

Personality : A Comparative Study Of Male and Female B.Ed. trainees

Dr. PANKAJKUMAR S. SUVERA

Associate Professor

Department Of Psychology, Sardar Patel University, Vallabh Vidyanagar, Gujarat

PRITESHKUMAR R. TAILOR

Ph.D. Research Scholars

Department Of Psychology, Sardar Patel University, Vallabh Vidyanagar, Gujarat

Abstract

This research was based on the investigation conducted to study the effect of gender, Types of Faculty and Types of Students on personality of Male and Female B.Ed. Trainees of Navsari district in Gujarat state. The sample consisted of 1080 Male and Female B.Ed. Trainees. The sample was selected in terms of Gender (male and female), Types of Faculty (Arts / Commerce / Science) and Types of Students (OPEN, SEBC and ST-SC) in equal proportions, drawn randomly method. Personality measured by Type A, B and C Personality Pattern Inventory by Singh and Kumar. ANOVA was used for analysis the data. There is significant difference between Personality of male and female B.Ed. Trainees. There is significant difference between Personality of Arts / Commerce / Science B.Ed. Trainees. There is no significant difference between Personality of OPEN, SEBC and ST-SC B.Ed. Trainees.

1. INTRODUCTION

The teacher plays an important role in the educational system. A teacher's personality is an important part of school success. Teachers are considered the builders of a nation. When a painter creates a painting, a teacher models the child's personality. Students imitate their teachers. Therefore, each teacher should try to present himself as an "ideal example" for the student and this needs some personality traits. Vivekananda says: "The true teacher is one who can immediately go down to the level of the student and transfer his soul to the students and see and understand through his mind. Such a teacher can really teach and no one else.

Each teacher is a cornerstone of the educational process and a primary avenue for society. Therefore, teachers must necessarily have personality traits such as self-confidence, self-confidence, perfectionism, optimism, awareness, positive attitude, communication, problem solving, motivation, adaptation, leadership, honesty, tolerance, cooperation, dedication, caring etc. (Manpal Singh, 2004).

According to Kevin Ryan (2010, P171), many people believe that the teacher's personality is the most critical factor for successful teaching.

Each teacher has a unique opportunity and a vital role to play in contributing to the overall development of children and the school (Anice James, 2005). A teacher's personality has a vital influence on student learning, good manners, behavior and, above all, their character and personality (Pooja Loomba, 2008). Then they should have a good personality.

1.2 PERSONALITY

Personality has been defined in terms of body types, constitution, traits; behavior, etc. One of the important definitions of personality is an interaction between inheritance, environmental factors and time factors in terms of preparation for development. The term "personality" has gone through many phases by Hippocrates (400 BC), which describes the character as a type in his current state of five factors, a project proposed by McCrae and Costa (1992) model. Allport, in 1800, presented this year the first theory of personality traits according to which personality was defined as "the dynamic organization within the individual of those

psychophysical systems that determine their unique adaptation to their environment". Maintaining this definition as the basis, another stretched approach emphasizes that as a personality trait is something permanent aspect of individual behaviors remains almost the same regardless of situational demands.

Among the more recent definitions, two are important to us:

‘Personality represents those characteristics of the person that account for consistent patterns of behaviour.’ (Pervin, 1993)

‘Personality is the sum total of an individual’s characteristics which make a human unique.’ (Hollander 1971)

2. UTILITY OF RESEARCH

The present investigation differs from sample, variables, dimensions and tools used for data collection from the studies. The findings in this study help the B.Ed. trainees know their strengths and weaknesses for their own development and for the development of good citizen of the society and the nation. They help the B.Ed. trainees in adopting better instructional strategies and provide extra educational treatment like guidance and counselling for the betterment of learning. Hence the investigator found this area as a significant one.

3. STATEMENT OF THE PROBLEM

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4. OBJECTIVES

The main objectives of the study are as bellow.

1. To study of the personality among male and female B.Ed. trainees.
2. To study of the personality among arts, commerce and science B.Ed. trainees.
3. To study of the personality among Open, OBC and SC-ST B.Ed. trainees.

5. HYPOTHESIS

The following null hypothesis include in this research.

1. There will be no difference between personality of male and female B.Ed. trainees.
2. There will be no difference between personality of Arts, Commerce and Science B.Ed. trainees.
3. There will be no difference between personality of Open, OBC and SC-ST B.Ed. trainees.
4. There will be no significant interaction effect in the personality of B.Ed. trainees in reference to their gender and types of faculty.
5. There will be no significant interaction effect in the personality of B.Ed. trainees in reference to their gender and types of student.
6. There will be no significant interaction effect in the personality of B.Ed. trainees in reference to their types of faculty and types of student.
7. There will be no significant interaction effect in the personality of B.Ed. trainees in reference to their Gender, types of faculty and types of student.

6. VARIABLES

In present research following variables was studied and the nature of variables under study is given in the following table.

Table: 1

Nature and level of selected variables

NO.	Name of variable	Nature of Variable	Number of Level	Name of Level
1.	Gender	Independent Variable	2	Male / Female
2.	Types of Faculty	Independent Variable	2	Arts / Commerce / Science
3.	Types of Students	Independent Variable	3	Open / OBC / SC-ST
4.	Personality	Dependent Variable	1	Level Of Cyber Crime Awareness

7. SAMPLE

According to the aims of this study, the population of this research is B.Ed. Trainees of all training college that affiliated the VNSGU Surat. In this research samples were selected randomly from all training college that affiliated the VNSGU Surat. Investigator selected 540 boys and 540 girl trainees from different training college that affiliated the VNSGU Surat. So there were total 1080 samples selects in this research.

8. TOOL

Following tool was used in present research.

In this study Investigator was used Type A, B and C Personality Pattern Inventory by Singh and Kumar. It published by National Psychological Corporation Bhargava Bhawan,, 4/230, Kacheri Ghat, Agra 282004, India. The inventory can be administered to individuals as well as in groups of 25 to 30. TABCPPI is most suitable for persons having age in the range of 21 years of to 30 years but can also be used to persons above the age of 30 years. It has a 100 items. Every item has five options. In this inventory the overall scores give a measure of Type A, B and C Personality Pattern.

9. STATISTICAL ANALYSIS

This research was analyses 2x3x3 factorial design was Gender (Male & Female), Types of Faculty (Arts, Commerce & Science) and Types of Students (Open, OBC & SC-ST)

10. RESULTS AND DISCUSSION

The ANOVA Method of significance was used of determine the significance between mean score of the personality in respect of Gender (Male-Female), Types of Faculty (Arts-Commerce-Science) and Types of Students (Open-OBC-SC-ST). Results of such an analysis are presented in the following table.

Table: 2

Results of Two Way ANOVA on Personality of Various Groups

Source of Variation	Df	Sum of Squares	Mean Squares	F	Level of Signi.
Variable – A	1	17032.89	17032.89	5.64	Significant**
Variable- B	2	13832.42	9166.21	3.00	Significant**
Variable- C	2	12609.35	6304.68	2.06	NS
Variable- A×B	2	163732.46	81866.23	26.81	Significant**
Variable- A×C	2	164955.54	82477.77	27.00	Significant**
Variable- B×C	4	168156.00	42039.00	13.77	Significant**
Variable- A×B×C	4	151123.11	37780.78	12.37	Significant**
Within Groups	1062	3243377.02	3054.03		
Total	1079				

DF-1 =0.05*-3.84, 0.01 6.64, DF-2 =0.05*-2.99, 0.01** 4.60, DF-4= 0.05*-2.37, 0.01** 3.32**

The ANOVA was applied to see the significance of difference between the mean scores of the male and female B.Ed. trainees. Table - 2 shows that F-ratio for the main effect of gender was found to be significant (F-ratio=5.64 $p<0.05$), indicating a significance difference of gender on personality.

The ANOVA was applied to see the significance of difference between the mean scores of the Arts, Commerce and Science B.Ed. trainees. Table -2 shows that F-ratio for the main effect of Types of Faculty was found to be significant (F-ratio=3.00 $p<0.05$), indicating a significance difference of Types of Faculty on personality.

The ANOVA was applied to see the significance of difference between the mean scores of the Open, OBC and SC-ST B.Ed. trainees. Table - 2 shows that F-ratio for the main effect of Types of Students was found to be not significant (F-ratio=2.06), indicating a no significance difference of Types of Students on personality.

The ANOVA was applied to see the significance interaction of between the mean scores of the Gender and Types of Faculty B.Ed. trainees. Table – 2 shows that F-ratio for the interaction effect of Gender and Types of Faculty was found to be significant (F-ratio=26.81 $p<0.01$), indicating a significance interaction of Gender and Types of Faculty on personality.

The ANOVA was applied to see the significance interaction of between the mean scores of the Gender and Types of Student B.Ed. trainees. Table - 2 shows that F-ratio for the interaction effect of Gender and Types of Student was found to be significant (F-ratio=27.00 $p<0.01$), indicating a significance interaction of Gender and Types of Student on personality.

The ANOVA was applied to see the significance interaction of between the mean scores of the types of faculty and Types of Student B.Ed. trainees. Table - 2 shows that F-ratio for the interaction effect of types of faculty and Types of Student was found to be significant (F-ratio=13.77 $p<0.01$), indicating a significance interaction of types of faculty and Types of Student on personality.

The ANOVA was applied to see the significance interaction of between the mean scores of the types of faculty and Types of Student B.Ed. trainees. Table – 2 shows that F-ratio for the interaction effect of gender, types of faculty and Types of Student was found to be significant (F-ratio=12.37 $p < 0.01$), indicating a significance interaction of gender, types of faculty and Types of Student on personality.

11. FINDINGS

The main findings of the study are:

1. There is significant difference between personality of male and female B.Ed. trainees. The personality score of female B.Ed. trainees found to be higher as compared to the male B.Ed. trainees.
2. There is significant difference between personality of Arts, Commerce and Science B.Ed. trainees. The personality score of Arts B.Ed. trainees found to be higher as compared to the Commerce and Science B.Ed. trainees.
3. There is no difference between personality of Open, OBC and SC-ST B.Ed. trainees.
4. There is significant significant interaction effect in the personality of B.Ed. trainees in reference to their gender and types of faculty.
5. There is significant interaction effect in the personality of B.Ed. trainees in reference to their gender and types of student.
6. There is significant interaction effect in the personality of B.Ed. trainees in reference to their types of faculty and types of student.
7. There is significant interaction effect in the personality of B.Ed. trainees in reference to their Gender, types of faculty and types of student.

12. CONCLUSION

Personality is significantly affected by Gender (male and female), Types of Faculty (Arts, Commerce and Science). Personality is not significantly affected by Types of Students (Open, OBC and SC-ST).

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