

## Personality traits and academic achievement of tribal (GADDI) secondary school students

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### Abstract

This study was conducted to identify the 16 personality traits among tribal (Gaddi) secondary school students and to find out the gender difference in all the 16 personality traits and differences in the academic achievement of male and female Tribal (Gaddi) secondary school students. The sample of 600 tribal (Gaddi) secondary school students was selected from different school of Kathua and Udhampur Districts. The investigator was used Cattell's 16PF Questionnaire Form E to measure the personality traits of tribal (Gaddi) secondary school students. The marks of their previous qualified class were taken to find out the gender difference in the academic achievement. In order to analyse the data the investigator was used mean and t-test and discussion was made on the basis of the result, it was found from the results of this study that all the 16 personality factors viz A (Reserved Vs Outgoing), B (Less intelligent Vs More intelligent), C (Emotionally less stable Vs Emotionally stable), E (Submissive Vs Dominant), F (Serious Vs Happy-go-lucky), G (Expedient Vs Conscientious), H (Timid Vs Venturesome), I (Tough-minded Vs Tender-Minded), L (Trusting Vs Suspicious), M (Practical Vs Imaginative), N (Forthright Vs Shrewd), O (Self-assured Vs Apprehensive), Q<sub>1</sub> (Conservative Vs Experimenting), Q<sub>2</sub> (Group-oriented Vs Self sufficient), Q<sub>3</sub> (Uncontrolled Vs Controlled) and Q<sub>4</sub> (Relaxed Vs Tense) founds to be an average level among tribal (Gaddi) secondary school students. The results indicated that male and female tribal (Gaddi) secondary school students were also found to be average students in their 16 personality traits. It is also founds that male and female Gaddi secondary school students did not differ significantly in their academic achievement. Teachers, parents and policy makers should pay more attention towards their education to overcome their problems.

**Keywords:** Personality, Traits, Tribal, Gaddi, Secondary School Students

### 1. Introduction

It is well known that personality plays an important role in determining not only the behavior of an individual but also his overall success and prosperity in life. Interest in personality is as old as civilization. In this context not only the family environment but also the society and the culture in which the children are brought up becomes all too important. In every culture and society children and adolescents are subjected to various kinds of pressures, both personal and social. The very purpose of education is to enhance the quality of life and life management systems. Life is not the livelihood or employment alone though they are the most basic needs. With the advent of independence many social, economical and political reforms were initiated for the upliftment of the downtrodden. A policy of 'protective discrimination' was initiated in the constitution to safeguard the interests of SCs and STs. In Jammu and Kashmir there are many tribal communities that are living throughout the state which becomes the main cause for the multicultural and multi-traditional nature of this state. The scheduled tribe status to communities residing in Jammu And Kashmir State was awarded on 1989 by the President R. Venkataraman after consultation with government to eight communities namely Balti, Beda, Boto, Changpa, Garra, Mon, Purigpa and Brokpa, Drokpa, Dard, Shin. The four communities namely Gujjar, Bakarwal, Gaddi and Sipi were notified as the scheduled tribe vide the constitution (scheduled tribe) order (Amendment) Act 1991.

#### 1.1 Tribes of Jammu and Kashmir

In Jammu and Kashmir there are many tribal communities that are living throughout the state which becomes the main cause for the multicultural and multi-traditional nature of this state. The traditions, cultures and customs that these tribals carry make this state different from the other states of the country. Tribals in Jammu and Kashmir are scattered in all the three regions of the state that is Jammu, Kashmir and Ladakh. It is being said that most of the tribes of Jammu And Kashmir State have descended from the famous families of Aryans. In Jammu and Kashmir tribals used to live in the high altitude areas. Majority of these tribal communities are found in Ladakh region. In Kashmir Gujjar and Bakarwals are found in majority. In Jammu Tribals are found in Poonch, Rajouri, Kishtiwari, Bhaderwah, Ramban, Chenani and Kathua (Bani, Basohli, and Billawar).

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#### 1.2 Gaddi Tribe

The word 'Gaddis' means 'seat' and since Bharmour was the seat of the emperor of Chamba, all the people of Gadheran called them Gaddis. The Gaddis is a tribe living mainly in the Indian states of Himachal Pradesh and Jammu and Kashmir.

Gaddis are Hindu and belonging to several castes including Rajputs, Khatri, Rana, and Thakurs. Gaddis are widely respected for their honesty, truthfulness, peaceful and friendly lifestyle.

**1.3 History of Gaddis:** - In regards to the history of Gaddi as per their own traditions the Gaddis descended from migrants who fled the plains of India for the relative security of hills during the time of trouble. Most of the sub castes among Gaddis are thought to be descended from people who fled to the hills to escape from the Mughal emperor (Aurangzeb) persecutions in the 17<sup>th</sup> century.

**1.4 Profession of Gaddis:** The majority of Gaddis are sheep rearing people. They are known as shepherd, they spent their whole life with their flocks. These shepherd migrated from hilly area to plain area with their flocks according to season. They are tribal people and lead a happy life with their flocks.

**1.5 Nomadism:** The Gaddis are semi-nomadic. During the winter, they come down to low altitude and in summer, they again return to their native villages. In fact, a real nomadic life of the Gaddis can be observed while they are in migration with their folk.

**1.6 Economy:** Gaddi economy chiefly revolves around agriculture and pastoralism. Majority of them has own land which is jointly held within the family. Though each son may ask for its respective share after the death of their father, but the same is not commonly reported in order to avoid

fragmentation of land. Though agriculture is the main-stay of the people, yet the yield is not sufficient sometimes to even suffice for the year long consumption of the family.

**1.7 Family and Marriage:** Gaddis believe in the joint extended family system where father, mother with their married and unmarried children commonly shares the same roof. The eldest male member, as head of the family, commands great respect. The filial bond that binds the member of the family is strong and kinsmen are required to help and co-operate with each other in times of crisis.

**1.8 Social Structure:** Gaddis are classified both as a Scheduled Tribe as well as Scheduled Caste in Himachal Pradesh. As nomads, higher castes Gaddis are Scheduled Tribe, whereas, the lower castes are Scheduled Castes. Gaddi, in Jammu And Kashmir State are classified as scheduled tribe only and belongs to Hindu religion. However, there has not been much discrimination between different castes among Gaddis. Inter-caste relations, especially among the clean castes, are fairly relaxed.

**1.9 Education of Gaddis:** Semi-nomadic Gaddis are among most backward social groups and were not given any special attention for a long time. They lack in education because of their tough life style. They indulge their children in domestic work or in sheep raring instead of sending them to school. The following table shows the literacy rate among Gaddi tribe and other tribe also. Now in the recent years, literacy rate among the Gaddis having been shown increasing trends.

**Table 1:** shows literacy rate among tribals in Jammu and Kashmir census 2001

Literacy rate (in %)	All STs	Balti	Bot	Purigpa	Brokpa	Gaddi	Gujjars	Bakarwals
Male	37.5	62.1	61.3	60.9	55.5	37.6	31.7	22.5
Female	25.5	45.4	50.3	44.2	38.6	19.6	20.4	12.8

Source: census 2001

**2. Personality**

One important psychological mechanism which guides behaviour is personality. As personality forms an inclination towards certain characteristic reactions in any given situation, personality traits are likely to influence attitudes and behaviour in human being.

The word "personality" originates from the Latin word persona, which means mask. Significantly, in the theatre of the ancient Latin speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence the expectations, self-perceptions, values and attitudes, and predicts the reactions to people, problems and stress. Similarly, the word personality indicates the set of predicable behavioural responses that make us recognizable to others.

**2.1 Definition of Traits**

In psychology, trait describes a characteristic that is unchanging and predictable. For example, shyness is a trait that is usually stable in an individual's personality. Another example is talkativeness. A child who is talkative is likely to

continue this characteristic throughout the various stages of development. There are some temperamental traits that researchers believe to be innate-that is, the infant possesses a basis for developing the trait at birth. Other traits are acquired through learning, such as the tendencies toward tidiness or untidiness.

**2.2 Definition of Personality Traits**

Personality trait defined as a complex of qualities and characteristics or the pattern of thought, emotion, and behaviour of one people that is stable across time and many situations and seen as being distinctive to a group, nation, place etc. Personality traits influence the choice of words which one use to communicate with others. Personality traits are responsible for ones brain functioning and its normal neuron-biological and biochemical reactions. They establish electrochemical dialogue that takes place between the brain, the endocrine system, and the physical body. Personality traits reveal themselves through a predominant color found in the human energy system.

Allport, G.W. (1937) [1] was one of the first psychologists to focus on the study of the personality. He emphasized the uniqueness of each individual, and the importance of the present context, as opposed to past history, for understanding

the personality. He discussed three types of traits as cardinal, central and secondary traits.

Raymond Cattell (1905-1998) Cattell, R.B. (1946) took the thousands of traits described by Allport and condensed them down to 16 primary traits using the statistical method of factor analysis. Cattell considered source traits much more important in understanding personality than surface traits. He also developed one of the most widely used personality assessments known as the Sixteen Personality Factor Questionnaire (16PF) Cattell made use of his 16 factors of basic dimensions in the measurement of personality by devising a personality inventory known as Cattell's sixteen personality factors inventory (16PF) consisting of suitable, multiple choice questions

The trait theory of Cattell, thus, tried to describe and predict the behaviour of individuals on the basis of their personality traits (the fundamental building blocks of human personality). Basically Cattell's work as a whole, involves the identification of basic dimension of personality (by applying factor analysis techniques to the observable behaviour, i.e. traits) and then developing instruments to measure the dimensions.

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many sources. Only then will an effective search for specialized knowledge be possible. Kolwadkar, V. (1980) [7] found that the variables such as socio-economic status (both high and low), father's education, occupation, mother's education, and size of the family, ordinal position and health status were significantly related to scholastic achievement. Gifted children were found to be engaged in a great variety of hobbies. The correlation between emotional adjustment and academic achievement was found to be significant. More boys were found to be gifted than girls, the ratio was found to be 3:1. Khan (1989) [6] found that educationally backward student to be more reserved, detached and aloof, emotionally unstable, excitable, and impatient, more aggressive, more insecure, warring and guilt prone and socially group dependent girls were found to be little warmer more participating and more emotional than boys. Saxena, Anju and Rashmi (1994) undertook a study on personality structure of advantaged school-going children. The findings were advantaged children were highly superior in comparison to disadvantaged children on traits like emotional construction, abundance of creative impulses, high degree of empathy and given to introspection. Boys were superior in comparison to girls in relation to 15 personality traits. Mavi N.S. and Iswarpatel (1997) [10] explored the relationship between academic achievement and selected personality variables of IX Grade Students. The personality variables are personality adjustment, intelligence, self-concept and level of aspiration. It was found that there was a weak relationship between the personality variable and academic achievement, in the case of tribal students. The non-tribal students, scored higher than the tribal, overall. Mishra G. (1999) [11] found that on High school personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent, sober, conscientious, zestful, self-sufficient, controlled and tense than their SC counterparts. The SC students were reserved, less intelligent, emotionally less stable, inactive, submissive, happy-go-lucky, having weaker ego strength, tough minded, insecure, group dependent and tense. In contrast, general category students were outgoing, more intelligent, emotionally stable, overactive, tender minded,

reflective, self-assured, and relaxed had low level of integration. Basanti, Jagan Mohan and Mukhopadhaya (2000) [2] studied the effect of Psychological factors and academic achievement among tribal students. It was found that boys and girls did not differ in terms of psychological constraints. The degree of psychological constraints differed between high achievers and low achievers. High achievers had low levels of psychological constraints. It was revealed that psychological constraints and academic achievement are negatively correlated with each other. Chaubey (2000) conducted a study on tribal youth of class XII of Senior Secondary Schools of Rajasthan to compare the personality factors of socially high and low deprived tribal youth. The major findings were that socially high and low deprived tribal youth did not differ significantly in any of personality factors. Krishna Reddy K. (2009) [8] concluded that, the students with personality characteristics more intelligent, emotionally stable, Obedient, super-ego strength, venturesome, tense minded, Placid and accommodating, humble and controlled have significantly better scholastic achievement, than the students with the personality characteristics less intelligent, emotionally less stable, assertive, moral standards, shy, tough-minded, apprehensive, undisciplined, aggressive, headstrong and self-assured.

### 2.3 Significance of the Study

The tribal communities have their own languages different from the language spoken in the state where they are located. Majority of tribal lived in scattered habitations located in interior, remote, and inaccessible hilly and forest areas. As a consequence, most of the tribal children confront with the Communication problem right from the day of schooling. Due to their unique and distinctive cultural identity and complex social way of life, they feel aloof from others which create adjustment problems among the students. As discussed above the Gaddis are semi-nomadic, since they have homes in villages. The Gaddis are shepherd and generally traveled with their flocks to the higher reaches in summer and lower reaches in winter season. Therefore their children face adjustment problems which hinder the academic performance of the tribal students. As studied and discussed above the various researchers studied on different aspects but this population and the variables remains untouched. Gaddis children face communication problems, study habit, adjustment and academic achievement problems. They face many problems in various fields because of the low academic achievement. So keeping in view the above facts the investigator select this problem to study the conception of tribal (Gaddis) students on what are the facilities that help learning, housing environment, parent's motivation, school and teacher factor on their academic achievement. Research in this area should increase the awareness to concentrate on student's achievement in an effort to increase effective institutional, family and support system functioning in the later years and eventually improve our educational stature and progress of nation also.

### 3. Objective of the Study

Keeping in view the nature of the study the following objective can be achieved

1. To identify the personality traits among tribal (Gaddi) students.

- To study the gender differences on all the 16 personality traits.
- To study the significant difference in High and Low achiever among tribal (Gaddi) secondary school students.

**3.1 Hypotheses of the Study**

- There will be no significant difference in the academic achievement of male and female tribal (Gaddi) secondary school students.

**3.2 Delimitations of the Study**

Keeping in view the various facts the present study was confined to the following areas:

- The study was confined to secondary school students among tribal (Gaddi) community.
- The study was conducted on 600 tribal secondary school students.
- The data collected was from the secondary schools of Kathua, and Udhampur Districts only.
- The study was delimited to government school only.

**4. Methodology**

**Method:** For this study the investigator was used mainly the descriptive survey method. This is a method of investigation,

which helps to study, describe and interpret what exist at present.

**4.1 Population:** In this study the tribal (Gaddi) students of secondary schools in District Kathua, Doda and Udhampur constituted the population for investigation.

**4.2 Sample and Sampling.** A sample of 600 tribal (Gaddi) secondary school students studying in 9<sup>th</sup> and 10<sup>th</sup> class from two districts (Kathua and Udhampur) was selected for the study by cluster sampling techniques.

**4.3 Tool Used**

- Cattell’s 16PF Questionnaire Form E
- Previous class marks to measure the Academic Achievement

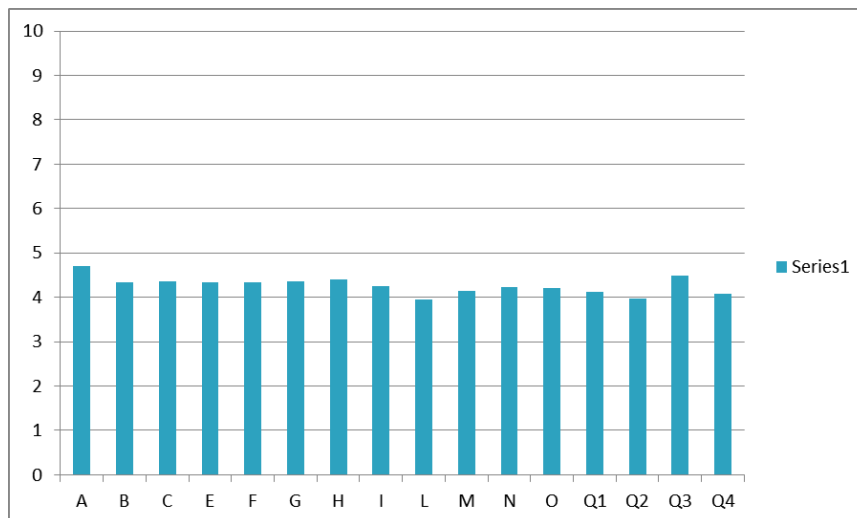
**4.4 Statistical Techniques Employed**

- Mean and
- T-test

**4.5 Data Analysis and Interpretation**

**Table 1:** shows the mean score of tribal (Gaddi) secondary school students on all the 16 Personality Factors

S.No.	Factors	Number	Score	Mean	Result
1	A (Reserved vs Outgoing)	600	2830	4.71	Average
2	B (Less intelligent vs More intelligent)	600	2596	4.33	Average
3	C (Emotionally less stable vs Emotionally stable)	600	2613	4.35	Average
4	E (Submissive vs Dominant)	600	2598	4.33	Average
5	F (Serious vs Happy-go-lucky)	600	2602	4.34	Average
6	G (Expedient vs Conscientious)	600	2615	4.37	Average
7	H (Timid vs Venturesome)	600	2641	4.40	Average
8	I (Tough-minded vs Tender-Minded)	600	2557	4.26	Average
9	L (Trusting vs Suspicious)	600	2377	3.96	Average
10	M (Practical vs Imaginative)	600	2488	4.14	Average
11	N (Forthright vs Shrewd)	600	2540	4.23	Average
12	O (Self-assured vs Apprehensive)	600	2522	4.20	Average
13	Q1 (Conservative vs Experimenting)	600	2476	4.12	Average
14	Q2 (Group-oriented vs Self sufficient.	600	2384	3.97	Average
15	Q3 (Uncontrolled vs Controlled)	600	2685	4.48	Average
16	Q4 (Relaxed vs Tense)	600	2456	4.09	Average



**Fig 1:** shows the mean score for the all the 16 personality factor

## 5. Interpretation and Discussion of the Results

The personality factor A (Reserved vs outgoing) came to be an average level among tribal (Gaddi) students studying in secondary schools. Thus the tribal (Gaddi) students were neither reserved nor outgoing. They are reserved in some conditions as they like things and animals rather than people; they are likely to be precise and rigid in their way of doing things and in their personal standards. They are outgoing in some conditions as they are softhearted, they like occupations dealing with people and socially impressive situations, they are generous in personal relations, and better able to remember the names of the people. The results were similar to the results obtained by Manju *et al.* (2008) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold. Similar results were found by Mehta *et al.* (2008) that ST boys were generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who are more outgoing, warmhearted, and calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic. Sharma P.K. (2008) also found that the students of Sainik School only in factor "A" processes average personality traits.

The personality factor B (Less intelligent vs more intelligent) came to be an average level among tribal (Gaddi) students studying in secondary schools. They were found to be average students i.e. neither too intelligent nor too dull. They possess higher intelligence but our educational system forces them to become average students. There are plenty of reasons for this, as tribals (Gaddi) community believes upon their strict and hard culture heritage. They are punished for their cultural values, their life style and ethos. Their culture is related to productivity in a manner relevant to the tribal social life and economy, the credit is given to the children's work at home and their talented skills are recognized and developed in the school as a part of the educational programme. The NPE 1986 and the Programme of Action (PoA) 1992 also recognized the heterogeneity and diversity of the tribal areas and culture while underlining the importance of instruction through the mother tongue and the need for preparing teaching/learning materials in the tribal languages. According to Mishra (1996) the tribal group not only holds different ideas about education, but they also perceive very different outcomes of schooling. Krishna (2009) <sup>[8]</sup> concluded that, the students with personality characteristics more intelligent, emotionally stable, Obedient, super-ego strength, venturesome, tense minded, Placid and accommodating, humble and controlled have significantly better scholastic achievement, than the students with the personality characteristics less intelligent, emotionally less stable, assertive, moral standards, shy, tough-minded, apprehensive, undisciplined, aggressive, headstrong and self-assured.

The personality factor C (Emotionally less stable vs emotionally stable) came to be an average level among tribal (Gaddi) students studying in secondary schools. They were moderate in emotional development. The tribals (Gaddi's) are emotionally sound but poor economic condition creates inferiority complex, less educated at times and are less exposed to the modern world. They have the homes in villages and live in forests and faces unsatisfactory conditions, changeable conditions, neurotic and some psychotic disorders. The results

were similar to the results obtained by Manju *et al.* (2008) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold. According to Sinha (2014) Non-tribal adolescent girls had more emotional maturity than Tribal adolescent girls. (Talesara 1994) also found that the tribals have economically inferior, uneducated at times and are less exposed to the modern world. Being the earliest inhabitant of the country, they have maintained a distinctive life style for centuries. Unfortunately the isolation has kept them out of mainstream and made them easy prey to exploitation and when they are forced to get along with the mainstream culture, they don't get adjusted easily.

The personality factor E (Submissive vs Dominant) found to be an average level among tribal (Gaddi) students studying in secondary schools. So, they were neither submissive nor dominant. These people are assertive, self-assured and independent in their own community, but because of their social and cultural beliefs they are submissive characteristics also, these people are often dependent also. Buss (2001) also founds that the tribe in the foothills is demonstrably more aggressive than the one in the mountains. The mountain tribe was much more agreeable: they rarely fight, and then only with clubs, and would much rather settle debates through compromise and discussion than through confrontation. This is just an example of one case in which cultures vary wildly from each other. Sanjay Das (2011) also indicated that social constraints viz, dependable nature of tribal women suppress them in their empowerment. According to Majumdar and Ghosh (2013) <sup>[5]</sup> the tribal football players were not dominant from non tribal players; it is because that tribal people suffers from poverty, socio-economic background and their rigid culture that influences their personality traits.

The personality factor F (Serious vs Happy-go-lucky) came to be an average level among tribal (Gaddi) students studying in secondary schools. They were neither serious nor Happy-go-lucky. It may be due to the reasons that all the children are enthusiastic by nature. These people are spiritualistic in nature. They have great faith in god and goddesses especially 'lord Shiva', to them the Shiva gives Sheep. Sometimes they show Enthusiastic characteristics they are active because they live in forests or villages and physically fit they are carefree etc. They have a leader in their own community and all the members of the community follow the leader's order direction and decision. These results were similar to results obtained by Mishra (1999) <sup>[11]</sup> that on High school personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent and sober than their SC counterparts. According to Martin (1993) tribal members often become tribal leaders because of their needs, social norms and cultural traditions of the community (tribal). The results were similar to the results obtained by Manju *et al.* (2008) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold.

The personality factor G (Expedient vs Conscientious) found to be an average level among tribal (Gaddi) students studying in secondary schools. They were neither expedient nor conscientious. As a race, they are very simple, fierce, stalwart and virtuous people and as a whole are very interesting tribes.

They are frank, peaceful and merry in their manners. Sturdily built, very often bow legged, the tribals are accustomed to enduring great hardships during any sort of weather owing to their migratory life most of them lead. They are usually conscientious and moralistic and they prefer hardworking people to witty companions. They are dominated by sense of duty. Sometimes their freedom from group influence may lead to antisocial acts, but at a time makes them more effective. The results of the present study were similar to the results drawn by Mishra (1999) <sup>[11]</sup> that on High school personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent, sober, conscientious, zestful, self-sufficient, controlled and tense than their SC counterparts. Similar results were drawn by Rautela (2005) that in case of children of non working women the factors G (Expedient Vs Conscientious) were developed to an average level.

The personality factor H (Timid vs Venturesome) found to be an average level among tribal (Gaddi) students studying in secondary schools. They were timid in some situation and venturesome also. Gaddi people usually have inferiority feelings and tend to be slow and impeded in speech and in expressing their views with others because they think that they are less educated, economically weak. Inferiority complexes are built into their minds right from the beginning of their formal schooling. Within their own community they are bold and sociable. They prefer one or two close friends to large groups. Within their own community there is no Pardah system, equal importance is given to both male and female children therefore they are socially bold. But in general they are not socially bold outside the community. Gaddis are widely respected for their honesty, truthfulness, peaceful and friendly lifestyle. The results of the present study, were similar to the results obtained by Manju *et al.* (2008) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold.

The personality factor I (Tough-minded vs Tender-Minded) found to be an average level among tribal (Gaddi) students studying in secondary schools. These students were found to be tough minded, independent in their own community, responsible but they are skeptical of subjective and cultural elaborations. They sometime found hard, emotionally immature and fanciful. These students demand more attentions and help, impatient, dependent on others, temperamental. They dislike crude pupils and rough occupations. In the group they show slow performance and to upset group morale by undue fussiness. The results were similar to the results obtained by Prasad (2007) the mean values of the urban students in personality factor "I" were more than the rural backward student. The rural backward students were more tough-minded and self reliant than urban students. Rautela (2005) founds that in case of children of working women the factors I (Tough-minded Vs Tender-Minded) were developed to an average level.

The personality factor L (Trusting vs Suspicious) found to be an average level among tribal (Gaddi) students studying in secondary schools. It observed that Gaddis are widely reflect or their honesty, truthfulness, peaceful and friendly life style. So, the students from Gaddi community tends to be free of jealous tendencies, adaptable, cheerful, uncompetitive, concerned about others and they are a good team workers.

They did not involve in their own egos and are social-opinionated and do not interested in internal mental life. Usually they are not deliberate in their actions or works, they have concerned about other people and they have strong team members. According to Martin (1993) tribal members often become tribal leaders because of their needs, social norms and cultural traditions of the community (tribal).

The personality factor M (Practical vs Imaginative) found to be an average level among tribal (Gaddi) students studying in secondary schools. Gaddi people were neither practical nor imaginative in nature. They live according to their own life style. They believe upon their own cultural heritage. Sometimes these people tend to be anxious to do the right things, attentive to practical matters, and subject to the dedication of what is obviously possible. They are concerned over detail, able to keep their heads in emergencies, but are sometimes unimaginative. These people are cooling minded. They face many issues in their life and are able to overcome these issues with time. The Gaddis have been a hard working and practical people as they could be seen always at work, both men and women, and in their idlest moments still spinning thread for weaving. Still they were in the clutches of many superstitions and taboos. A taboo is a negatively sanctioned social rule connected with religion and natural powers. The results were similar to the results obtained by Rautela (2005) that in case of children of working women the factors M (Practical Vs Imaginative) were developed to an average level.

The personality factor N (Forthright vs Shrewd) found to be an average level among tribal (Gaddi) students studying in secondary schools. Gaddi students were neither forthright nor shrewd. Gaddi people have lot of natural warmth and a genuine liking for things and people. These people are socially aware about their culture and their approach to people and problems is usually not perceptive, hard headed and efficient. Results were similar to the study of Ghazi *et al.* (2013) "openness to experience" personality traits were found low in secondary school students. The results were not similar to the results drawn by Rautela (2005) founds that in case of children of working women the factors N (Forthright Vs Shrewd) were developed to below average. It is fact that tribal (Gaddi) students believe upon their own cultural and social beliefs and work or behave accordingly.

The personality factor O (Self-assured vs Apprehensive) found to be an average level among tribal (Gaddi) students studying in secondary schools. They sometimes show maturity, an anxious confidence themselves and their capacity to deal with things and other people. They did not feel accepted in groups or free to participate in group activities in the school with other students. The results were similar to the results drawn by Khan (1989) <sup>[6]</sup>; found that educationally backward student to be more reserved, detached and aloof, emotionally unstable, excitable, and impatient, more aggressive, more insecure, warring and guilt prone. Similar results were found by Rautela (2005) founds that in case of children of working women the factors O (Self-assured Vs Apprehensive) were developed to an average level.

The personality factor Q<sub>1</sub> (Conservative vs Experimenting) found to be an average level among tribal (Gaddi) students studying in secondary schools. Gaddi students believe upon their own strict and hard culture heritage. Thus they tend to oppose and postpone change, are inclined to go along with tradition, are more conservative in religion, cultural, social and

politics, and tend not to be interested in analytical “intellectual” thoughts. They are cautious and compromising in regard to new ideas. They believe upon spiritual beliefs rather than practical or experimental beliefs in their life. Sajay Das (2011) also found that the social taboos, superstitions, unhealthy traditions and customs hinder the empowerment of tribals. Chaubey (2000) conducted a study on tribal youth of class XII of Senior Secondary Schools of Rajasthan, to compare the personality factors of socially high and socially low deprived tribal youth. The major findings were that socially high and low deprived tribal youth did not differ significantly in any of personality factors.

The personality factor Q<sub>2</sub> (Group-oriented vs Self sufficient) found to be an average level among tribal (Gaddi) students studying in secondary schools. Tribals especially Gaddi community live in villages and mountainous region of the state. So, they are not self sufficient. They prefer to work in groups, make decisions with other peoples and depend upon other people for their social approval. They help each other in the community for their survival. They tend to go along with the group and need group support. Because of the low economic condition they help each other in heavy works like marriages, making homes, in agricultural work etc. these people are dominant in their relations with others. The results of the present study were similar to the results drawn by Mishra (1999) [11] that on High school personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent, sober, conscientious, zestful, self-sufficient, controlled and tense than their SC counterparts. According to Mehta *et al.* (2008) the ST boys were generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who were more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic.

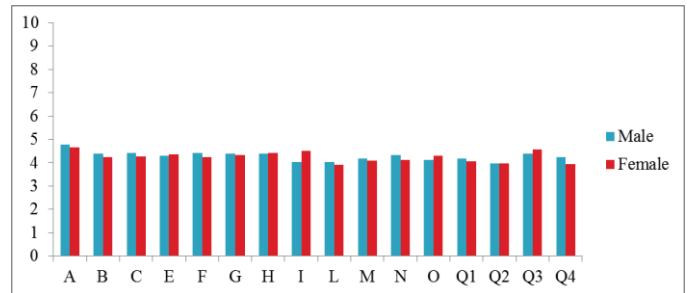
The personality factor Q<sub>3</sub> (Uncontrolled vs Controlled) found to be an average level among tribal (Gaddi) students studying in secondary schools. Tribal (Gaddi) student’s social structure is different from non tribal students. Education imparted today is instrumental in destroying the social fabrics of the tribal communities. Therefore to submerge the tribals, it does not give any new insight to the solution of their problems but promotes separatism. So, they believe upon their own social and cultural aspects. The results of the present study were similar to the results drawn by Mishra (1999) [11] that on High school personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent, sober, conscientious, zestful, self-sufficient, controlled and tense than their SC counterparts. According to Majumdar and Ghosh (2013) [5] the tribal football players were significantly differ from non tribal players in sociability, it is because of facts that tribal people suffers from poverty, socio-economic background and their rigid culture that influences their personality traits.

The personality factor Q<sub>4</sub> (Relaxed vs Tense) found to be an average level among tribal (Gaddi) students studying in secondary schools. I personally observed that these students were somehow tense in nature because they were found restless, impatient and hard driving. It was because the secondary schools were far away from their homes. They walked 2-3 hours regularly to the school to get education by foot. They were often fatigued but unable to remain inactive.

At home they also help their parents in their domestic works. Their frustration represented an excess of stimulated, but undercharged drive. Extremely high tension level may disrupt school and work performance of these students. In some situations they show relaxed characteristics because they have freedom in the community to enjoy their life in natural way. The results of the present study were similar to the results drawn by Mishra (1999) [11] that on High school personality Questionnaire (HSPQ) the tribal tenth grade students were more intelligent, sober, conscientious, zestful, self-sufficient, controlled and tense than their SC counterparts. According to Mehta *et al.* (2008) the ST boys were generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who were more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic.

**Table 2:** shows the mean scores of male and female Gaddi secondary school students on 16 Personality Factors

S.No.	Factor	Male	Female	S.No.	Factor	Male	Female
1	A	4.77	4.65	9	L	4.02	3.90
2	B	4.39	4.25	10	M	4.18	4.10
3	C	4.43	4.26	11	N	4.23	4.13
4	E	4.29	4.37	12	O	4.12	4.29
5	F	4.42	4.25	13	Q1	4.19	4.05
6	G	4.40	4.33	14	Q2	3.97	3.96
7	H	4.38	4.42	15	Q3	4.38	4.58
8	I	4.62	4.52	16	Q4	4.23	3.95



**Fig 2:** shows the mean scores of male and female Gaddi secondary school students on 16 Personality Factors

**5.1 Interpretation and Discussion of the Results**

The results of the present study further reveal that there were no significant differences of gender on all the sixteen personality traits. It means that the male and female tribal (Gaddi) students did not differ significantly in all the 16 personality traits. The results of the present study were similar to the results drawn by Basanti and Mukhopadhaya (2000) [2] studied the effect of Psychological factors and academic achievement among tribal students. It was found that boys and girls did not differ in terms of psychological constraints. These results are not similar to the results drawn by Mehta *et al.* (2008), the results show that rural SC and rural non-backward boys differed on factors ‘A’, ‘C’ ‘F’, and ‘H’ and also indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold.

**Table 3:** The following table shows the results of t-test in the Academic Achievement of male and female tribal (Gaddi) secondary school students.

S. No.	Groups	N	Mean	S.D.	SEM	SE <sub>DM</sub>	t-ratio	Level of significance	Result
1	Male	310	54.04	9.61	0.55	0.82	0.91	Not Significant	Hyp.1 is accepted
	Female	290	54.79	10.61	0.62				

**5.2 Interpretation and Discussion of the Results**

The t-value between male and female tribal (Gaddi) secondary school students came to be 0.91 which is not significant. It indicates that male and female Gaddi secondary school students did not differ in their Academic achievement. And the hypothesis 1 is accepted. The results were similar to the results drawn by V. V. Kulkarni (2013) he concluded that the role of gender in academic performance is limited. Similar results were found by Ryckman *et al.* (1988) results revealed no significant gender differences in academic achievement of the students.

**5.3 Fain Findings**

- From the results of the study, all the sixteen personality traits found to be an average level among tribal (Gaddi) secondary school students i.e. neither too high nor to low.
- From the study it was clear that male and female students did not differ in all the sixteen personality traits.
- From the t- value it was clear that the male and female tribal (Gaddi) secondary school students did not differ significantly in their Academic achievement.

**5.4 Educational Implications**

The personality is the index of an individual and the personality traits differ among boys and girls according to their family environment and family types and their academic performance especially in adolescents. As we know that the education is the overall development of the child. The findings of the present study may be utilized by educational planners and administrators, government and teachers also to modify their schemes pertaining to the development of tribal (Gaddi) secondary school students. The results of the present study can be implemented in the following ways:

**5.5 Implications for Parents**

- Parents can endeavour to develop their personality by implementing effective intervention program.
- By helping them to frame the time table and instructing them to adhere to it.
  - By making the home environment more conducive and motivating.
  - Parents of such children can better utilize their time for upbringing of their children.
  - It also indicates that if uneducated parents have penetrating look and positive attitudes towards the education they can set a mile stone by preparing their children for good citizens.
  - The individuality should be respected. Parents, teachers and family members should help them in building positive attitudes, towards themselves and others.
  - At home parents should also remain careful about the education of their children and pay attention towards their behaviour and education, achievement, potentialities, interest, problem solving abilities for developing their personality.

- Parents should not do favouratism or sibling rivalry among their children. They should treat both equally male as well as female child. It will important for the proper development of their children.
- As failure and success affect their personality, so they should be guided properly by their parents, teachers, and other family members to keep proper track of progress.

**5.6 Implications for Teachers**

The teacher should also pay special attention for the development of these (tribal) children accordingly.

- The present study is also a pointer to those teachers who think that their job is only to impart the knowledge of three R's. Rather, it is more important that those children who exhibit varying personality characteristics should be segregated in the school ladder.
- The activities and programs for the development of positive traits among Gaddi students should be incorporated in the teaching-learning process.
- The individuality should be respected. Parents, teachers and family members should help them in building positive attitudes towards themselves and others.
- Through my proper observation and judgment, I felt that Gaddi students feel themselves low and inferior in their abilities, they should get support of their parents, teachers, and administrators so that they can use their abilities in such a way by which they become confident about their ability.
- By encouraging the students to use library for books, magazines and newspapers daily.
- These students should be properly encouraged to get proper education with other students so that they can make proper adjustment and develop their personality to greatest extent.
- It is necessary for teachers to handle the problems of these students carefully and make them able to solve their problems confidently.
- Teacher should not do favouratism or sibling rivalry among their students. They should treat equally with all the children. It is important for the proper personality development of their students.
- As failure and success affect their personality, so they should be guided properly to keep their proper track of progress.

**5.7 Implications for Policy Makers**

- Self-acceptance and acceptance by others is an important aspect at this age of development so it is important to respect their opinions and ideas, it will help them to develop decision making capacities.
- There should be provision of counseling at schools and colleges at appropriate intervals so that they can overcome their problems and difficulties and become confident, well adjusted students.

- For solving their learning problems, diversified curriculum, multimedia approaches and programmes and multi-level instructional strategies should be applied to these students and their progress should be assessed regularly.
- Sometimes, their parents force them to do domestic work rather than to go school. So, the parents of these children should be educated first so that they can realize the importance of education and encourage them to send their children to the school.
- Our educational system has failed in some way to define the objectives of learning. Hence, the textbooks should contain topics on physical environment, personal and social hygiene, social institutions etc. The skill of language as a subject and language as a medium of instruction should be developed for such children.
- So, it is recommended that both primary and social education should be given wide coverage especially in educationally backward tribal areas and communities.
- Both educational managers and teachers consider societal and economic factors keeping in view the problems of these children while framing the curriculum.
- Productivity of work and vocational courses should be included in the curriculum for fulfilling the needs of tribals.

### 5.8 Implication for the Future of these students

- The study is useful for the future of these students because schools are not only giving them bookish knowledge but also guide them for their future so that they can fit for appropriate service and profession according to their personality traits and educational achievement.

### 6. Conclusion

On the basis of the findings, as discussed in the foregoing pages, it can be concluded that all the 16 personality factors found to be an average level among tribal (Gaddi) secondary school students. Teachers and parents should pay more attention towards their education to overcome their problems. Multimedia approaches, multi-level instructional strategies, continuous assessment of their performance, sympathetic attitudes and congenial climate of school, cooperative learning in peer groups helps to develop their personality characteristics. In this study it is found that the male and female secondary school students do not differ significantly in all the sixteen personality traits. So both the male and female students found to be an average level among all the sixteen personality factors.

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