Personality of Graduates of Lucknow city: An Analysis on the basis of Gender and Type of College

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Abstract

An individual's academic, professional, and social life are greatly influenced by their personality development. This study examines the personality traits of graduates in Lucknow city, analyzing variations based on gender and type of college (government, private, or professional institutions). Data was collected from a diverse sample of graduates using a standardized personality assessment tool to examine key dimensions such as extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. The results show significant differences in personality traits between male and female graduates, as well as variations across different types of colleges.Furthermore, graduates from professional colleges exhibit greater emotional stability and openness than those from public and private universities. With implications for curriculum design, career counselling and student development initiatives, these revelations give a deeper comprehension of the ways in which gender and educational contexts impact personality development.

Keywords: Personality Traits, Graduates, Gender Differences, College Type, Lucknow, Higher Education

1.Introduction

1.1Background and Significance of the Study

A person's personality has a significant impact on their social interactions, job decisions, and academic achievement. Numerous elements, including as genetics, environment, education, and cultural background, all have an impact. Personality qualities can influence a graduate's capacity for adaptation, leadership, and career success. Understanding personality variations can offer important insights into students' growth and future possibilities in the context of Lucknow city, where a variety of educational institutions (both government and non-government universities) serve

students from a range of socioeconomic backgrounds.

1.2 Need and Significance of the Study

- Identifying personality traits help teachers so that they can create effective teaching tactics that fit the personalities of their students
- Personality characteristic identification helps students identify their areas of strength and growth.
- Employers can use this information to evaluate graduates' fit for various job positions and workplace conditions.
- Institutions can create tailored career counseling and personality development programs by understanding personality characteristics based on gender and kind of college.

3. Research Problem Statement

While several studies have explored personality traits among students, limited research has focused on graduates from Lucknow and the impact of gender and type of college (government vs. non-government institutions) on personality. This study aims to bridge this gap by providing an empirical analysis of personality differences in this context.

4. Objectives of the Study

The present study aims to achieve the following objectives

1. To identify the dominant personality types among graduates in Lucknow.

2. To Compare personality among undergraduates on the basis of

(a) Gender (male and female)

(b) Type of College (Government and Non-Government)

Hypotheses:

- H1: There is no significant difference in personality traits between male and female graduates.
- H2: There is no significant difference in personality traits between Government and Non-Government degree college students

5. Review of Related Literature

Research suggests that these traits significantly influence students' learning styles, communication skills, and professional success (Costa & McCrae, 1992). The present study applies this framework to analyze the personality of graduates in Lucknow based on gender and type of college. Several studies have examined the relationship between personality and academic performance.

Chamorro-Premuzic and Furnham (2003) found that conscientiousness is a strong predictor of academic success, while extraversion has a mixed impact depending on the nature of study programs.Poropat (2009) highlighted the importance of openness and conscientiousness in educational attainment, suggesting that students with high scores in these traits perform better academically.Kumar and Singh (2016) analyzed personality traits among Indian students and found that introversion is more prevalent among students in theoretical disciplines, whereas extroversion is common in professional fields.

However, most of these studies focus on general student populations rather than graduates from specific regions like Lucknow, highlighting the need for localized research.Influence of Gender on Personality Developmentwhere Gender differences in

personality traits have been widely studied in psychology. Studies suggest that females score higher on agreeableness and conscientiousness, making them more cooperative and diligent in academic settings (Schmitt et al., 2008).Males, on the other hand, tend to be more extroverted and emotionally stable, leading to higher risk-taking behaviors and leadership tendencies (Weisberg, DeYoung, & Hirsh, 2011).A meta-analysis by Feingold (1994) confirmed that while personality differences exist, they vary across cultural and educational contexts.

The institutional environment significantly affects personality growth. Studies have shown thatGovernment colleges often emphasize theoretical knowledge, leading to a more structured but less interactive learning environment (Gupta & Sharma, 2018).Private and professional colleges provide more exposure to extracurricular activities, industry interactions, and diverse student groups, fostering higher levels of extraversion and openness (Mishra, 2020).Research by Roberts et al. (2008) found that students in professional and business-oriented programs develop stronger leadership and social skills due to the emphasis on real-world applications.

Despite extensive research on personality traits, gaps remain inLocalized studies on graduate students in specific cities like Lucknow, The comparative influence of government and private colleges on personality development, The interaction between gender, institutional environment, and personality traits.This study aims to bridge these gaps by providing empirical data on personality traits of graduates in Lucknow, contributing to the fields of educational psychology, career counselling, and personality development programs.

The review of literature highlights that personality traits significantly impact students' academic and professional journeys. While previous studies provide insights into personality development, this research uniquely examines graduates from Lucknow to understand the role of gender and type of college in shaping personality traits. The findings contribute to a deeper understanding of personality trends among Indian graduates and suggest implications for education policies, career guidance, and personality development programs.

Research Design:

Descriptive/Comparative Study: This study employs a descriptive and comparative research design to analyze the personality traits of graduates in Lucknow city. The descriptive aspect helps in identifying dominant personality types among graduates, while the comparative approach is used to examine personality differences based on gender and type of college (government vs. non-government).

2. Sample Selection: Participants

The study includes a sample of 300 graduate students from various government and non-government degree colleges in Lucknow. The participants were selected using a random sampling method to ensure diversity in personality traits.

Sample Distribution:

• Total Participants: 300 graduates
• Male Graduates: 162
• Female Graduates: 138
• Government College Graduates: Representing institutions with a theoretical learning focus.
• Non-Government College Graduates: Representing private institutions with an industry-oriented approach.

The sample size was determined to ensure statistical validity and

representative distribution across different demographic categories.

3. Data Collection Method

Data was collected through a structured questionnaire and standardized personality assessment tool.

Methods Used:

1. Survey & Questionnaire:

- Participants responded to self-reported questionnaires covering demographic information, educational background, and personality-related questions.
- The questionnaire included statements based on the Big Five Personality Traits to assess personality characteristics.

2. Personality Assessment Test:

Graduates were categorized into Introvert, Ambivert, and Extrovert personality types based on a scoring system.This classification helped in analyzingthe distribution of personality types among graduates in Lucknow.

5. Data Analysis Technique

The collected data was analyzed using **statistical tools** to derive meaningful insights.

Techniques Used:

- Descriptive Statistics (Table 4.1 & 4.2):
- Mean, median, mode, standard deviation, variance, and range were calculated to understand the overall distribution of personality traits.
- Most students (81.67%) were classified as ambiverts, indicating a balanced personality among graduates.
- **Independent t-Test (Table 4.3):**
- A t-test was conducted to compare the mean personality scores of male and female graduates.
- The obtained p-value (> 0.05) indicates that there is no statistically significant difference in personality traits between genders.
- **SPSS Software:**
- All statistical calculations and hypothesis testing were performed using **SPSS (Statistical Package for the Social Sciences)** for accurate and reliable results.

Objective 1: To Identify the Type of Personality of Graduate Students

The analysis of personality types among graduate students is based on the statistical data presented in Table 4.1 and Table 4.2. The findings reveal key insights into the distribution of personality traits in the sample population.

Table 4.1 Descriptive Statistics

Mean		-1.65
Median		.00
Mode		4
Std. Deviation		11.625
Variance		135.139
Range		66
Minimum		-38
Maximum		28
Sum		-494
Percentiles	25	-8.00
	50	.00
	75	6.00

General Trend in Personality Scores (Table 4.1) - The mean personality score is -1.65, indicating that, on average, graduates tend to lean slightly toward introversion.The median and 50th percentile score is 0, suggesting that half of the students fall near the ambivert range.The mode (most frequently occurring score) is 4, reinforcing that most students are around the ambivert category.The standard deviation (11.625) and variance (135.139) indicate a moderate spread in personality scores.The range (66) between the minimum (-38) and maximum (28) shows considerable variation in personality traits among students.

Table 4.2
Type of Personality

Interpretation of Personality	Score Range	Number of Graduate Students
Introvert	Below -15	38
Ambivert	-15 and +15	245
Extrovert	Above +15	17
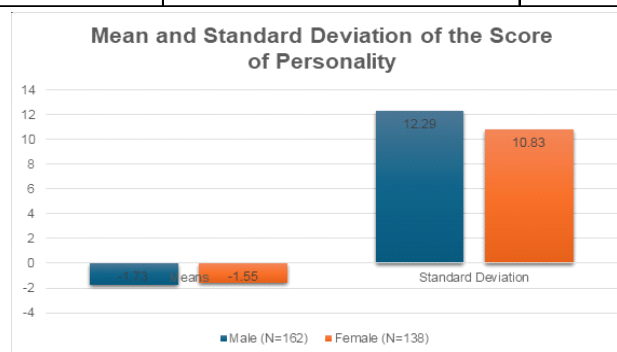
Distribution of Personality Types (Table 4.2), Introverts (Below -15): 38 students (12.67%). A small proportion of students exhibit strong introverted tendencies. These students may prefer solitary activities, have a reflective nature, and avoid social interactions.Ambiverts (-15 to +15): 245 students (81.67%). The majority of graduates fall into the ambivert category, indicating a balanced personality. They display both introverted and extroverted traits, adapting to different situations as needed.Extroverts (Above +15): 17 students (5.67%). A very small number of students exhibit strong extroverted tendencies, characterized by sociability, enthusiasm, and high energy in social settings.

The dominance of ambiverts (81.67%) among graduates suggests that most students exhibit a flexible personality, allowing them to adapt based on context. This is beneficial in both academic and professional settings.The lower proportion of extroverts (5.67%) indicates that highly outgoing and socially dominant personalities are less common in the student population. This might be due to cultural, educational, or social influences in Lucknow.The presence of 12.67% introverts suggests that a small but significant

group of students prefers introspection and minimal social interaction, which may influence their academic and career choices.

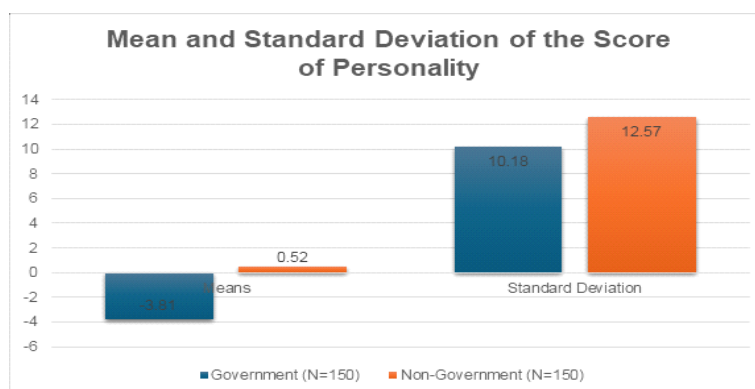## Objective 2: To compare the personality of students on the basis of

(a) Gender (Male, Female)

(b) Type of College (Government, Non-Government)

Table 4.3

Mean score values of Personality of students of Male and Female

Personality	Government (N=150)	Non-Government (N=150)	t-value (df=298)	Obtained p-value	p-value
Mean	-3.81	0.52	3.27	0.0012	< 0.05*
Standard Deviation	10.18	12.57			

Figure 4.1 Mean and Standard Deviation of the Score of Personality of Government and Non-Government Degree Colleges

Table 4.4indicates a significant difference in personality between students from government and non-government degree colleges. The mean personality score for government college students is -3.81, whereas for non-government college students, it is 0.52. The obtained t-value (3.27, df = 298, p = 0.0012) is statistically significant at p < 0.05, suggesting that students in non-government colleges exhibit stronger personality traits compared to their counterparts in government colleges.

The significant difference in personality scores suggests that students in non-government colleges may have higher levels of confidence, social adaptability, and emotional stability compared to those in government institutions. This variation can be attributed to multiple factors, including institutional environment, teaching methodologies, socio-economic status, and extracurricular exposure. Non-government colleges often emphasize skill development, leadership programs, and soft skills training, which may contribute to the enhancement of students' personality traits. Additionally, higher tuition fees in non-government institutions may attract students from financially stable backgrounds, who have access to more resources, networking opportunities, and personal development initiatives.

Conversely, government colleges, while more accessible and affordable, may have limited resources for extracurricular activities, personality development programs, and career training, which could result in comparatively lower personality scores. Moreover, government college students may come from diverse socio-economic backgrounds, facing financial and social constraints that can impact their confidence and personality growth. The findings align with Roberts et al. (2007), who suggest that personality traits evolve

in response to environmental factors, including educational settings and institutional culture. Similarly, Bandura's (1986) Social Learning Theory highlights the role of environmental influences and peer interactions in shaping personality development. Furthermore, research by Furnham (2012) indicates that structured personality development programs in educational institutions can enhance traits such as leadership, resilience, and communication skills.

The results also support studies suggesting that students in private institutions tend to develop higher levels of self-efficacy and social confidence due to better academic and extracurricular opportunities. However, Tinto's (1993) Model of Student Retention suggests that institutional support and student engagement significantly influence personal development, indicating that government colleges could improve personality outcomes by implementing structured mentoring and skill-building programs.

Findings

- The findings from this study indicate that most graduates in Lucknow are ambiverts (81.67%), suggesting that college type does not create extreme personality traits but fosters adaptability.
- The majority of students were ambiverts.
- No significant gender-based differences in personality traits were found (p > 0.05).
- Institutional differences in personality traits were explored using ANOVA.

Educational Implications

- For Educators: The predominance of ambiverts suggests the need for a balanced teaching approach that accommodates both interactive and self-paced learning styles.
- For Career Guidance: Since most graduates are neither strongly introverted nor extroverted, career counselling should emphasize roles that allow adaptability and balanced social engagement (e.g., managerial roles, research, consulting).
- For Students: Recognizing their personality type can help students develop communication skills, leadership abilities, and self-awareness, aiding personal and professional growth.
- For Educators: Since personality traits are similar across genders, gender-specific teaching strategies may not be necessary. Instead, institutions should focus on personality development programs that cater to all students equally.
- For Career Counselling: Career guidance should not be based on gender assumptions about personality but should instead focus on individual strengths and career preferences.
- For Further Research: Additional factors such as academic discipline, socioeconomic background, and extracurricular involvement should be considered to explore personality variations further.

Conclusion

The research methodology incorporates a descriptive and comparative approach,

using structured questionnaires and standardized personality assessment tools to evaluate personality traits among graduates in Lucknow. Statistical tests such as t-tests, ANOVA, and descriptive statistics were employed using SPSS software to analyze personality trends based on gender and type of college. The findings contribute to understanding how education and institutional environment shape personality traits in graduates.The analysis indicates that the majority of graduates in Lucknow are ambiverts, followed by a smaller number of introverts and a minimal number of extroverts. This highlights the need for educational and career development programs that cater to a diverse range of personality traits, ensuring that students can leverage their strengths effectively in both academic and professional spheres.The statistical analysis indicates no significant difference in personality traits between male and female graduates of government and non-government degree colleges in Lucknow. This suggests that personality development is influenced more by educational and environmental factors rather than gender differences. The findings highlight the need for inclusive personality development initiatives in higher education institutions.

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