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EXTROVERSION DIMENSION OF HIGHER SECONDARY SCHOOL STUDENTS RESIDING IN GOVERNMENT HOSTELS, TIRUCHIRAPPALLI DISTRICT, TAMIL NADU

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ABSTRACT:

Aim: To find out the relationship between the socio-economic and the demographic characteristics and extroversion dimension of personality of higher secondary students (N=559, male 311, female 248) residing in government hostels run by Adi-Dravida Welfare Department in Tiruchirappalli district, Tamil Nadu. **Method:** The sample size is 559, out of 684 students, from all 37 hostels by adopting the census method. The socio-economic and demographic

variables were collected by using a self-prepared questionnaire and Maudsley Personality Inventory (MPI) was used to find out the extroversion (one of the dimensions of the personality) of the respondents. **Result:** The result shows that in extroversion the gender, social standing, parent's education, father's occupation, class of study, alcoholic father, special coaching at schools and getting scholarship has significant influence on the extroversion of the respondents. **Conclusion:** The personality dimension of extroversion is influenced by the background characteristics of the respondents. It demands proper counseling, referral system to improve the personality of the students staying in government welfare hostels.

KEYWORDS: Scheduled Caste, Welfare Hostel students – extroversion.

INTRODUCTION

It is generally believed that the personality determines the prospects of an individual. The personality is viewed as a complex structure which includes physical, emotional, social, mental and spiritual makeup of an individual. The present study is carried out amongst 11th and 12th standard school students who fall under adolescent group. It is mostly centered on Eysenck's personality theory. In preliminary version, the

Eysenck personality theory involved neuroticism-stability and extroversion-introversion dimension. However, later he added psychoticism dimension to his theory (Lewis et al., 2002). The psychoticism dimension highlights more bizarre personality characteristics, such as being distant, cold, insensitive, absurd, and unable to empathize with others (Eysenck & Eysenck, 1975). Since, in the present study, Eysenck's Maudsley personality Inventory (MPI) developed by Jalota & Kapoor (2000) is used, it is restricted to personality into two broad dimensions namely; Neuroticism and Extroversion.

Extroversion refers to the degree to which people are socially outgoing and/or socially withdrawn. At one extreme, those who are active, gregarious, impulsive and thrill-seeking and at the other extreme, people who are passive, quiet, cautious and reserved. In effect, extroversion seems to influence well-being because it is positively related to positive emotions and being more reactive to positive effect, while Neuroticism is negatively related to negative emotions and being more reactive to negative effect (Larsen & Eid, 2008). Neurotics might develop more defence mechanisms while extraverts might rely more on

social relationship (Haidt, 2006). Hence, the problems and factors which contributes to personality of an individual needs to be introspected. In India, historically, Scheduled Castes (SC), (belongs to the lowest rung based on Caste hierarchy-social strata) have been lagging far behind in all aspects of life. They are socially down-trodden, economically poor and more specifically, educationally very backward. Hence, in this study of the personality dimension of extraversion of the students residing in the welfare hostels (meant for SCs/STs and OBC) and their associated factors have been under taken.

Various studies have been carried out on the extroversion personality dimension among the students. Heaven (1990) found that extroversion was the most consistent correlate of achievement motivation for both sexes. Stansbury & Coll (1990) found that firstborns prefer introversion and judging whereas lastborns prefer extroversion and perceiving. Based on a study, Rothstein et al. (1994) came to conclusion that classroom performance was best predicted by extroversion as well as by agreeableness and openness to experience, although these factors did not predict performance with regard to written work. Furnham & Medhurst (1995) came to conclusion that extroverts were more likely to participate in seminar activities, but were less successful at other tasks, such as essay-writing. Jefferson, Herbst & McCrae (1998) did not find difference between the first and later born on the aspects of extroversion. Nokao et al. (2000) in their study observed that extroversion was negatively related to overprotection and with maternal participation in child rearing. Maturity was correlated with appropriate child-rearing style, high socio-economic status and paternal participation in child rearing. Intellect was associated with maternal participation in child rearing and high socio-economic status. Family environment had more strongly influenced the children of high intellect or high introversion than those with low intellect or high extroversion. High socio-economic status had no relation with extroversion. Thus the results indicated that the temporal aspect of personality (extroversion) was less easily influenced by family environment than was the character aspect of personality (i.e., personality). Kahlek-Abdel & Lester (2007) did not find a relationship between extroversion and birth order. Dixan et al. (2008) revealed that younger siblings were found to be more extroverts than older ones. Chandana (2014) in her study among 200 12th grade students from ten randomly selected secondary schools located in Delhi noticed that high achievers were more extroverts than low achievers; there was significant difference between high and low achievers on neuroticism and high achievers were more neurotic than low achievers.

METHODOLOGY

Objective: To analyse the relationship of extroversion dimension of personality with the socio-economic and demographic background characteristics of the Higher Secondary School students residing in the Welfare Hostels. **Method and materials:** During the year 2011, there were 46 Scheduled Caste and Tribal (SC/ST) welfare hostels for school students in Tiruchirappalli district under the administrative control of SC/ST Welfare Department, Government of Tamil Nadu. Among these 46 hostels, only 37 hostels had the provision of accommodating higher secondary school students. As such, all 37 hostels have been selected. There were 684 Higher Secondary School Students residing in these hostels. All the 684 Higher Secondary School Students who were staying in 37 Hostels were considered as the respondents for the study. Thus, the sample respondents have been selected based on census method (rather than depending upon any sampling technique). However, of these 684 students, 38 were not available during the period of data collection, 72 were unwilling to participate in the study and yet another 15 students expressed their inevitable inability to answer all the questions and thereby, the remaining 559 students were selected as the (sample) respondents for this study. Among these 559 respondents, 311 were boys and 248 were girls. To collect the data from the individual respondents, the self-prepared questionnaire was administered by the researcher to collect the background characteristics of the respondents. Eysenck's (1967) Maudsley Personality Inventory (MPI) was used to assess two dimensions of an individual personality and data were collected during the period between December 2011 and February 2012.

RESULTS AND DISCUSSIONS

(a) Respondents' Background Characteristics and Extroversion

Results based on extraversion level of respondents across their background characteristics are provided in Table-1 and out of six factors, only three factors found to be significant and the same are discussed in a concise form as under:

i) Gender and Extroversion: Majority of the studies conducted earlier have reported that the level of extraversion was higher among boys than the girls (Eysenck, 1978; Mohan and Avtar, 1986). However, it is conspicuous to note that in the present study (panel 2 of Table-1) the mean score of extraversion is reasonably higher among female (girls) respondents (9.57) than their male counterparts (9.04). The ANOVA test results too ascertained that there is a highly significant ($p < 0.01$) difference in extraversion score by the gender background of the respondents.

Table - 1
Mean Score of Extroversion across
Respondents' Background Characteristics

Respondents' Background Characteristics	Mean	N	F/t
1. Age (in Years)			
16 years and less	9.27	191	0.65
17 years	9.17	248	8
18 years & above	9.48	120	NS
2. Gender			
Male	9.04	312	6.33
Female	9.57	247	0
			0.01
3. Place of Living			
Rural	9.31	538	4.49
Urban	8.14	21	2
			0.05
4. Social Standing (Caste)			
Scheduled Castes	8.99	316	8.31
Scheduled Tribes	9.19	114	2
Other Backward Castes	10.03	129	0.00
			1
5. Family Size			
Small Family (= 3)	9.14	42	0.07
Medium (4 - 5)	9.30	291	7
Large (6 - 7)	9.26	226	NS
6. Birth Order			
First Born	9.12	231	2.54
Second Born	9.11	186	3
Third Born	9.58	93	0.05
Fourth Born & Above	9.98	49	
Total	9.27	559	

ii) Social Standing and Extroversion: In Indian context, by and large, it is expected that the level of extraversion would be higher among those students who belong to relatively better in social standing (Other Backward Castes) than their counterparts belong to SCs and STs (comparatively lower in social standing). The study by Arunmozhi and Rajenderan (2007) revealed that there was no difference

between the social standing of the respondents in their personality traits. Data given in panel 4 of Table-1 highlights that the mean score of extraversion is conspicuously higher among those respondents who belong to Other Backward Castes (10.03) than among those who are from Scheduled Tribes and Scheduled Castes (9.19 and 8.99, respectively). Moreover, the ANOVA test results too established that there is a highly significant ($p < 0.001$) difference in the mean scores of extroversion across respondents' social standing.

iii) Birth Order and Extroversion: Some research studies conducted earlier have shown that the extraversion level of students seems to be higher among those students who born as third and fourth or higher orders to their parents as compared to their counterparts who born in the first and second orders (Singh, 1985; Stansbury and Coll, 1998; Dixon et al., 2008; Pollet et al.2010). On the other hand, many studies didn't find clear differences in extraversion of students across their birth order (McCrae, 1998; Kahlek and Lester, 2007). When such contention is examined with the data of the present study (panel 6 of Table-1), it is observed that the respondents who born as third and fourth & above orders in their respective families have accounted to be relatively higher extraversion scores (9.98 and 9.58, respectively) than those who born as first and second orders (9.11 and 9.12, respectively). Moreover, the ANOVA test results in this regard also supported this assertion statistically at a moderate level ($p < 0.05$).

(b) Parents' Background Characteristics and Extroversion

Results based on the level of extroversion personality of the respondents across their parents' background characteristics are provided in Table-2 and out of seven factors, only four factors found to be significant and the same are discussed in brief as under:

i) Father's Education and Extroversion: Generally, it is expected that the children would be more extroversion personality if their parents are illiterates and less educated than those whose parents have higher education. When this proposition is examined with the data collected from the study (panel 2 of Table-2), one can see that the mean score of extroversion comparatively lower among those respondents whose fathers are illiterates (9.52), which has decreased to the level of 9.09 and 9.21, respectively when their fathers are educated up to primary school and middle school, respectively and such score has further declined to a level of 8.80 among those whose fathers are educated up to high school and above. Moreover, these differences in mean scores of extroversion of respondents across their father's education turned out as moderately significant ($p < 0.05$).

ii) Mother's Education and Extroversion: Like in the case of father's education, mother's education too may affect their children's level of extraversion personality. Data given in panel 3 of Table-2, by and large, exhibits that the mean score of extraversion of the respondents is seeming to be fairly higher among those whose mothers are illiterates and studied up to primary school level (9.55 and 9.25, respectively) as compared to their counterparts whose mothers are educated up to middle school and high school & above levels (8.54 and 8.80, respectively). Obviously, the ANOVA test results between the mean scores of extroversion personality of respondents and mother's education have turn out as highly significant ($p < 0.001$).

iii) Father's Occupation and Extroversion: Generally, children possess extroversion personality if their parents are holding fairly higher occupations than those whose parents are working as agricultural labourers and/or not-working. From panel 4 of Table-2, it can be seen the mean score of extroversion personality of respondents is reasonably higher (9.65) when their fathers are engaged in own agriculture (including a few employees) as compared to their counterparts whose fathers are agricultural labourers (9.13). Further, the ANOVA test results in this regard turned out as moderately significant ($p < 0.05$).

Table - 2
Mean Score of Extroversion across Parents'
Background Characteristics

Parents' Background Characteristics	Mean	N	F/t
1. Presence of Parents			
Both Father & Mother Alive	9.25	49	2.2
Single Parent / No Parent	9.47	5	20
		64	NS
2. Father's Education			
Illiterates	9.52	30	2.7
Primary School	9.09	1	54
Middle School	9.21		0.0
High School & Above	8.79	79	5
		57	
		12	
		2	
3. Mother's Education			
Illiterates	9.55	29	3.8
Primary School	9.25	4	86
Middle School	8.54	11	0.0
High School & Above	8.80	9	01
		48	
		98	
4. Father's Occupation			
Agriculture labour	9.13		2.8
Own Agriculture/Employees	9.62	42	99
		0	0.0
		13	5
		9	
5. Mother's Work Status			
Housewives (Not Working)	9.61		1.4
Working	9.24	89	53
		47	NS
		0	
6. Family Income (in Rs.)			
<3000	9.28	20	0.1
3000 - 9999	9.19	9	46
10000 +	9.33	16	NS
		0	
		19	
		0	
7. Alcoholic Father			
No	9.12	38	4.7
Yes	9.61	6	66

		17 3	0.0 5
Total	9.27	55 9	

iii) Alcoholic Status of Father and Extroversion: Generally, it is expected that children would be extraverts if their fathers are alcoholics. Data provided in panel 7 of Table-2 demonstrates that the mean score of extraversion of the respondents is convincingly higher among those whose fathers are said to be alcoholic (9.61) as against to those whose fathers are non-alcoholic (9.12). The ANOVA test results too turn out as statistically significant at a moderate extent ($p < 0.05$).

(c) Education Related Factors and Extroversion

Results based on the level of extraversion personality of the respondents across their education related factors are provided in Table-2 and out of eight factors, only three factors found to be significant and the same are discussed in brief as under.

i) Class in Which Studying and Extroversion: In this study, it is expected that students studying second year of higher secondary school would exhibit more extraversion personality than their equals from 11th standard. Information provided in panel 1 of Table-2 reveals that the mean score of extraversion is reported to be reasonably higher among 12th standard students as compared to those studying 11th standard. Moreover, the ANOVA test results also turn out as statistically significant at a moderate extent ($p < 0.05$).

Table - 3
Mean Score of Extroversion across their Education Related Factors

Respondents' Education Related Factors	Mean	N	F/t
1. Class of Study			
11 th std.	9.07	280	3.81
12 th std.	9.47	279	3
			0.05
2. Course of Study			
MPCC	9.09	170	0.73
MPCB	9.31	138	9
PCBZ	9.08	75	NS
HECA	9.43	134	
Vocational Course	9.67	42	
3. Type of School			
Welfare School	9.39	137	1.17
Govt. School	9.03	178	9
Private School	9.37	244	NS
4. First Generation Learner			
No	9.27	287	0.00
Yes	9.27	272	0
			NS
5. Taking up Private Tuition			
No	9.34	466	2.14
Yes	8.92	93	7
			NS

6. Attending Coaching Classes			
No	9.54	327	9.03
Yes	8.90	232	8
			0.001
7. Getting Scholarship			
No	9.60	213	6.17
Yes	9.07	346	8
			0.01
8. Participation in Extra-Curricular Activities			
Not at all	9.33	40	0.90
Low	9.44	152	2
Moderate	9.35	189	NS
High	9.02	178	
Total	9.27	559	

ii) Attending Coaching Classes at School and Extroversion: The extroversion personality of the students would also be affected by their attendance in coaching classes organised by their respective schools. Data provided in panel 6 of Table-3 shows that the mean score extroversion is fairly low among those respondents who are attending coaching classes conducted at their schools (8.90) than those who didn't avail such facility (9.54). Further, the ANOVA results too in this regard turned out as highly significant ($p < 0.001$).

iii) Getting Scholarship or Not and Extroversion: In this study, it is proposed that students who ever getting scholarship are likely to be with lower extraversion state than those who are not getting such assistance. Information provided in panel 7 of Table-3 exhibits that the mean score of extraversion is much lower among those respondents who are getting the scholarship (9.07) as compared to those who are not getting such aid (9.60). The ANOVA test results too supported this assertion to a highly significant manner ($p < 0.01$).

CONCLUSION

The female higher secondary students have reported to be extrovert personality as against their male counterparts. Students born to their parents on the first and second orders (as compared to those who were born on higher orders – 3 or more) appear to be extrovert personality. The students whose fathers are reported to be alcoholic are more likely to be extrovert personality than those whose fathers were not addicted to alcohol. The students who have better educated mothers have been reported to be low in extrovert dimensions of personality as compared to those whose mothers are illiterates and with minimum education. Sample students who are studying pure science and vocational subjects appear to extrovert personality (to some extent) than their counterparts who have taken up other subjects. Higher secondary students who are studying in private schools closely followed by welfare schools are observed to be extroversion (to some extent), as compared to those who are going to government schools. Students who are attending the coaching classes at their respective schools are less likely to be extroversion than to those who are not attending such classes. Students belong to Scheduled castes and Tribes are found to be lower in extroversion personality as against their Backward Caste equals. The above conclusions are confirmed that personality dimensions are impacted by the background characteristics of the respondents as well as parents and school / study related characteristics. In the present study, various factors like social standing, single parent, first generation learner, level of parents' education/occupation, alcoholic father are statistically significant with personality domains. Based on the above discussion and conclusions, suitable policy initiatives may be

considered such as personality development programmes, identifying the persons with personality problems for referral and professional counselling by professional social workers and psychiatrists to be taken by the Government to improve the personality of the students residing in the welfare hostels.

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