

Study of personality behaviour of college youth in Punjab Agricultural University, Ludhiana

■ Rajinder Kaur* and Vandana Kanwar

Department of Human Development and Family Studies, College of Home Science, Punjab Agricultural University, Ludhiana (Punjab) India

(Email: iamrajinderkaur@gmail.com)

ARTICLE INFO :

Received : 06.01.2018
Revised : 26.04.2018
Accepted : 12.05.2018

KEY WORDS :

Personality traits, Extrovert, Ambivert, Introvert, Undergraduate students

HOW TO CITE THIS ARTICLE :

Kaur, Rajinder and Kanwar, Vandana (2018). Study of personality behaviour of college youth in Punjab Agricultural University, Ludhiana. *Adv. Res. J. Soc. Sci.*, 9 (1) : 50-54, DOI: 10.15740/HAS/ARJSS/9.1/50-54.

Copyright©2018 : Hind Agri - Horticultural Society

*Author for correspondence

ABSTRACT

The present study has set the following objectives: To find out the personality traits among undergraduate students, to examine intra-college differences between the mean scores of male and female students on personality traits. Total sample comprised of 400 students studying in four different colleges; College of Home Science, College of Agriculture, College of Basic Sciences and Humanities and College of Agricultural Engineering and Technology. Kundu Introversion Extraversion Inventory (Kundu, 1976) was used to measure introversion extroversion dimension of individual's personality behaviour. Results indicated that majority of the males as well as females in all colleges were ambiverts followed by introverts and only few respondents were extravert. Intra-college gender-based mean score differences of personality traits were found to be non-significant. Which means personality traits of both males and females in the same college were similar.

INTRODUCTION

Personality is an individual's special and generally stable examples of behaviour, thoughts and feelings. Research has identified two main personality traits such as extroversion and introversion (Parija and Shukla, 2014). Personality traits characteristics possessed by the individual. They may be extrovert, ambivert or introvert. Extrovert individuals are those individuals who finds energy in interactions with others. For example good mixers, need friends and social. Ambivert individuals are those who feel an equal comfort with and desires for

socializing and solitude. Introvert individuals are those individuals who avoid large groups of people, feeling more energized by time alone. Scharfe (2002) reported that college can create interpersonal abilities among the students through certain straight forward activities. Giving a venture to work in little gatherings is one such action. In doing as such, students will figure out how to consider other's conclusion and take choices co-operatively. Arranging group discussions could be yet another action to upgrade interpersonal aptitudes. Games are known to improve interpersonal abilities among the students. A culture of collaboration is found to help

students build up the personality for participation among various individuals.

Chan and Joseph (2000) studied that higher the persons scored on extroversion, the greater was his self-reported happiness. Chien *et al.* (2007) reported the correlation between depression and extroversion. It was carried out on male twins and found out that extroversion was negatively correlated with depression. Rubin *et al.* (1995) showed that social withdrawal in childhood and adolescence is contemporaneously and predicatively associated with negative self-perceptions of social competence and relationships, peer rejection, loneliness, and depressive symptoms. Emotional steadiness is the procedure in which the personality is persistently taking a stab at more prominent feeling of emotional wellbeing, both intra-physically and intra-personally. It has been underscored that the emotionally stable individual has the ability to withstand delay in fulfillment of requirements, capacity to endure a sensible measure of disappointment, faith in long haul arranging and is equipped for deferring or revising his desires regarding demands of the circumstances. A emotionally stable individual has an ability to make powerful conformities with himself, individuals from the family, and his companions in the instructive establishment, society and culture. In any case, security does not mean just the limit with respect to such mentalities and capacities, additionally the capacity to appreciate them completely (Smitson, 1974). Extroverts are generally sociable, talkative and communicative, and friendly. They are depicted as active, intense, emphatic, energizing, and stimulating (Costa and McCrae, 1992 and Goldberg, 1992). Introverts have a tendency to be reserved, even-paced and autonomous. Schniederjan *et al.* (2005) studied that extroversion to examine academic success.

Objectives :

- To find out the personality traits among undergraduate students belonging to four different colleges.
- To examine intra-college differences between the mean scores of male and female students on personality traits.

MATERIAL AND METHODS

Research design :

The sample was purposively selected from four

colleges namely College of Home Science, College of Agriculture, College of Basic Sciences and Humanities and College of Agricultural Engineering and Technology, Punjab Agricultural University, Ludhiana. The total sample comprised of 400 respondents. Kundu introversion and extroversion inventory developed by Kundu (1976) was used to measure introversion-extroversion dimension of individual's personality behaviour. The general procedure of scoring was such that high score indicates introversion and low score indicates extroversion type of personality. A statistical analysis was done using SPSS (statistical package for the social sciences) programme.

t-test :

t-test was used to compare the mean scores of students studying in different constituent colleges of PAU. The following formula was used:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

where,

\bar{x}_1 = Mean score of group 1

\bar{x}_2 = Mean score of group 2

S_1 = Standard deviation of first set of values

S_2 = Standard deviation of second set of values

n_1 = Number of subjects in group 1

n_2 = Number of subjects in group 2

t = Value of t-statistic

OBSERVATIONS AND ANALYSIS

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

Gender-based per cent distribution of respondents across different categories of personality traits :

Table 1 and Fig. 1 represents gender-based per cent distribution of respondents across different categories of personality traits. In 1st year of COHSc, results revealed that majority of male respondents (67%) were ambivert, 33 per cent of male respondents were Introvert. Among female respondents, majority of female respondents (68%) were ambivert, 32 per cent of them were found to be introvert. In 2nd year, results depicted that majority of male respondents (67%) were ambivert, 33 per cent were

introvert.

Similarly, majority of female respondents (63%) were ambivert, 32 per cent were introvert, but 5 per cent of female respondents were extrovert. In 3rd year, results indicated that all the male respondents were ambivert. Among female respondents, most of the female respondents (87%) were ambivert and only 13 per cent were introvert. In 4th year, results showed that majority of female respondents (63%) were ambivert, 28 per cent were introvert. Whereas 4 per cent were extrovert. (Male respondents were not enrolled in this year). It may be concluded that in COHSc majority of male respondents (73%) and female respondents (72%) were ambivert followed by introvert respondents (male respondents 27% and female respondents 26%) and only 2 per cent of female respondents were found to be extrovert.

In 1st year of COA, results revealed that majority of male respondents (77%) were ambivert 22 per cent were introvert. In case of female respondents more than half proportion (57%) of them were ambivert, 43 per cent of female respondents were introvert. In 2nd year, results indicated that majority of male respondents (78%) were ambivert, 22 per cent were introvert. Among female respondents, large proportions (43%) of them were ambivert. An equal proportions (28%) of female respondents were either introvert or extrovert. In 3rd year, majority of male respondents (76%) were ambivert, 14 per cent were introvert and only 10 per cent were extrovert. Among female respondents, majority of them (75%) were ambivert and 25 per cent of female respondents were introvert and none of the female respondents were found to be extrovert. In 4th year majority of male respondents (76%) were ambivert. It was found that an equal proportion (12%) of male respondents were either introvert or extrovert. Among female respondents majority of them (62%) were ambivert, 25 per cent of female respondents were introvert and only 13 per cent of female respondents were extrovert.

Hence, it could be inferred that majority of male respondents (77%) were ambivert, 18 per cent of male respondents were introverts and only 5 per cent of male respondents were extrovert. Among female respondents, more than half proportion (57%) of them were ambivert, 31 per cent were introvert and 12 per cent were extrovert.

In 1st year of COBS&H, all the male respondents were ambivert. In case of female respondents, majority

(61%) of them were ambivert, 33 per cent of female respondents were introvert and only 6 per cent of female respondents were extrovert. In 2nd year, all the male respondents were ambivert. Among female respondents, most of them (83%) were ambivert and only 17 per cent of female respondents were introvert. In 3rd year all the male respondents were ambivert, In comparison to male respondents, majority of female respondents (79%) were ambivert and 21 per cent were introvert. In 4th year, an equal proportion (50%) of male respondents were either ambivert or introvert. Among female respondents, majority of female respondents (78%) were ambivert and 22 per cent were introvert.

It may be concluded that in COBS&H, most of the male respondents (94%) were ambivert and only 6 per cent were introvert. Among female respondents, majority of them (75%) were ambivert, 24 per cent of them were introvert and only one per cent of them were found to be extrovert.

In 1st year of COAE&T, almost all of the male respondents (90%) were ambivert and 5% of each lying in the category of introvert and extrovert. All the female respondents were ambivert. In 2nd year, majority of male respondents (69%) were ambivert, 19 per cent were introvert and 12 per cent were extrovert. Whereas, all of the female respondents were ambivert. In 3rd year majority of the male respondents (72%) were ambivert and 28 per cent were found to be introvert. Similar trend was followed in female respondents like most of the female respondents (86%) were ambivert and only few per cent of female respondents (14%) were introvert. In 4th year, most of the male respondents (87%) were ambivert and only 13 per cent were introvert. Whereas all the female respondents were ambivert.

Results revealed that in COAE&T, majority of the male respondents (80%) and female respondents (96%) were ambivert, 16 per cent of male respondents and 4 per cent of female respondents were introvert. Only 4 per cent of male respondents were found extrovert and none of the female respondents were observed to be extrovert.

Hence, it could be concluded that majority of the male as well as female respondents in all the colleges were ambiverts followed by introverts and only few respondents were extrovert. Similar findings were also reported by Tok and Boruwa (2014) in which they also claimed that the majority of the undergraduates students

Table 1 : Gender-based per cent distribution of respondents across different categories of personality traits (n=400)										
Categories of personality traits	Year wise classes									
	1 st year(n=25)		2 nd year (n=25)		3 rd year (n=25)		4 th year (n=25) *		Total	
	Males n ₁ =3	Females n ₂ =22	Males n ₁ =6	Females n ₂ =19	Males n ₁ =2	Females n ₂ =23	Males n ₁ =0	Females n ₂ =25	Males n ₁ =11	Females n ₂ =89
College of Home Science (n₁= 100)										
Extrovert	0	0	0	5	0	0	0	4	0	2
Ambivert	67	68	67	63	100	87	0	68	73	72
Introvert	33	32	33	32	0	13	0	28	27	26
College of Agriculture (n₂= 100)										
	Males n ₁ =18	Females n ₂ =7	Males n ₁ =18	Females n ₂ =7	Males n ₁ =21	Females n ₂ =4	Males n ₁ =17	Females n ₂ =8	Males n ₁ =74	Females n ₂ =26
Extrovert	0	0	0	28	10	0	12	13	5	12
Ambivert	77	57	78	43	76	75	76	62	77	57
Introvert	22	43	22	28	14	25	12	25	18	31
College of Basic Sciences And Humanities (n₃= 100)										
	Males n ₁ =7	Females n ₂ =18	Males n ₁ =2	Females n ₂ =23	Males n ₁ =6	Females n ₂ =19	Males n ₁ =2	Females n ₂ =23	Males n ₁ =17	Females n ₂ =83
Extrovert	0	6	0	0	0	0	0	0	0	1
Ambivert	100	61	100	83	100	79	50	78	94	75
Introvert	0	33	0	17	0	21	50	22	6	24
College of Agricultural Engineering and Technology (n₄= 100)										
	Males n ₁ =20	Females n ₂ =5	Males n ₁ =16	Females n ₂ =9	Males n ₁ =18	Females n ₂ =7	Males n ₁ =23	Females n ₂ =2	Males n ₁ =77	Females n ₂ =23
Extrovert	5	0	12	0	0	0	0	0	4	0
Ambivert	90	100	69	100	72	86	87	100	80	96
Introvert	5	0	19	0	28	14	13	0	16	4

*Note: Male respondents were not enrolled

were ambiverts *i.e.* they have some qualities of extrovert and some of introvert Only a few students showed introvert and extrovert tendencies.

Intra-college gender differences in mean scores of personality traits :

Fig. 2 depicts that intra-college gender differences in mean scores of respondents. In COHSc, mean score of female respondents (Mean ± SD= 161.68 ±14.57) were

almost equal to the mean scores of male respondents (Mean ± SD= 161.63 ±12.85). In COA, mean score of male respondents (Mean ± SD= 157.21 ±16.10) were less than female respondents (Mean ± SD= 158.88 ±18.98). In COBS&H, mean scores of male respondents (Mean ± SD= 160.41 ±9.28) and female respondents (Mean ± SD= 159.67 ±13.28) were found to be equal. Similar trend was observed in COAE&T where

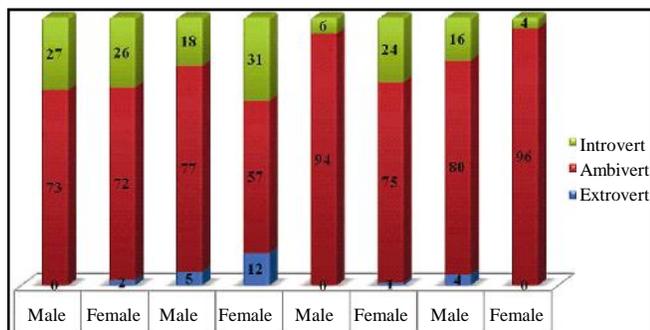


Fig. 1 : Gender-based per cent distribution of respondents across different categories of personality traits

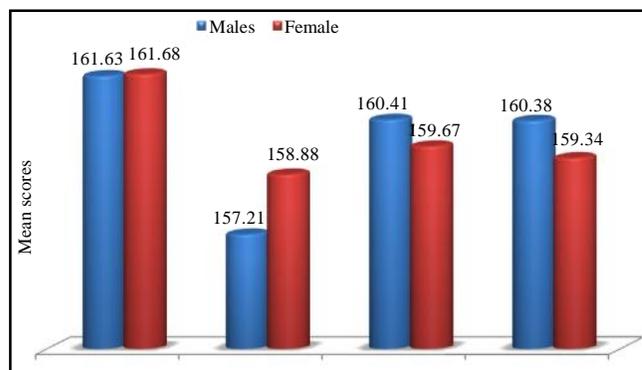


Fig. 2 : Intra-college gender differences in mean scores of personality traits

difference mean scores of male respondents (Mean \pm SD= 160.38 \pm 13.51) and female respondents (Mean \pm SD= 159.34 \pm 10.94) were found to be negligible and the results revealed non-significant differences in the means. Overall results indicated that in all colleges mean scores of males and female respondents did not vary significantly. Thus it may be concluded that personality traits of both male and female respondents were similar.

Conclusion :

Thus the study concluded that personality traits of undergraduate students and it was found that majority of the males as well as females in all colleges were ambiverts followed by introverts and only few respondents were extrovert. When reasons of majority of respondents were ambiverts were explored it was found that personality traits of both males and females in the same college were similar. In case of both boys and girls it is found that ambiverts are considerably higher in number than introverts and extroverts which is a good sign. It means many individuals are sociable and friendly. They easily adjust according to their situations. Intra college gender based results indicated that in all colleges mean scores of males and female respondents did not vary significantly.

REFERENCES

- Chan, R. and Joseph, S. (2000). Dimensions of personality, domains of aspiration, and subjective well-being. *Person Indiv. Diff.*, **28** : 347-354.
- Chien, L.L., Ko, H.C. and Wu, J.Y.W. (2007). The five-factor model of personality and depressive symptoms: One-year follow-up. *Person Indiv Diff.*, **43** : 1013-23.
- Costa, T. and McCrae, R.R. (1992). Normal personality assessment in clinical practice: The NEO Personality Inventory. *Psychological Assessment*, **4** : 5-13.
- Goldberg, L.R. (1992). The Development of makers for the big five-factor structure. *Psychological Assessment*, **4** : 26-42.
- Kundu, R. (1976). Kundu introversion extroversion inventory. author and publisher Dr. Ramanath Kundu, Ph.D. Department of Psychology, University of Calcutta.
- Parija, S. and Shukla, A. (2014). Behavior of people: Role of extroversion and loneliness. *Psychol. Beha Sci.*, **3** : 17-24.
- Rubin, K.H., Chen, X., McDougall, P., Bowker, A. and McKinnon, J. (1995). The waterloo longitudinal project: Predicting internalizing and externalizing problems in adolescence. *Develop. Psychol.*, **7** : 751-764.
- Scharfe, H. (2002). Education in Ancient India, Leiden, Boston, Koln: Brill pp. 285-286.
- Schniederjan, Marc J. and Kim, Eyong B. (2005). Relationship of student undergraduate achievement and personality characteristics in a total web-based environment: An empirical study. *J. Innovative Education*, **3** : 205-221.
- Smitson, W.S. (1974). The meaning of emotional maturity, *MH*, **58**: 9-11.
- Tok, R.B. and Boruwa, S. (2014). A study on gender-based differences in relation to test anxiety, academic achievement and personality type among high school students in north east india- with reference to papumpare district of arunachal Pradesh. *Excellence Internat. J. Edu. & Res.*, **2** (5) : 778-783.

9th Year
★★★★★ of Excellence ★★★★★