



DIFFERENCES IN PERSONALITY TRAITS OF PUNJABI AND ENGLISH MEDIUM SCHOOL STUDENTS

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ABSTRACT:

The purpose of this study was to discover the differences in personality traits between Punjabi and English medium school students. For the purpose of this study, 200 senior secondary school students from various Amritsar schools were chosen as subjects for this study. In which 100 students were from Punjabi medium schools and 100 were from English medium schools. The variables selected for the examination was personality traits for which Maudsley Personality Inventory test by Jalota and Kapoor was used. To interpret the collected data t-test statistics was used. The results of the study showed statistically significant difference of personality traits between Punjabi and English Medium School Students. Also the results of the study showed statistically insignificant difference of personality traits between boy students of Punjabi and English Medium Schools. The study's findings also revealed a statistically significant difference in personality traits between girl students in Punjabi and English medium schools.

Keywords: Personality, traits, education, Punjabi medium, English medium, senior secondary school

INTRODUCTION

Education is man's real income, and it will not cease to exist as long as life exists. In other sayings, it is a special gift within a microcosm living in a macrocosm, forming the basis for a purposeful life. As a result, education is intended to promote man's future effectiveness. It promotes physical, intellectual, emotional, and social growth. It is a never-ending practise of inner learning and success that lasts from womb to tomb. The real purpose of education is to transform humanity and to make life more progressive, cultured, and humane. Man develops his thinking, reasoning, problem-solving ability, creativity, intelligence and aptitude, positive sentiments and skills, good values, and attitude through education.

In today's technologically advanced world, all academic institutions strive to improve their performance in terms of infrastructure and educational outcomes. As institutions strive to improve their quality, more emphasis is placed on academic achievement, which is a major determining factor in a student's future life. Students are also aware of the catastrophic changes that occur in the field of education and are aware of the multiple courses and avenues of employment. They are driven to achieve their targeted objectives. They are curious about their educational outcomes and how it will affect their achievement of current goals.

Personality is derived from the Latin word 'Persona,' which means mask. Personality encompasses everything about a person; it is a quality that we all share, and we can label people as fine, good, or poor based on their physical appearance and other characteristics. It is all a person knows about himself. It includes all behavioural traits such as native, perceptual, and emotional and covers not only conscious activity but also semiconscious and unconscious activity. Every individual is the result of both nature and nurture. Both of these have a significant influence on the growth of a student's growth. A student's personality is formed as a result of his constant interaction with his environment. Every personality is the end result of this learning and acquisition process. While there are



numerous theories of personality, the first step is to define the term "personality." In a nutshell, personality is made up of characteristics patterns of thoughts, feelings, and behaviour that distinguish a person. Furthermore, personality emerges from within the individual and remains fairly consistent throughout life.

Due to the obvious distinctive diverse organisation of personality, the same personality traits never exist in two individuals in exactly the same manner. As a result, it is widely assumed that every child is characterised by a combination of personality traits. As a result, it is widely held that every child possesses an unique combination of personality traits that differentiates him as an individual. One child may have a very well and harmoniously developed personality with few disagreement. Another could have been seen as repressed and male-adjusted. This disparity is due to a variety of factors such as physique, home, social, or school environment. Thus, personality is a dynamic organisation within the Individual rather than a fixed state. Personality is an individual's unique pattern of meeting and solving problems and adjusting to life, which is why it is believed that studying personality is the greatest achievement of psychology.

OBJECTIVES OF THE STUDY

- To evaluate the personality traits of students who chose English or Punjabi as their medium of instruction.
- To compare the personality traits of boys who have opted English or Punjabi as their medium of instruction.
- To compare the personality traits of girls who have opted English or Punjabi as their medium of instruction.

Hypotheses

- There exists no significant difference in personality traits between Punjabi and English medium senior secondary school students.
- There exists no significant difference in personality traits of boys opting English medium and Punjabi medium.
- There exists no significant difference in personality traits of girls opting English medium and Punjabi Medium.

Methodology:

A sample size of 200 students, (100 boys and 100) girls was chosen randomly from senior secondary schools of Amritsar's opting English medium and Punjabi medium.

Tool:

Maudsley Personality Inventory test by Jalota and Kapoor (1982) was used to collect the data.

Statistical techniques:

In order to test the hypothesis formulated for the current study, various statistical techniques such as measures of central tendency, inferential statistics, etc. were used. Also t-test was used to analyse the difference in personality traits between Punjabi and English medium senior secondary school students.



Table: Result Showing Differences of Personality Traits between English Medium and Punjabi Medium Senior Secondary School Students

N	Group	M	S.D.	S.E _{DM}	't'	Level of Significance
100	Punjabi Medium Sen. Sec. School Students	91.25	10.71	1.31	3.05	Significant
100	English Medium Sen. Sec. School Students	95.25	7.71			

** Significant at 0.01 level

The above table depicts that the mean scores of Punjabi Medium and English Medium Senior Secondary School students in personality traits were 91.25 and 95.25, respectively. The obtained 't' value was 3.05, which was significant at the 0.01 level of significance. It suggests that students from Punjabi Medium Senior Secondary Schools and English Medium Senior Secondary Schools had significantly different mean scores for personality traits. This confirmed a significant difference in the personality traits of senior secondary school students of Punjabi medium and English medium.

Figure: Graphical Representation of Differences of Personality Traits between English Medium and Punjabi Medium Senior Secondary School Students

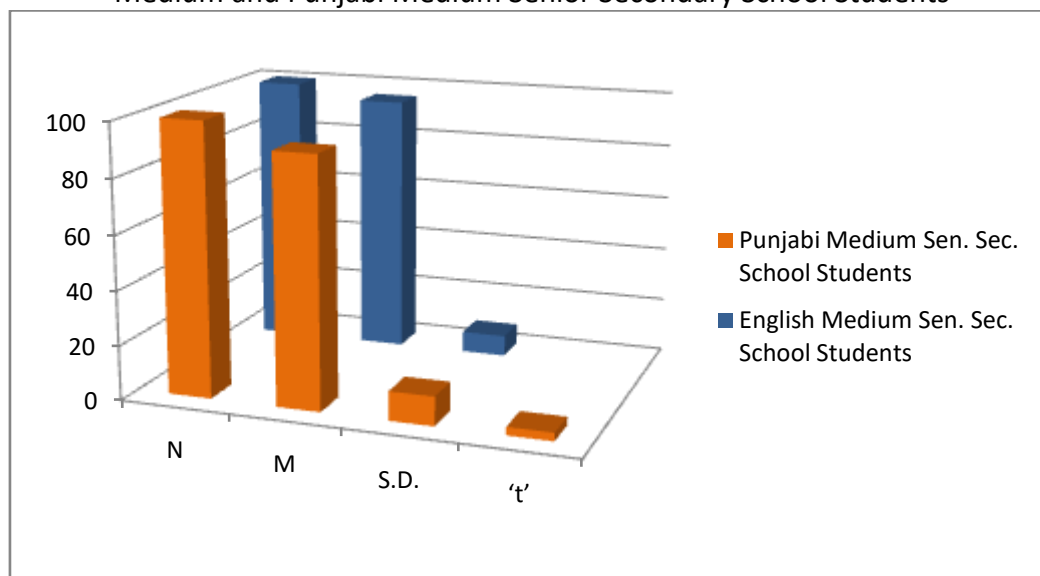


Table: Result Showing Differences of personality of English medium and Punjabi medium senior secondary school boys

N	Group	M	S.D.	S.E _{DM}	't'	Level of Significance
50	Punjabi Medium Sen. Sec. School boys	97.5	13.43	1.51	1.93	Insignificant
50	English Medium Sen. Sec. School boys	100.5	7.78			

Not Significant at 0.05 level

It is inferred from the table, the mean scores of Punjabi Medium and English Medium Sen. Sec. School Boys in personality traits are 97.5 and 100.5, respectively. The obtained 't' value



is 1.93, which is not statistically significant at the 0.05 and 0.01 level of significance. It implies that boys from Punjabi Medium Senior Secondary Schools and English Medium Senior Secondary Schools have similar mean scores for personality traits. As a result, Hypothesis, which states that "boys with English medium and Punjabi medium will differ significantly in their personality traits," is rejected. The graphical representation of the same is given below:-

Figure: Graphical Representation of Differences of personality trait of English Medium and Punjabi Medium Senior Secondary School Boys

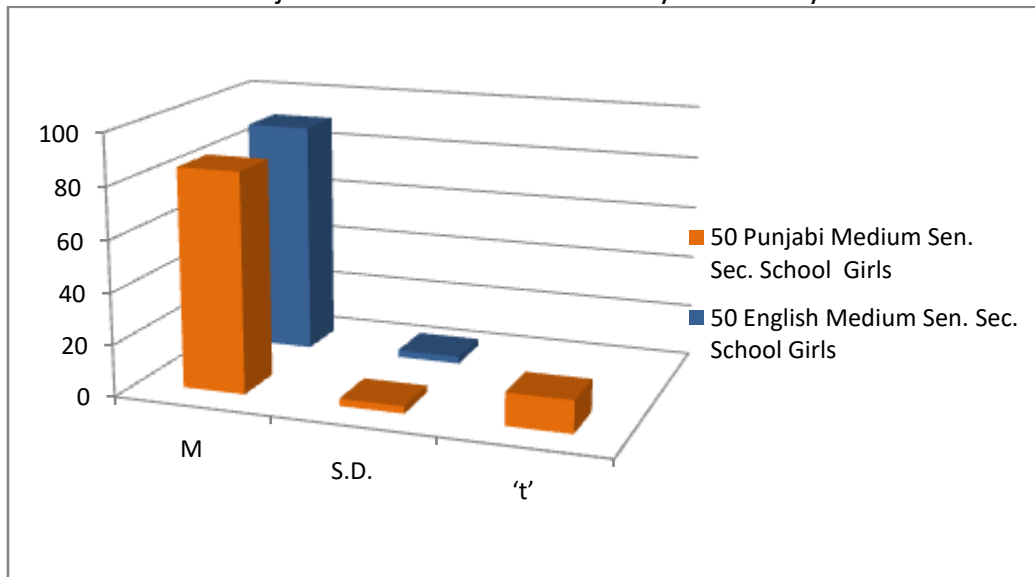


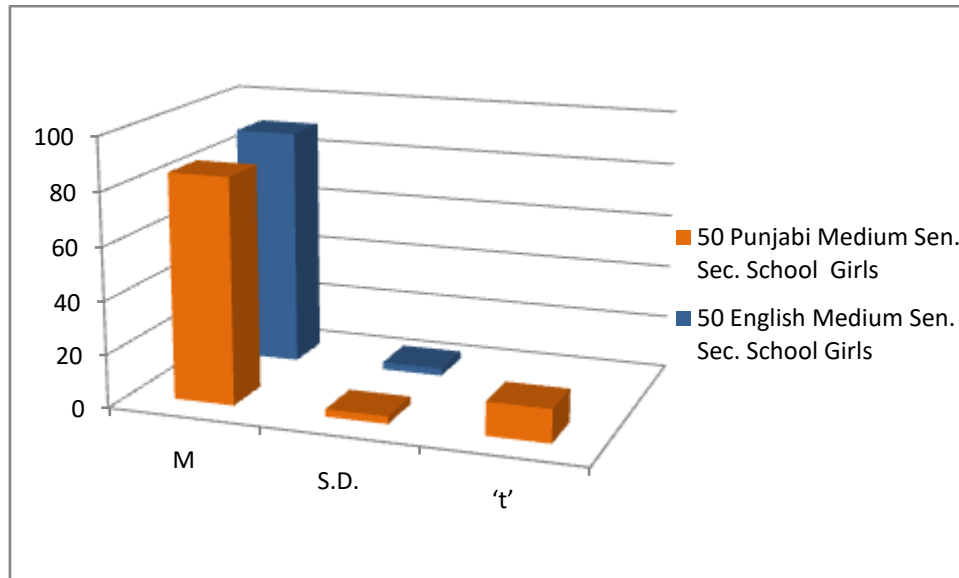
Table: Result Showing Differences of Personality of English medium and Punjabi medium senior secondary school girls

N	Group	M	S.D.	S.E _{DM}	't'	Level of Significance
50	Punjabi Medium Sen. Sec. School girls	85	2.82	0.398	12.56	Significant
50	English Medium Sen. Sec. School girls	90	2.82			

** Significant at 0.01 level

According to table, the mean scores of Punjabi Medium and English Medium Sen. Sec. School Girls in their personality traits are 85 and 90, respectively. The calculated 't' value is 12.56, which is significant at the 0.05 and 0.01 levels of significance. It suggests that girls from Punjabi Medium Senior Secondary Schools and English Medium Senior Secondary Schools have significantly different mean scores for personality traits. As a result, hypothesis is accepted, which states that "girls with English medium and Punjabi medium will differ significantly in their personality traits." The graphical representation of the same is given below:-

Figure: Graphical Representation of Differences of personality trait of English Medium and Punjabi Medium Senior Secondary School Girls



DISCUSSION AND CONCLUSION

The hypothesis that there exist a significant difference in the personality traits of senior secondary school students studying in Punjabi and English medium was accepted. This could be because English medium schools mostly run by private organisations. Where authorities are highly committed to improving the status of school organisation and better facilities are provided for the all-round development of students, special emphasis is placed on co-curricular activities in addition to curricular activities in order to achieve all-round development of students and improve student personality, which improves school reputation. However, in the case of Punjabi medium schools, the majority of the schools are run by the government, and there is a lack of commitment among school authorities to improve educational strategies, and no special efforts are made to improve student personality, no additional and co-curricular facilities are provided to students studying in Punjabi Medium schools. As a result, students studying in English medium schools are more academically developed and emotionally healthy. This might be the reason for the result of this study.

Also the hypothesis is rejected which stated that "boys with English medium and Punjabi medium will differ significantly in their personality traits." The reason for this could be that boys in English medium or convent schools have more exposure to school facilities than boys in Punjabi medium schools, but there is no significant difference in boys' personalities. English medium senior secondary schools and Punjabi medium senior secondary schools are both available. The reason for this could be that in Indian society, boys are more exposed to the outside world, and boys have more freedom to take advantage of every opportunity that comes their way. They are aware of the drastic changes occurring in every field of life development and are more aware of new courses, avenues of employment, their medium of instruction, type of school in which they study have very little impact on the development of their personality as boys whether studying in English medium or Punjabi Medium are equally exposed to academic fields, and differences in their academics areas, schools contribute little in developing their personalities.

Also the hypothesis that "girls with English medium and Punjabi medium will differ significantly in their personality traits" is not rejected. The reason for this could be that girls



in Indian society are not given enough freedom to choose and take advantage of every opportunity available to them; there are limits set by society for girls in India, and all opportunities they receive are limited to school activities only. Girls who attend English medium or convent schools are more exposed to better facilities and have more opportunities to participate in extracurricular and curricular activities. Their personality development is heavily reliant on these activities rather than activities in the outside world, as they face many constraints. Girls studying in Punjabi medium schools, which are mostly government schools, have fewer facilities and participate in fewer curricular and co-curricular activities. As a result, they are intellectually less developed, emotionally less mature, and less competent in other areas of life development than girls in English medium schools, because girls' personality development is heavily influenced by school activities. That could be why, in the current study, a significant difference in the personality of girls studying in Punjab medium and English medium schools are discovered.

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