mean scores of Suspicious – Trusting Personality between Residential and Non-Residential School Students ( $t=3.745, p>0.05$ ), which means that, Non-Residential School Students having trusting Personality( $M=10.11$ ) compare with Residential School Students (8.06). The nature of School may influence School students Suspicious – Trusting Personalities.

There is a significant difference in the mean scores of Depressives/Non–Depressive Personality between Residential and Non-Residential School Students ( $t=3.561, p>0.05$ ), it means that non-Residential School Students having Non–Depressive



Cover Page



Personality(M=11.28) compare with residential School Students (10.01). The nature of School may influence on School students' Depressives/Non-Depressive Personalities.

There is a significant difference in the mean scores of Emotional Instability /Emotional Stable Personality between Residential and Non-Residential School Students (t=2.748, p>0.05), which means that Non-Residential School Students having Emotional Stable Personality(M=10.45) compare with Residential School Students (9.3). The nature of School may influence School students' Emotional Instability /Emotional Stable Personalities.

- 4. There exists no main and interaction effect of Residential and Non-Residential school students and Locality on Personality scores,

To achieve this hypothesis, the two-way analysis of variance (ANOVA) with interaction design was applied and the results are presented in the following table.

**Table 4.32: Results of 2-way ANOVA between Nature of School (Residential and Non-Residential) and Locality (Rural and Urban) on Personality scores of students of secondary schools.**

| Source                          | Type III Sum of Squares | Df   | Mean Square | F      | Sig. |
|---------------------------------|-------------------------|------|-------------|--------|------|
| <b>Main Effect</b>              |                         |      |             |        |      |
| Nature of School                | 8188.620                | 1    | 8188.620    | 43.142 | .000 |
| Locality                        | 2100.223                | 1    | 2100.223    | 11.065 | .001 |
| <b>2-way Interaction Effect</b> |                         |      |             |        |      |
| Nature of School X Locality     | 1679.168                | 1    | 1679.168    | 8.847  | .003 |
| Error                           | 190563.409              | 1004 | 189.804     |        |      |
| Total                           | 5508229.000             | 1008 |             |        |      |
| Corrected Total                 | 202531.420              | 1007 |             |        |      |

- The main effect of Residential and Non-Residential on Personality scores of secondary school students is found to be significant (F=43.142, p<0.05) at a 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is Accepted. It means that the students from Residential and Non-Residential secondary schools have different Personality scores.
- The main effect of Locality (Rural and Urban) on Personality scores of secondary school students are found to be significant (F=11.065, p<0.05) at a 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is Accepted. It means that the students from Government and Private secondary schools have different Personality scores.
- The interaction effect of the Nature of School (Residential and Non-Residential) and locality (rural and urban) on Personality scores of secondary school students are found to be significant (F=8.847, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is Accepted. It means that the students from Residential and Non-Residential and Government and Private secondary schools have different Personality scores. The interaction effect of the Nature of School and Type of School was found to be significant on Students' Personality Levels.

## VI. Conclusion

Personality plays an important role in education. Teachers whether from residential or non-residential should teach the students about ethics, behaviors, and how to gain self-esteem, communication skills, confidence, obedience, and respectful behavior, Every individual has qualities that make him/ her different from others, and teachers' should accept the individual difference among students and have treat all are equal. The teacher should respect the uniqueness of children and nurture their personalities. Bring a positive personality by rectifying students' mistakes.



Cover Page



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