Helping Attitude and Mindful Attention of the Extrovert, Introvert and Ambivert Boys and Girls: A Correlational Study of the Higher Secondary School Students of Dibrugarh District

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Abstract

Mindful attention has been defined as a human's ability to use thought, processes as a means to regulate one's behaviour. Mindful attention improves attention regulation; benefits physical and psychological state reduces stress and facilitates emotion regulation. Helping attitude is the quality of the individual which benefits the giver as well as the receiver. It is the standard of unselfish concern for the welfare of others not putting themselves first but being willing to offer their time, money and effort, etc. for the benefit of others. This study has been focused on the relationship between mindful attention and helping attitude of the different personality traits students of higher secondary classes of Dibrugarh District. Both primary and secondary data has been used for the purpose of the study. Primary data has been collected from the higher secondary school students of Dibrugarh district.

Keywords: Mindful attention, Helping attitude, Extroversion, Introversion, Relationship, Ambiversion.

INTRODUCTION

Helping attitude is the quality of the individual which benefits the giver as well as the receiver. It is the standard of unselfish concern for the welfare of others not putting themselves first but being willing to offer their time, money and effort, etc. for the benefit of others. Such help can enhance positive thought and positive self-esteem. On the other hand, people's helping attitude involves expectation or exchange of material goods as well as social goods like service, love, information status (Baron & Byrne, 1999).

Nickell said that helping attitude is the beliefs, feelings and behaviours associated with helping people. Helping attitude or behaviour is a long time noble behaviour in many cultures and is a crucial feature of many religions throughout the world (Snyder, Lopez & Pedrotti, 2011).

Mindful attention has been defined as a human's ability to use thought, processes as a means to regulate one's behaviour. Mindful attention improves attention regulation; benefits physical and psychological state reduces stress and facilitates emotion regulation.

Being Mindful makes it easier to savour the pleasures in life as they occur, helps humans become fully engaged in activities, and creates a greater capacity to affect adverse events. Mindful attention and helping attitude are both psychological concepts and to study the relationship of these two among students with having different personality traits the study has been conducted.

CONCEPTUAL AND OPERATIONAL DEFINITIONS OF THE TERMS USED:

CONCEPTUAL DEFINITIONS:

Mindful Attention: Mindful attention has been defined as a human's ability to use thought, processes as a means to regulate one's behaviour. Mindful attention improves attention regulation; benefits physical and psychological state reduces stress and facilitates emotion regulation.

Helping Attitude: Helping Attitude is a willingness and concern for the welfare of others. It refers to voluntary actions intended to help others, maybe in place of money or some returns or purely selfless help. In simple words, it is caring about the welfare of other people and acting to help them. Altruistic behaviour can be motivated by personal egotism or it can be prompted by a "pure" empathetic desire to benefit another person, irrespective of personal gain (Batson, 1991; Batson, Ahmed & Lishner, 2009).

Extroversion: Extroversion is that the act, state, or habit of a person's being that's predominantly concerned with obtaining gratification from what's outside oneself. It manifests during a person and makes him enjoy human interactions and be enthusiastic, takes pleasure in activities that involve large social gatherings, like parties, community activities, public demonstrations and political groups (Webster, 2018).

Introversion: Introversion is a state of being predominantly interested in one's owns mental self. It enables an individual to expand through reflection and dwindle during interaction. It is the act of directing one's interest inward or to things within oneself; the state of worrying primarily with one's thoughts and feelings instead of with the external environment (Helgoe, 2008).

Ambiversion: An ambiversion personality is someone who exhibits qualities of both introversion and extroversion. An ambiversion person can flip into either counting on their mood, context and goals. The modern psychologist has used different terms as synonyms of ambiversion. This is-

(i) Outgoing introverts: An introvert person who can be outgoing in certain situations, around certain people or when needed.

(ii) Antisocial extroverts: it's mentioned as an extrovert who needs longer to regulate a social situation or who likes to be alone quite a typical extrovert.

(iii) Social introverts: It refers to the person with an introvert who can also dial-up into extroversion when needed.

OPERATIONAL DEFINITIONS:

Mindful attention: In this study, Mindful Attention refers to the score obtained by the respondent of Higher Secondary school students of Dibrugarh district in the 'Mindful Attention Awareness Scale (MAAS)' developed by Brown and Ryan in the year 2003.

Helping attitude: In this study, Helping Attitude refers to the score obtained by the respondent of Higher Secondary school students of Dibrugarh district in the 'Helping Attitude Scale (HAS)' developed by Gary S. Nickell in the year 1998.

Extroversion, Introversion and Ambiversion: In the present study, Extroversion, Introversion and Ambiversion refers to the score obtained by the respondent of Higher Secondary school students of Dibrugarh district in the Introversion Extroversion Inventory developed by Dr P.F. Aziz Retd. and Dr.(Mrs.) Rekha Gupta.

GEOGRAPHICAL LOCATION OF THE STUDY: The study has been conducted at the Dibrugarh district of Assam. Dibrugarh district occupies an area of 3381 KM^2 of Assam. The district of Dibrugarh with just one sub-division is situated within the eastern part of Assam. The district extends from 27° 5' 38" N to 27° 42' 30" N latitude and 94°33'46"E to 95°29'8"E longitude. The district is surrounded by Dhemaji district and an area of Lakhimpur district within the north, a neighbourhood of Sivasagar district and Arunachal Pradesh within the south, Tinsukia district in the East and Sivasagar district in the West.

Helping Attitude and Mindful Attention of the Extrovert, Introvert and Ambivert Boys and Girls: A Correlational Study of the Higher Secondary School Students of Dibrugarh District

OBJECTIVES OF THE STUDY:

1. To study the level of mindful attention of Introvert, Extrovert and Ambivert boys and girls of the higher secondary school students of Dibrugarh district.

2. To compare mindful attention of Extrovert boys and girls of higher secondary school students of Dibrugarh district.

3. To compare mindful attention of Introvert boys and girls of higher secondary school students of Dibrugarh District.

4. To compare mindful attention of Ambivert boys and girls of higher secondary school students of Dibrugarh District.

5. To study the relationship between mindful attention and helping attitude among the extrovert boys of the higher secondary school students of Dibrugarh district.

6. To study the relationship between mindful attention and helping attitude among the extrovert girls of the higher secondary school students of Dibrugarh district.

7. To study the relationship between mindful attention and helping attitude among the introvert boys of the higher secondary school students of Dibrugarh district.

8. To study the relationship between mindful attention and helping attitude among the introvert girls of the higher secondary school students of Dibrugarh district.

9. To study the relationship between mindful attention and helping attitude among the Ambivert boys of the higher secondary school students of Dibrugarh district.

10. To study the relationship between mindful attention and helping attitude among the Ambivert girls of the higher secondary school students of Dibrugarh district.

HYPOTHESES OF THE STUDY:

Ho1: There is no significant difference between mindful attention of Extrovert boys and girls of higher secondary school students of Dibrugarh district.

Ho2: There is no significant difference between mindful attention of Introvert boys and girls of higher secondary school students of Dibrugarh District.

Ho3: There is no significant difference between mindful attention of ambivert boys and girls of higher secondary school students of Dibrugarh District.

Ho4: There is no significant relationship between mindful attention and helping attitude among the extrovert boys of the higher secondary school students of Dibrugarh district.

Ho5: There is no significant relationship between mindful attention and helping attitude among the extrovert girls of the higher secondary school students of Dibrugarh district.

Ho6: There is no significant relationship between mindful attention and helping attitude among the introvert boys of the higher secondary school students of Dibrugarh district.

Ho7: There is no significant relationship between mindful attention and helping attitude among the introvert girls of the higher secondary school students of Dibrugarh district.

Ho8: There is no significant relationship between mindful attention and helping attitude among the Ambivert boys of the higher secondary school students of Dibrugarh district.

Ho9: There is no significant relationship between mindful attention and helping attitude among the Ambivert girls of the higher secondary school students of Dibrugarh district.

METHODOLOGY:

Method: Descriptive survey method has been used for the present study.

Population of the study:

a. Population of the Higher Secondary schools: The present study comprised all the Higher Secondary schools of Dibrugarh District of Assam.

b. Population of students: The population of the present study comprised of all the students studying in classes XI and XII at Dibrugarh District of Assam.

Sample of the students: All the class XI and XII students from each of the respondent higher secondary schools studying in the year 2019.

Selection of the schools: For the present study, the investigators had chosen two higher secondary schools through incidental sampling technique.

Selection of the students: All the students of classes XI and XII from each of the sampled higher secondary schools are selected for the study. A total of 90 students from government higher secondary schools and 50 from private Higher Secondary schools had been selected for the study.

Tools Used:

1. Helping Attitude Scale (HAS): This scale was developed by Gary S. Nickell (1998). It is a 5-point Likert-type scale measuring positive and negative attitudes towards helping others. It has 20 items and the response to each item ranges from strongly disagree (1) to strongly agree (5). The scale also uses reverse scoring for six items. The scores for the reversely scored items are reversed and everyone's twenty scores are added to get the entire Helping Attitude Scale score. The scale has both positive and negative statements. Items at serial no.1,5,8,11,18,19 are negative, others are positive(14).the positive statements are scored as 1,2,3,4,5 & for negative statements it is reversed as 5,4,3,2,1. The total score on the scale can range from 20 to 100 with a score of 60 being a neutral score. The test-retest reliability of the scale is r = .847. The internal consistency for the scale is .869.

2. Introversion Extroversion Inventory: This inventory has been developed by Dr P.F. Aziz Retd. Principal, R. G. College, Meerut and Dr.(Mrs.) Rekha Gupta Principal, Kanohar Lal P.G. College, Meerut Uttar Pradesh).

Scoring: Scoring system of the inventory is very easy where Extrovert responses are considered to be correct. One mark is awarded for every correct response. After checking the responses of the subject the score obtained by the respondent is calculated by the following formula: - Score obtained= No. of correct responses- No. of incorrect responses. The subject obtains a plus score when the No. of correct responses exceeds that of the incorrect ones; he/she gets a minus score when the No. of incorrect responses exceeds that of the right ones. If the subjects score ranges between -15 and +15 he is said to be an ambivert. If the score is above +15 he is said to be an extrovert; if the score is below -15 he is said to be an introvert. Table 1: classification of Introversion

Table 1: classification of Introversion, Ambiversion and Extroversion

Score range	Interpretation
Below -15	Introvert
-15 and +15	Ambivert
Above +15	Extrovert

3. Mindful Attention Awareness scale: The Mindful Attention and Awareness Scale (MAAS) is one of the earliest self-report instruments measuring the extent to which one acts with awareness in lifestyle. It was developed by Brown and Ryan (2003)to assess individual differences within the dispositional quality of Mindfulness, especially the eye and awareness within the lifestyle present moment experience of individuals without meditation experience. This 15-item instrument addresses cognitive, emotional, physical, interpersonal and general domains with one total score, where higher scores reflect greater Mindfulness. The research that created the MAAS investigated Mindfulness as an attribute that varies between and within people (Brown, Ryan, 2003). Humans vary in attention and awareness to present events and experiences. The inherent capability differs in individuals because of levels of discipline, self-regulation, and personality. The MAAS assesses individual differences within the frequency of Mindful states over time. The scale may be a 15-item (1-6 Likert scale) questionnaire to assess dispositional (or trait) Mindfulness. The measurements from the MAAS tap consciousness are associated with self-regulation and various areas of well-being. This scale is based on the understanding that all humans have "radar" for internal and external experience, which is awareness. Consciousness is formed through harnessing the focusing of that awareness, which is attention. Mindfulness is enhanced attention to and awareness of current experience or this moment. This scale intentionally excludes mood, attitude, and motivation to stay dispositional Mindfulness neutral as a construct. The MAAS measures one's tendency toward Mindfulness or mindlessness. Scores of the MAAS strongly correlate with self-consciousness, rumination, and self reaction. Those scoring higher in Mindfulness tend to report higher levels of pleasant effect, higher self-esteem, optimism, and self-actualization. Also, lower levels of neuroticism, anxiety, depression, and unpleasant effect are reported in those scoring higher in Mindfulness.

ANALYSIS OF THE STUDY:

Objective 1: To study the level of mindful attention of Introvert, Extrovert and Ambivert boys and girls of the higher secondary school students of Dibrugarh district.

Table 2: Level of mindful attention of Introvert, Extrovert and Ambivert boys and girls

Personality traits	Extrovert		Introvert		Ambivert	
Gender	Boys	Girls	Boys	Girls	Boys	Girls
Mean	67.17	62.64	51	67	56.19	62.70
SD	6.14	6.36	7.46	8.81	8.98	9.69
Kurtosis	3.23	-0.54	0.86	-2.04	0.76	-0.26
Skewness	-1.18	-0.29	0.46	-0.57	0.31	-0.017

Table 2 shows the level of mindful attention of introvert, extrovert and ambivert boys and girls of higher secondary school students of Dibrugarh district of Assam. Regarding extrovert boys students, mean, standard deviation, kurtosis and skewness of the distribution are- 67.17, 6.14, 3.23 and -1.18 respectively. Thus the distribution is negatively skewed means more extrovert boys scored higher than the average score. Thus the distribution of extrovert boy's scores found leptokurtic i.e. the curve is peaked than the normal curve.

For extrovert girls students, mean, standard deviation, kurtosis and skewness of the distribution are- 62.64, 6.36, -0.54 and -0.29 respectively. Thus the distribution is negatively skewed means more extrovert girls scored higher than the average score. Thus the distribution of extrovert girls scores found leptokurtic i.e. the curve is peaked than the normal curve.

Regarding introvert boys students, mean, standard deviation, kurtosis and skewness of the distribution are 51, 7.46, 0.86 and 0.46 respectively. For introvert girls mean, standard deviation, kurtosis and skewness of the distribution are 67, 8.81, -2.04 and -0.57 respectively.

For introvert boys, it can be said that the distribution is positively skewed and that means more introvert boys scored lower than the average score. Thus the distribution of introvert boy's scores found platykurtic i.e. the curve is flattered than the normal curve. And regarding the introvert girl's students, the distribution is negatively skewed means more introvert girls scored higher than the average score. Thus the distribution of introvert girl's scores found leptokurtic i.e. the curve is peaked than the normal curve.

Regarding ambivert boys, mean, standard deviation, kurtosis and skewness of the distribution are 56.19, 8.98, 0.76 and 0.31respectively. For ambivert girls mean, standard deviation, kurtosis and skewness of the distribution are 62.70, 9.69, -0.26 and -0.017 respectively.

For ambivert boys, it can be said that the distribution is positively skewed, which means more ambivert boys scored lower than the average score. Thus the distribution of ambivert boy's scores found platykurtic i.e. the curve is flattered than the normal curve. And regarding the ambivert girls students, the distribution is negatively skewed which means more ambivert girls scored higher than the average score. Thus the distribution of ambivert girls scores found leptokurtic i.e. the curve is peaked than the normal curve.

Objective 2: To compare mindful attention of Extrovert boys and girls of higher secondary school students of Dibrugarh district.

Ho1: There is no significant difference between mindful attention of extrovert boys and extrovert girls of higher secondary school students of Dibrugarh district.

Table 3: Level of mindful attention of Extrovert boys and girls

Personality trait	Extrovert	
Gender	Boys	Girls
Mean	67.17	62.64
SD	6.14	6.36
Kurtosis	3.23	-0.54
Skewness	-1.18	-0.29

Table 3 shows the level of mindful attention of extrovert boys and girls of higher secondary school students of Dibrugarh district of Assam. Regarding extrovert boys students, mean, standard deviation, kurtosis and skewness of the distribution are- 67.17, 6.14, 3.23 and -1.18 respectively. Thus the distribution is negatively skewed means more extrovert boys scored higher than the average score. Thus the distribution of extrovert boys score found leptokurtic i.e. the curve is peaked than the normal curve.

For extrovert girls students, mean, standard deviation, kurtosis and skewness of the distribution are- 62.64, 6.36, -0.54 and -0.29 respectively. Thus the distribution is negatively skewed means more extrovert girls scored higher than the average score. Thus the distribution of extrovert girl's scores found leptokurtic i.e. the curve is peaked than the normal curve.

Regarding the comparison of mindful attention of extrovert boys and girls, it has been found that the calculated value of the critical ratio is 4.04 and it is larger than the table value (2.58) at 0.01 level of significance. Therefore the null hypothesis is rejected at 0.01 level. Therefore, it is said that there is a significant difference between mindful attention of extrovert boys and girls.

Again it has been found that the calculated value of the critical ratio is 4.04 and it is larger than the table value (1.96) at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level also. Therefore, it is said that there is a significant difference between mindful attention of extrovert boys and girls.

Objective 3: To compare mindful attention of Introvert boys and girls of higher secondary school students of Dibrugarh District.

Ho2: There is no significant difference between mindful attention of Introvert boys and girls of higher secondary school students of Dibrugarh District.

Table 4: Level of mindful attention of introvert boys and girls

Personality trait	Introvert	
Gender	Boys	Girls
Mean	51	67
SD	7.46	8.81
Kurtosis	0.86	-2.04
Skewness	0.46	-0.57

Table 4 shows the level of mindful attention of introvert boys and girls of higher secondary school students of Dibrugarh district of Assam. Regarding introvert boys mean, standard deviation, kurtosis and skewness of the distribution are 51, 7.46, 0.86 and 0.46 respectively. For introvert girls mean, standard deviation, kurtosis and skewness of the distribution are 67, 8.81, -2.04 and -0.57 respectively.

For introvert boys, it can be said that the distribution is positively skewed and that means more introvert boys scored lower than the average score. Thus the distribution of introvert boy's scores found platykurtic i.e. the curve is flattered than the normal curve. And regarding the introvert girl's students, the distribution is negatively skewed means more introvert girls scored higher than the average score. Thus the distribution of introvert girl's scores found leptokurtic i.e. the curve is peaked than the normal curve.

Regarding the comparison of mindful attention of introvert boys and girls, it has been found that the calculated value of the critical ratio is 8.33 and it is larger than the table value (2.58) at 0.01 level of significance. Therefore the null hypothesis is rejected at 0.01 level. Therefore, it is said that there is a significant difference between mindful attention of introvert boys and girls.

Again it has been found that the calculated value of the critical ratio is 8.33 and it is larger than the table value (1.96) at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level also. Therefore, it is said that there is a significant difference between mindful attention of introvert boys and girls.

Objective 4: To compare mindful attention of Ambivert boys and girls of higher secondary school students of Dibrugarh District.

Ho 3: There is no significant difference between mindful attention of ambivert boys and girls of higher secondary school students of Dibrugarh District.

Table 5: comparison of the level of mindful attention of ambivert boys and girls

Personality trait	Ambivert	
Gender	Boys	Girls
Mean	56.19	62.70
SD	8.98	9.69
Kurtosis	0.76	-0.26
Skewness	0.31	-0.017

Table 5 shows the level of mindful attention of ambivert boys and girls of higher secondary school students of Dibrugarh district of Assam. Regarding ambivert boys, mean, standard deviation, kurtosis and skewness of the distribution are 56.19, 8.98, 0.76 and 0.31respectively. For ambivert girls mean, standard deviation, kurtosis and skewness of the distribution are 62.70, 9.69, -0.26 and -0.017 respectively.

For ambivert boys, it can be said that the distribution is positively skewed, which means more ambivert boys scored lower than the average score. Thus the distribution of ambivert boy's scores found platykurtic i.e. the curve is flattered than the normal curve. And regarding the ambivert girls students, the distribution is negatively skewed which means more ambivert girls scored higher than the average score. Thus the distribution of ambivert girl's scores found leptokurtic i.e. the curve is peaked than the normal curve.

Regarding the comparison of mindful attention of ambivert boys and girls, it has been found that the calculated value of the critical ratio is 11.40 and it is larger than the table value (2.58) at 0.01 level of significance. Therefore the null hypothesis is rejected at 0.01 level. Therefore, it is said that there is a significant difference between mindful attention of ambivert boys and girls.

Again it has been found that the calculated value of the critical ratio is 11.40 and it is larger than the table value (1.96) at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level also. Therefore, it is said that there is a significant difference between mindful attention of ambivert boys and girls.

Objective 5: To study the relationship between mindful attention and helping attitude among the extrovert boys of the higher secondary school students of Dibrugarh district.

Ho 4: There is no significant relationship between mindful attention and helping attitude among the extrovert boys of the higher secondary school students of Dibrugarh district.

Table 6: Coefficient of correlation between mindful attention and helping attitude of extrovert boys

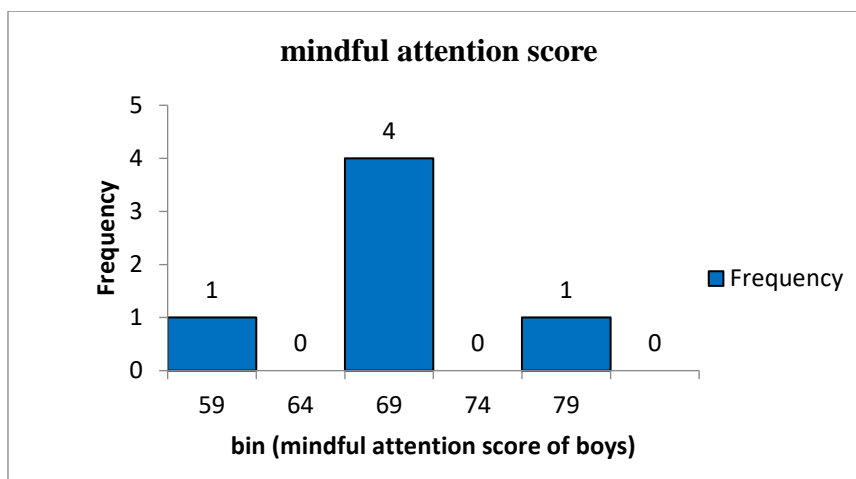| Variables	N(extrovert boys)	Coefficient correlation
Mindful attention	6	-0.11068
Helping attitude	6	

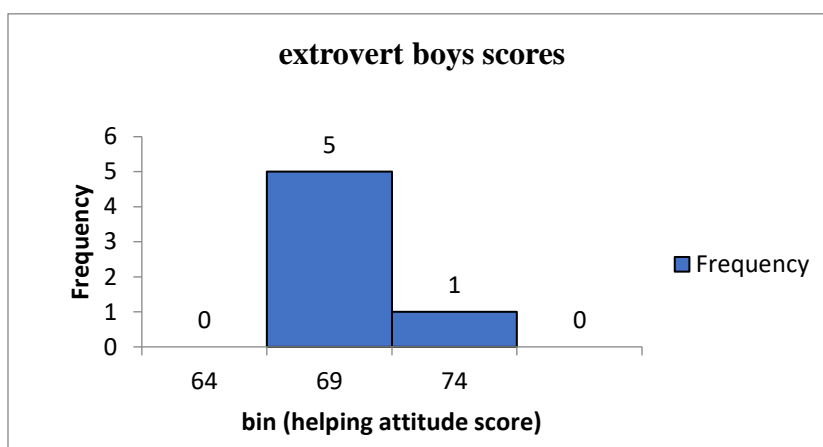**Figure 1: Mindful Attention scores of extrovert boys**

Figure 2: Helping Attitude scores of extrovert boys

Both Figure 1 and figure 2 are showing the scores of the extrovert boys respectively in mindful attention and helping attitude. In figure 1 of extrovert boys regarding mindful attention one boy scores under bin 59, four boys' scores in 69 bin and one boy scores under the bin of 74.

Again in figure 2 of extrovert boys regarding helping attitude, 5 boys score under bin 69, and one boy score under the bin of 74.

Table 6 shows the coefficient of correlation between mindful attention and helping attitude of 6 extrovert boys. The correlation is -0.11068. Thus, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of extrovert boy's higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

Objective 6: To study the relationship between mindful attention and helping attitude among the extrovert girls of the higher secondary school students of Dibrugarh district.

Ho5: There is no significant relationship between mindful attention and helping attitude among the extrovert girls of the higher secondary school students of Dibrugarh district.

Table 7: coefficient of correlation between mindful attention and helping attitude of extrovert girls

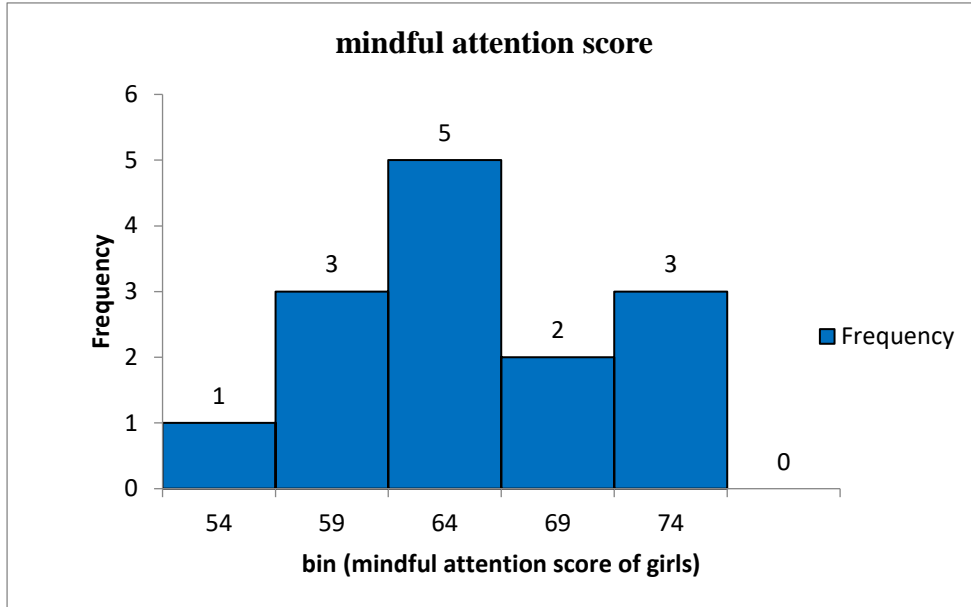| Variables	N (extrovert girls)	Coefficient correlation
Mindful attention	14	0.157976
Helping attitude	14	

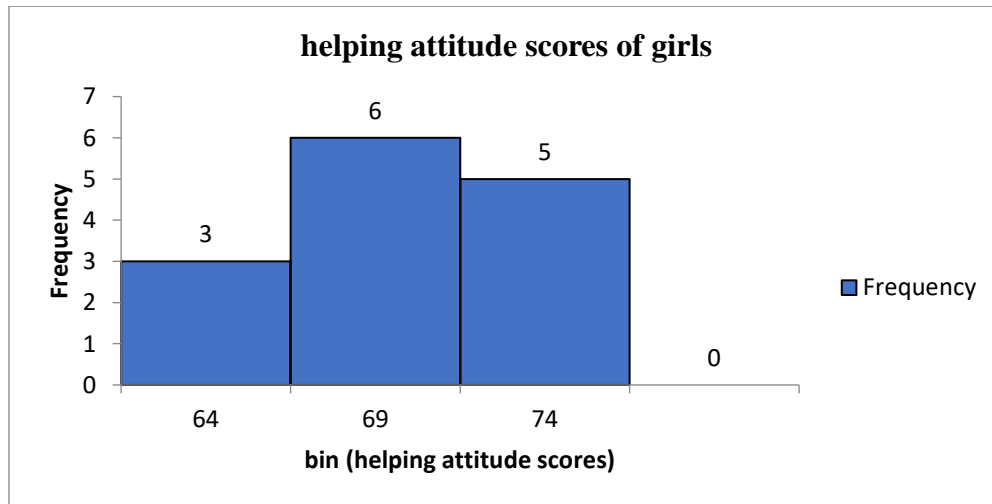**Figure 3: Mindful Attention scores of extrovert girls**

Figure 4: Helping Attitude scores of extrovert girls

Figures 3 and 4 are showing the scores of the extrovert girl's scores obtained respectively in mindful attention and helping attitude. In figure 3 of extrovert girls, regarding mindful attention one girl scores under bin 54, three girl's scores in 59 bin, two girls score under the bin of 69 and three girls score under the bin of 74.

Again in figure 4 of extrovert girls regarding helping attitude three girls scores under bin of 64, six girls scores under the bin of 69 and five girls scores under the bin of 74.

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Table 7 shows the coefficient of correlation between mindful attention and helping attitude of 14 extrovert girls. The correlation is 0.157976. Thus, it indicates that there is a significant positive correlation between mindful attention and the helping attitude of extrovert girl's higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

Objective 7: To study the relationship between mindful attention and helping attitude among the introvert boys of the higher secondary school students of Dibrugarh district.

Ho6: There is no significant relationship between mindful attention and helping attitude among the introvert boys of the higher secondary school students of Dibrugarh district.

Table 8: coefficient of correlation between mindful attention and helping attitude of introvert boys

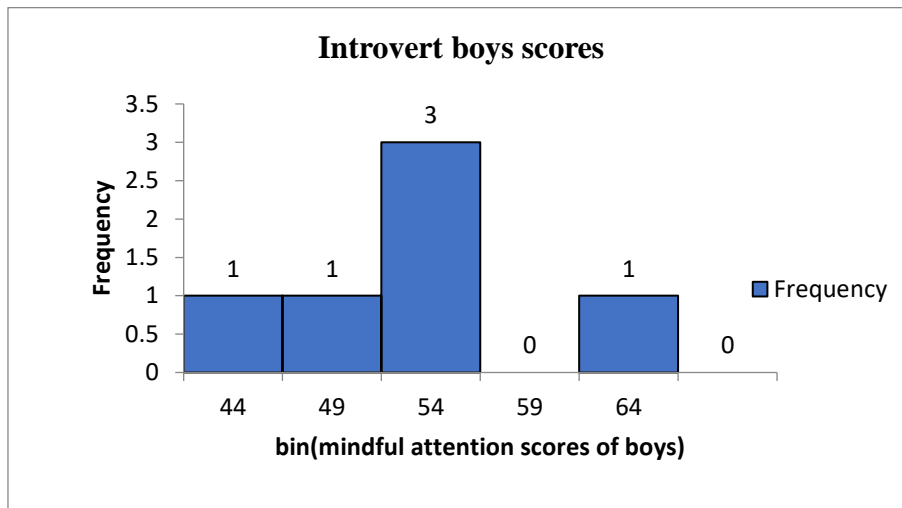| Variables	N (introvert boys)	Coefficient correlation
Mindful attention	6	-0.70828
Helping attitude	6	

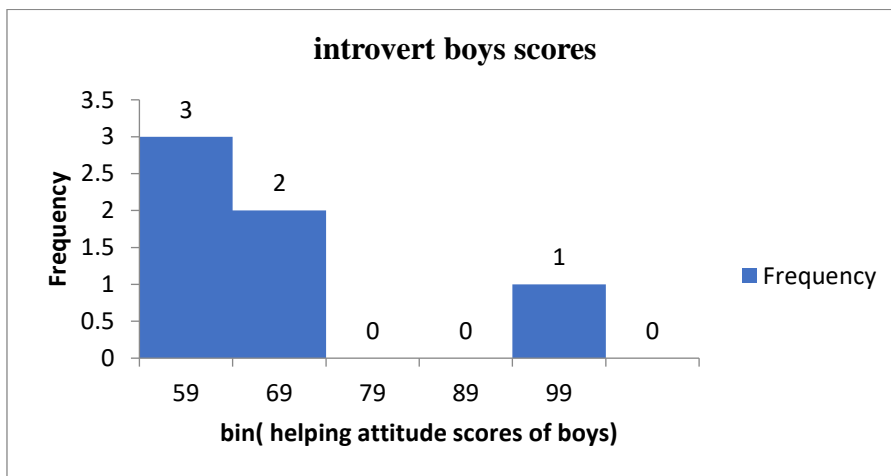**Figure 5: Mindful Attention scores of introvert boys**

Figure 6: Helping Attitude scores of introvert boys

Both Figure 5 and figure 6 are showing the scores of the introvert boy's scores obtained respectively in mindful attention and helping attitude. In figure 5 of introvert boys regarding mindful attention one boy scores

under the bin of 44, one boy scores under the bin of 49, three boys scores under the bin of 54 and one boy scores under the bin of 64.

Again in figure 6 of introvert boys scores regarding helping attitude three boys scores under bin of 59, two boys scores under the bin of 69 and one boy score under the bin of 99.

Table 8 shows the coefficient of correlation between mindful attention and helping attitude of 6 introvert boys. The correlation is -0.70828. Thus, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of introvert boy's higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

Objective 8: To study the relationship between mindful attention and helping attitude among the introvert girls of the higher secondary school students of Dibrugarh district.

Ho7: There is no significant relationship between mindful attention and helping attitude among the introvert girls of the higher secondary school students of Dibrugarh district.

Table 9: coefficient of correlation between mindful attention and helping attitude of introvert girls

Variables	N (introvert girls)	Coefficient correlation
Mindful attention	6	-0.12229
Helping attitude	6	
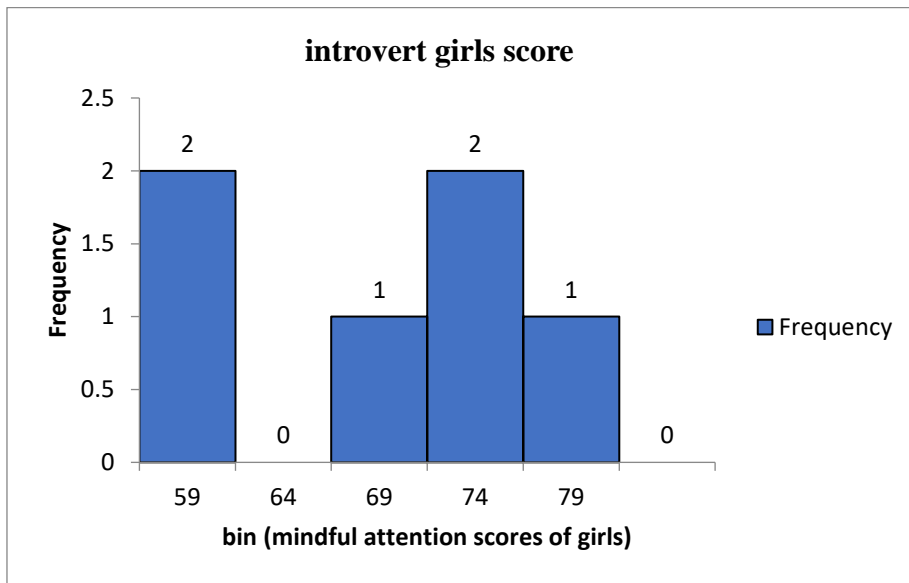
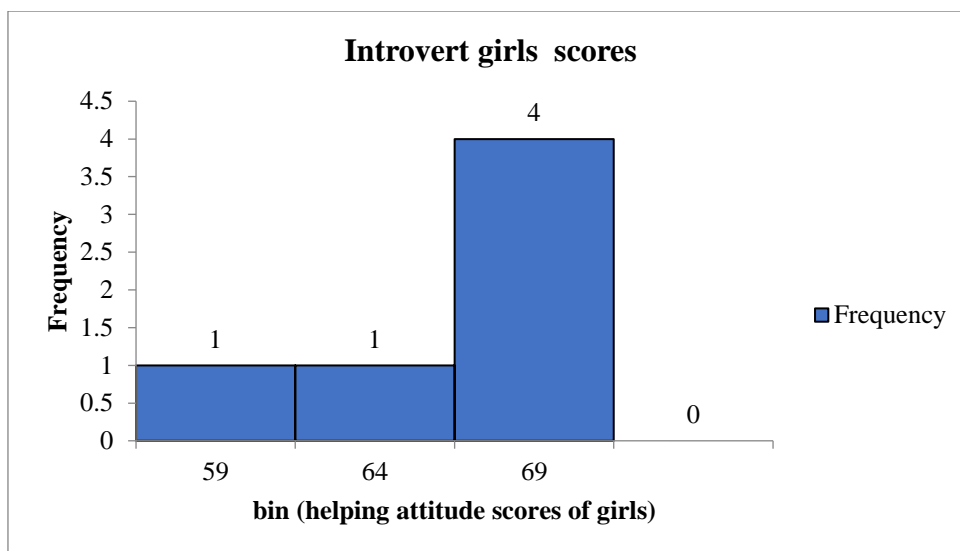**Figure 7: Mindful Attention scores of introvert girls**

Figure 8: Helping Attitude scores of introvert girls

Figures 7 and 8 are showing the scores of the introvert girl's scores obtained respectively in mindful attention and helping attitude. In figure 7 of introvert girls, regarding mindful attention, two girls score under bin of 59, one girl score under the bin of 69 bin, two girls score under the bin of 74 and one girl score under the bin of 79.

Again in figure 8 of introvert girls regarding helping attitude one girl score under the bin of 59, one girl score under the bin of 64 and four girls score under the bin of 69.

Table 9 shows the coefficient of correlation between mindful attention and helping attitude of 6 introvert girls. The correlation is   -0.12229. Thus, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of introvert girl's higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

Objective 9: To study the relationship between mindful attention and helping attitude among the Ambivert boys of the higher secondary school students of Dibrugarh district.

Ho8: there is no significant relationship between mindful attention and helping attitude among the Ambivert boys of the higher secondary school students of Dibrugarh district.

Table 10: Coefficient of correlation between mindful attention and helping attitude of ambivert boys

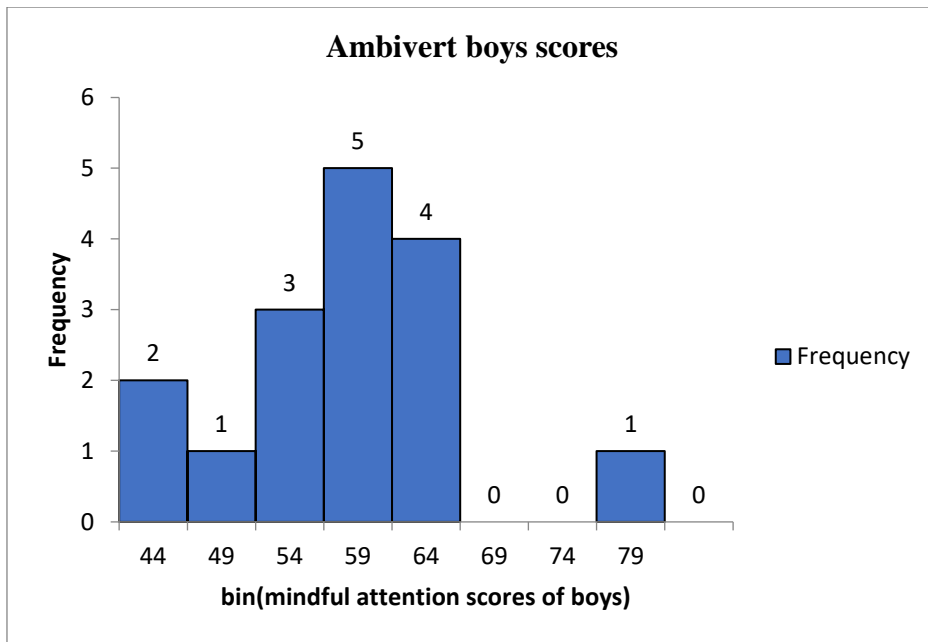| Variables	N (ambivert boys)	Coefficient correlation
Mindful attention	16	-0.31482
Helping attitude	16	

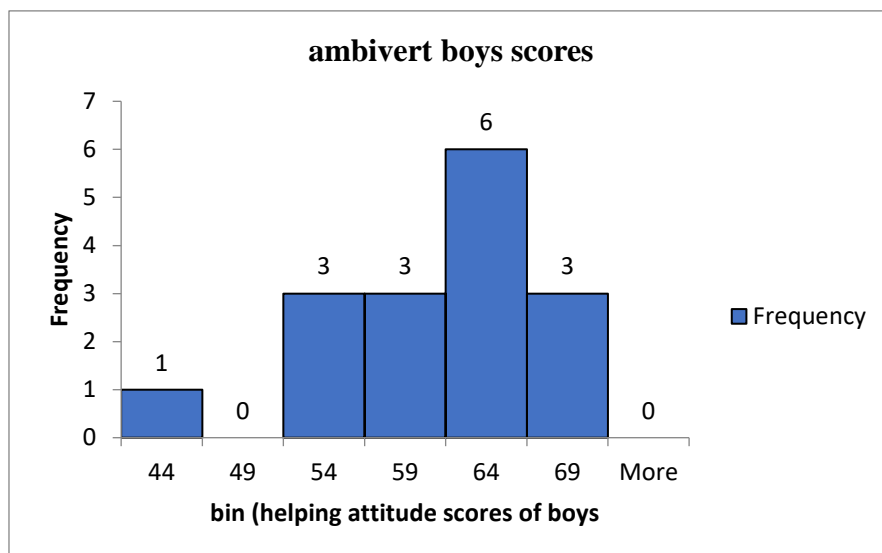**Figure 9: Mindful Attention scores of ambivert boys**

Figure 10: Helping Attitude scores of ambivert boys

Both Figure 9 and figure 10 are showing the scores of the ambivert boy's scores obtained respectively in mindful attention and helping attitude. In figure 9 of ambivert boys regarding mindful attention one boy scores under the bin of 44, one boy scores under the bin of 49, three boys scores under the bin of 54, five boys score under the bin 59, four boys score under the bin of 64 and one boy score under the bin of 79.

Again in figure 10 of ambivert boys scores regarding helping attitude one boy score under the bin of 44, three boys scores under the bin of 54, three boys scores under the bin of 59, six boys scores under the bin of 64 and three boys scores under the bin of 69.

Table 10 shows the coefficient of correlation between mindful attention and helping attitude of 16 ambivert boys. The correlation is -0.31482. Thus, it indicates that there is a significant negative correlation between mindful attention and helping attitude of ambivert boy's higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

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Objective 10: To study the relationship between mindful attention and helping attitude among the Ambivert girls of the higher secondary school students of Dibrugarh district.

Ho9: There is no significant relationship between mindful attention and helping attitude among the Ambivert girls of the higher secondary school students of Dibrugarh district.

Table 11: coefficient of correlation between mindful attention and helping attitude of ambivert girls

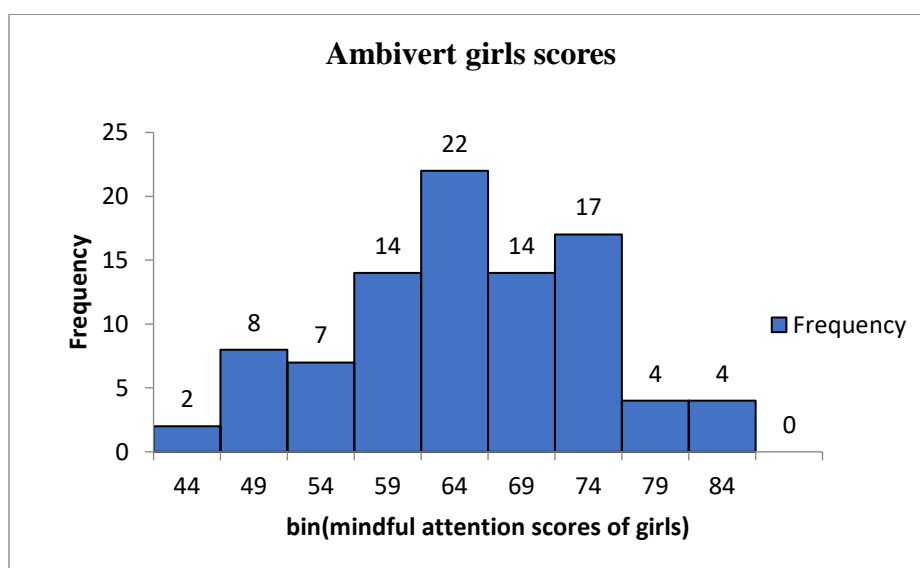| Variables	N (ambivert girls)	Coefficient correlation
Mindful attention	92	0.025569
Helping attitude	92	

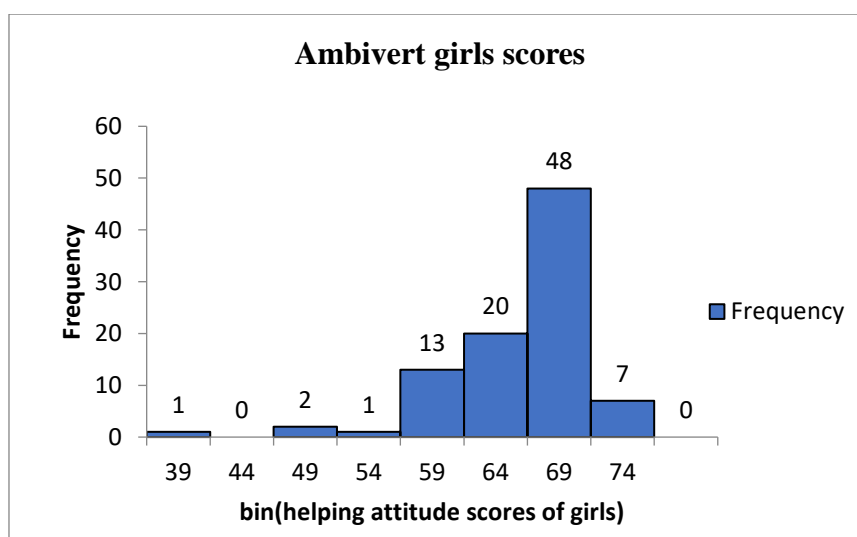**Figure 11: Mindful Attention scores of ambivert girls**

Figure 12: Helping Attitude scores of ambivert girls

Figures 11 and 12 are showing the scores of the ambivert girl's scores obtained respectively in mindful attention and helping attitude. In figure 11 of ambivert girls, regarding mindful attention two girls scores under the bin of 44, 8 girls scores under the bin of 49, 7 girls scores under the bin of 54, 14 girls scores under the bin

of 59, 22 girls scores under the bin of 64, 14 girls scores under the bin of 69, 17 girls scores under the bin of 74, 4 girls scores under the bin of 79 and again 4 girls scores under the bin of 84.

Again in figure 12 of ambivert girls regarding helping attitude one girl score under the bin of 39, two girls scores under the bin of 49, one girl score under the bin of 54, 13 girls scores under the bin of 59, 20 girls scores under the bin of 64, 48 girls scores under the bin of 64 and 7 girls scores under the bin of 74.

Table11 shows the coefficient of correlation between mindful attention and helping attitude of 92 ambivert girls. The correlation is   0.025569. Thus, it indicates that there is a significant positive correlation between mindful attention and helping attitude of ambivert girl's higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

MAJOR FINDINGS: Helping attitude is the quality of an individual which benefits the giver as well as the receiver whereas Mindfulness is a psychological process that brings one's attention to the present moment. Regarding the comparison of mindful attention of extrovert boys and girls, it has been found that the calculated value of the critical ratio is 4.04 and it is larger than the table value (2.58) at 0.01 level of significance. Therefore the null hypothesis is rejected at 0.01 level. Therefore, it is said that there is a significant difference between the level of mindful attention of extrovert boys and girls.

Again it has been found that the calculated value of the critical ratio is 4.04 and it is larger than the table value (1.96) at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level also. Therefore, it is said that there is a significant difference between mindful attention of extrovert boys and girls.

Regarding the comparison of mindful attention of introvert boys and girls, it has been found that the calculated value of the critical ratio is 8.33 and it is larger than the table value (2.58) at 0.01 level of significance. Therefore the null hypothesis is rejected at 0.01 level. Therefore, it is said that there is a significant difference between mindful attention of introvert boys and girls.

Again it has been found that the calculated value of the critical ratio is 8.33 and it is larger than the table value (1.96) at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level also. Therefore, it is said that there is a significant difference between mindful attention of introvert boys and girls.

Regarding the comparison of mindful attention of ambivert boys and girls, it has been found that the calculated value of the critical ratio is 11.40 and it is larger than the table value (2.58) at 0.01 level of significance. Therefore the null hypothesis is rejected at 0.01 level. Therefore, it is said that there is a significant difference between mindful attention of ambivert boys and girls.

Again it has been found that the calculated value of the critical ratio is 11.40 and it is larger than the table value (1.96) at 0.05 level of significance. Therefore the null hypothesis is rejected at 0.05 level also. Therefore, it is said that there is a significant difference between mindful attention of ambivert boys and girls.

Regarding the relationship between mindful attention and the helping attitude of extrovert boy's, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of extrovert boy's of the higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected. Regarding the relationship between mindful attention and the helping attitude of extrovert girl's, it indicates that there is a significant positive correlation between mindful attention and the helping attitude of extrovert girls of the higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected. Regarding introvert boys, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of introvert boy's. Therefore the null hypothesis is rejected. Regarding introvert girls, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of introvert girl's. Therefore the null hypothesis is rejected. For ambivert boys, it indicates that there is a significant negative correlation between mindful attention and the helping attitude of ambivert boy's of the higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected. For ambivert girls, it indicates that there is a significant positive correlation between mindful attention and the helping attitude of ambivert girl's of the higher secondary school students of Dibrugarh district of Assam. Therefore the null hypothesis is rejected.

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CONCLUSION: By following certain personality traits such as introversion, ambiversion and extroversion students helping attitude and mindful attention had measured. Helping attitude scale, Mindful Attention Awareness Scale and Introversion and Extroversion Inventory has been used for collecting information from the students. The study had shown the relationship between mindful attention and the helping attitude of the higher secondary school students of Dibrugarh district based on gender. Along with the relations, the study focused on the level of mindful attention of the extrovert boys and extrovert girls, introvert boys and introvert girls and ambivert boys and ambivert girls. With the help of the levels, the study compared the mindful attention of boys and girls based on their personality traits.

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