



"A COMPARATIVE STUDY OF CONVENT SCHOOLS, PUBLIC SCHOOLS AND SARASWATI VIDYA MANDIRS' IXTH CLASS STUDENTS ON EXTROVERSION / INTROVERSION, NEUROTICISM / STABILITY AND INTELLIGENCE IN MEERUT CITY."

**PRAMOD SINGH CHAUHAN
ASSISTANT PROFESSOR
DEPARTMENT OF EDUCATION
GOVERNMENT DEGREE COLLEGE
NANAUTA, SAHARANPUR**

ABSTRACT

The quality of education is determined by the robustness of the school system in society. The personalities and intelligence of students belonging to varied social classes are shaped by different kinds of schools. The present study is a field study of 300 ninth-grade students from public schools, convent schools, and Saraswati Vidya Mandir schools located in Meerut city. Standard and validated tools are administered to collect the data in the study with the help of the random sample technique. The statistical techniques of mean, standard deviation, and t-test were used to test the hypotheses at the level of significance. The result shows a pattern of extroversion, introversion, neuroticism, stability, and intelligence level among students studying in different kinds of school systems.

INTRODUCTION: It is apparent now that our society is stratified along lines of caste, creed, economic circumstance, social standing, and other factors. This stratification is also seen in one of society's most vital institutions, its educational system. In India, there are various types of educational systems. There is a fundamental distinction between Hindi medium and English medium in our society. Both public and private institutions offer instruction in Hindi. Similar to this, there are public schools and convent schools for English-language learners. Three different types of schools are included in the study: convent schools, public schools, and Saraswati Vidya Mandir. The researcher is examining the personality qualities of extroversion and

introversion, neuroticism and stability, and intelligence in these educational systems. Investigator must first explain the fundamental ideas behind each study in order to comprehend the significance of the investigation. A continuous pattern of behavior based on one's thoughts, feelings, and perceptions has been defined as having a personality. It has been seen in terms of adaptation and the amicable way that one person satisfies the requirements of his or her environment.

Extroversion and introversion are terms that have been around for many years. They could be understood etymologically as a "outward turning" and a "inward turning," respectively. In fact, they have been used for a very long time with essentially those meanings, both physically and psychologically. Extroversion was a term used to describe turning one's thoughts inward to one's intellect, soul, or the spiritual realm in writing from as far back as the seventh century. C. Jung is primarily credited for focusing psychologists' attention on these ideas. According to Jung, the most fundamental difference between extroversion and introversion in human temperament accounts for many significant variations and conflicts. Western philosophy can be viewed as a conflict between these two opposed viewpoints.

Eysenck asserts that introverts have extremely sensitive cerebral excitation processes. Contrarily, less sensitive cortical processes or a predominance of inhibitory cortical processes are characteristics of extroverts. People with neuroses are sensitive. They quickly become agitated or hostile. Most stable people feel at ease. They have easy control over their emotions; stable people don't experience mood swings. A person's performance on a particular set of tasks or subtest on an intelligence test is what determines their score on the test. The term "intelligence" is a general one that refers to a person's complex mental abilities. An IQ score is only one way to assess intelligence. In this section, the term "intellect" refers to a human quality that is best measured by an IQ score along with a measure of that same person's success in adjusting to daily life.

IMPORTANCE AND NEED FOR THE STUDY

The community is today divided into a variety of social classes based not just on economic circumstances but also on educational attainment and social standing. Here, it's crucial to note that there is a blind spot in contemporary society about English school culture. Numerous public schools are flourishing and expanding quickly all over the place. Therefore, it is important to investigate if pupils from convent schools, public schools, and Saraswati Vidya Mandirs differ in terms of personality and intelligence. The goal of the current study is to establish a connection between student intelligence and personality in relation to various school systems. This study aims to provide readers a sense of the intelligence and personality characteristics of children in various school systems.

OBJECTIVES OF THE STUDY

Following are the objectives of the present study

1. To study the personality traits of 9th class students of convent school Public School and Saraswati Vidya Mandir of Meerut city.
2. To study the intelligence level of 9th class students of convent schools, public schools and Saraswati Vidya Mandir of Meerut city.
3. To compare the intelligence level of 9th class students of convent school public schools and Saraswati Vidya Mandir on general mental ability test by Jalota SS.
4. To compare extroversion / introversion trait of 9th class students of convent schools, public schools and Saraswati Vidya Mandir on MPI by Jalota SS.
5. To compare neuroticism / stability trait of 9th class students of convent schools, public schools and Saraswati Vidya Mandir of Meerut city on MPI by Jalota SS.

HYPOTHESIS OF THE STUDY

Following are the main hypothesis of the present study

1. There is no significant difference between the extrovertism of 9th class students of public schools and convent schools on MPI I (ndian adaptation).
2. There is no significant difference between the extrovertism of 9th class students of public schools and Saraswati Vidya Mandirs on MP (Indian adaptation).
3. There is no significant difference between the extrovertism of 9th class students of Saraswati Vidya Mandirs and convent schools on MP (Indian adaptation).
4. There is no significant difference between the neurotic behaviour of 9th class students of public schools and convent schools on MPI (Indian adaptation).
5. There is no significant difference between the neurotic behaviour of 9th class students of public schools and Saraswati Vidya Mandirs on MPI (Indian adaptation).
6. There is no significant difference between the neurotic behaviour of 9th class students of Saraswati Vidya Mandirs and convent schools on MPI (Indian adaptation).
7. There is no significant difference between intelligence level of 9th class student of public schools and Convent Schools on S. jalota's GMAT.
8. There is no significant difference between the intelligence level of 9th class students of public schools and Saraswati Vidya Mandirs on S. Jalota's group test of general mental ability.
9. There is no significant difference between the intelligence of 9th class students of Saraswati Vidya Mandir and convent schools on S. Jalota general mental ability test (GMAT).

RESEARSH METHOD: The current study is an ex-post-facto field study and is not an experimental study. The difference between this and a field experiment is that no independent variables are manipulated here.

POPULATION: All ninth-grade students from all Saraswati Vidya Mandir convent schools and public schools in Meerut city make up the study population for the current investigation.

SAMPLE SIZE: 300 students in total are randomly chosen from Saraswati Vidya Mandirs, Convent Schools, and Public Schools, accordingly. More particularly, 100 pupils from convent schools, 100 pupils from public schools, and 100 pupils from Saraswati Vidya Mandirs.

METHOD OF DATA COLLECTION: For the purpose of study, the investigator randomly chose two schools from each system and one section from each school. Each student in the sample received a copy of the general mental ability test from MPI and Jalota, and they completed it while he watched. After fully filling out each question, he collected them all and created three groups with three educational systems in accordance.

TOOLS FOR THE STUDY:

Following tools were used in the study to collect the data

1. EYSENCK'S MAUDSLEY PERSONALITY INVENTORY (M.P.I), By Jalota S.S.& Kapoor S.D.
2. Group test of General Mental Ability, By Jalota, S.S.

ANALYSIS AND INTERPRETATION OF DATA: interpretation of data is carried out on the basis of objectives and hypothesis of study. To interpret the data, hypotheses are tested statistically by using t- test.

Hypothesis – 1 There is no significant difference between the extrovertism of 9th class students of public schools and convent schools on MPI I (ndian adaptation).

TABLE – 1

Public school's Mean and S.D. N = 110	Convent School's Mean and S.D. N = 100	T Value	Significance level Df = 208
52.40 / 4.21	47.25 / 5.4	7.65	Significant

The given t value 7.65 is significant at .01 level. It clearly shows that Public schools students are more extrovert in comparison to Convent schools.

Hypothesis – 2 There is no significant difference between the extrovertism of 9th class students of public schools and Saraswati Vidya Mandirs on MP (Indian adaptation).

TABLE – 2

Public school's Mean and S.D. N = 110	Saraswati V. Mandir's Mean and S.D. N = 90	T Value	Significance level Df =198
52.40 / 4.21	44.50 / 5.30	11.48	Significant

The t – value 11.68 is significant at .01 level, this indicates that the students of Public Schools are more extrovert in comparison to Saraswati Vidya Mandirs students.

Hypothesis – 3 There is no significant difference between the extrovertism of 9th class students of Saraswati Vidya Mandirs and convent schools on MP (Indian adaptation).

TABLE – 3

Saraswati V. Mandir's Mean and S.D. N =90	Convent School's Mean and S.D. N = 100	T Value	Significance level Df =188
44.50 / 5.30	47.25 / 5.10	3.53	Significant

The t – value 3.53 is significant at .01 level, this indicates that the students of Convents Schools are more extrovert than Saraswati Vidya Mandirs students

Hypothesis – 4 There is no significant difference between the neurotic behaviour of 9th class students of public schools and convent schools on MPI (Indian adaptation).

TABLE – 4

Public school's Mean and S.D. N = 110	Convent School's Mean and S.D. N = 100	T Value	Significance level Df = 208
52.40 / 4.21	47.25 / 5.10	3.02	Significant

The t- value 3.02 is significant at .01 level. This clearly shows that Convent schools students are less neurotic, i.e. more stable in comparison to Public schools.

Hypothesis – 5 There is no significant difference between the neurotic behaviour of 9th class students of public schools and Saraswati Vidya Mandirs on MPI (Indian adaptation).

TABLE – 5

Public school's Mean and S.D. N = 110	Saraswati V. Mandir's Mean and S.D. N = 90	T Value	Significance level Df = 198
52.40 / 4.21	44.50 / 5.30	1.75	Not Significant

The t- value 1.75 is not significant at any given level of confidence. Hence, Null hypothesis is accepted.

Hypothesis – 6 There is no significant difference between the neurotic behaviour of 9th class students of Saraswati Vidya Mandirs and convent schools on MPI (Indian adaptation).

TABLE – 6

Saraswati V. Mandir's Mean and S.D. N = 90	Convent School's Mean and S.D. N = 100	T Value	Significance level Df = 188
44.50 / 5.30	47.25 / 5.10	3.45	Significant

The t- value 3.45 is significant at .01 level which shows that the Convent schools students are less neurotic i.e. more stable in comparison to Saraswati Vidya MANDIRS Students.

Hypothesis – 7 There is no significant difference between intelligence level of 9th class student of public schools and Convent Schools on S. jalota's GMAT.

TABLE – 7

Public school's Mean and S.D. N = 110	Convent School's Mean and S.D. N = 100	T Value	Significance level Df = 208
52.40 / 4.21	47.25 / 5.10	5.53	Significant

The t – value 5.53 is significant at .01 level, this indicates that the intelligence level of students of convent schools is better than the students of Public schools.

Hypothesis – 8 There is no significant difference between the intelligence level of 9th class students of public schools and Saraswati Vidya Mandirs on S. Jalota's group test of general mental ability.

TABLE – 8

Public school's Mean and S.D. N = 110	Saraswati V. Mandir's Mean and S.D. N = 90	T Value	Significance level Df = 198
52.40 / 4.21	44.50 / 5.30	6.06	Significant

The t – vale 6.06 is significant at .01 level. This shows that the students of Saeswati Vidya Mandirs are more intelligent than the students of Public Schools.

Hypothesis – 9 There is no significant difference between the intelligence of 9th class students of Saraswati Vidya Mandir and convent schools on as Jalota general mental ability test (GMAT).

TABLE – 9

Saraswati V. Mandir's Mean and S.D. N = 90	Convent School's Mean and S.D. N = 100	T Value	Significance level Df = 188
44.50 / 5.30	47.25 / 5.10	1.43	Not Significant

The t- value is not significant, which is less than the given table values at both levels of significance. This supports the hypothesis.

FINDINGS AND SUGGESTIONS OF THE STUDY: after analysis in interpretation of data the following findings are concluded of the present study.

1. On extroversion/ introversion scale the students of public schools are found more extroverted than convent schools and Saraswati Vidya Mandirs.
2. On neuroticism/ stabilities scales the students of Convent schools are found more stable than public schools and Saraswati Vidya Mandirs.
3. On general mental ability test the students of convent schools and Saraswati Vidya Mandirs are found better in intelligence than Public schools.

EDUCATIONAL IMPLICATIONS:

For the benefit of society and education, classification of schools based on a student's curriculum increases the subjective classification of school and therefore should be avoided. Just a few schools only admit pupils with a high degree of intelligence. As a result, there will be little opportunity for average pupils to improve, hence it should be avoided.

Few schools place a greater emphasis on extracurricular activities and personality development, and only a small number of schools offer academic education, but a synergy should be formed in both areas for the education system to thrive healthily. The elite class of the society prefers convent schools, and Hindi-medium schools are now perceived as traditional-style schools. This trend both signals a social shift in society and serves as a signal of concern regarding the decline of Hindi-medium schools.

DELIMITATIONS OF STUDY:

Main delimitations of the present study are:

1. This study is confined in Meerut city only.
2. The present study is restricted up to only convent schools, public schools, and Saraswati Vidya Mandirs.
3. Investigator has taken only 9th class in the study.

SUGGESTIONS FOR FURTHER STUDY.

Study may be carried out on government schools, non-funded private schools and semi Government schools. Study of interrelation of attributes of personality and Intelligence can be done. A study may be carried out on rural and urban schools. Study of effect of emotional intelligence may be carried out.

CONCLUSION: Convent schools and Saraswati Vidya Mandirs students are more intelligent than Public schools' students. Convent schools' students are less neurotic. This discussion suggests a significant relation between neuroticism and intelligence.

REFERENCES:

- Anastasi Anne (2002) Psychological testing, New Delhi and Company.
- Best J.W. & Khan J.V. (2002) Research in Education, New Delhi, Prentice - Hall, India.
- Chauhan S.S. (2002) Advanced Educational Psychology, New Delhi, Vikas publishing house
- Garrett H.E. (1998) Statics in Psychology and Education, Bombay: Allied Pacific Private Limited.
- Gilford J.P. (1986) Psychometric methods, New Delhi, Tata mcgraw Hills publishing company.
- Koul Lokesh (2002) Methodology of Educational Research, New Delhi, Vikas publishing house.
- Singh A.K. (2001) Shiksha Manovigyan, Patna, Bharati Bhavan.
- Mangal S.K. (2002) Advanced Educational Psychology New Delhi prentice- Hall, India.