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## A COMPARATIVE STUDY OF PERSONALITY DIMENSIONS OF M. Ed. STUDENT TEACHERS

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### ABSTRACT:

**T**he present study was conducted to compare the personality Dimensions of M. Ed student teachers. The study was conducted on a random sample of 98 M. Ed Students studying in M. Ed. The Dimensional Personality Inventory by Mahesh Bhargava was used to collect the data. The result of the present study reveals that, there is no significant difference between the Male and female Student Teachers in their personality Dimensions such as Activity- Passivity Trait, Enthusiastic and Non- Enthusiastic Trait, Suspicious –Trusting Trait, Depressive-Non Depressive Trait and Emotional Instability and Emotional Satiability, except Assertive- Submissive dimension of personality.

**KEYWORDS:** Personality, Dimension .



**Dr. Santosh K. Khirade**

### INTRODUCTION:

Ordinarily, Personality is taken as the external appearance of the individual. The word personality has been derived from the Latin work "Persona". Which means mask. Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills. Personality can be determined through a variety of tests. However, dimensions of personality and scales of personality tests vary and often are poorly defined. (<https://en.wikipedia.org/wiki/Personality>) "Personality" is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, cognitions, emotions, motivations, and behaviours in various situations. The term personality represents the overall profile or combination of characteristics that capture the unique nature of a person as

that person reacts and interacts with others and how he views himself. Personality combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels. Personality is understood as dynamic organisation of traits which determine person's unique adjustment to his environment. 'Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time and situation' In the work of Gordon Allport, "Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment of his environment." Personality trait is characteristic of the individual. The types of Traits are Individual traits, Common traits, Cardinal traits, Central traits, Secondary traits, Expressive traits, attitudinal traits. The types of traits show that as compared to others, some traits are more motivating and changing. Psychology employs a number of methods by which it measures personality. In Briefly, the methods of measuring personality are..

- 1) Case History Method,
- 2) Interview Method
- 3) Questionnaire Method
- 4) Performance Method
- 5) Rating Method
- 6) Situation Test
- 7) Psycho-Analytic Test
- 8) Projection Method etc.

A personality test can provides us with a way to categorized different characteristics or traits that we might otherwise not be aware of. Personality is also important for Team spirit of individuals. Important Personality Traits needed for Teaching Effectiveness: The "Big five "Personality Traits: 1. Conscientiousness, 2. Emotional stability, 3. Agreeableness4. Extraversion, 5. Openness to experience (Muhammad Irfan Arif et.el). Personality tests attempt to measure an individual's personal traits scientifically. Training programmes can enhance teacher effectiveness by training them in empathy and interpersonal skills.

#### **SCOPE OF THE STUDY:**

The researcher work will be concentrated only M. Ed. student teachers. Only student Teachers in NMU campus are to be studied. The result and conclusion will therefore be limited to the target population that will be studied.

#### **Statement of the Problem:**

A Comparative Study of Personality Dimensions Of M. Ed. Student Teachers

#### **Objectives of the Study:**

The Major objectives of the study are...

- 1.To study the Activity- Passivity Trait, Enthusiastic and Non- Enthusiastic Trait, Assertive- Submissive Trait, Suspicious –Trusting Trait, Depressive-Non Depressive Trait and Emotional Instability and Emotional Satiability of M. Ed student teachers.
- 2.To find out if there is any significant defERENCE among the personality dimension of Male and Female M. Ed student teachers.

#### **Hypotheses:**

The following hypotheses were formulated for the present study.

- 1)There is no significant difference among the Male and female Student Teachers in their Activity-Passivity Dimension of personality.
- 2)There is no significant difference among the Male and female Student Teachers in their Enthusiastic – Non enthusiastic Dimension of personality.
- 3)There is no significant difference among the Male and female Student Teachers in their Assertive-Submissive dimension of personality.
- 4)There is no significant difference among the Male and female Student Teachers in their Suspicious-Trusting dimension of personality.

- 5) There is no significant difference among the Male and female Student Teachers in their Depressive-Non Depressive dimension of personality.
- 6) There is no significant difference among the Male and female Student Teachers in their Emotional Instability-Emotional Stability dimension of personality.

**METHODOLOGY:**

Methodology occupies a very important position in any kind of research. The present study attempts to study of the personality of M. Ed. student teachers. To achieve these objectives, the survey method was adopted.

**Sample:**

This study was confined to Jalgaon district in Maharashtra. The sample sizes 98 M. Ed. Student teachers were randomly selected. For the present Study, the investigator has taken 98 M. Ed Student Teachers from various batches of M.Ed. The required data were collected from M. Ed Student Teachers.

**Tool Used:**

The tool is the date gathering instruments; the success of the investigation depends on the proper selection of research tool. In this present study, the investigator used the survey method. For the collection of data, in the present study the ‘Dimensional Personality Inventory’ by Mehesh Bharghava is used. It is a standardized test of personality.

**Statistical Techniques:**

The following statistical measures are used in the study.  
Mean, Standard Deviation, Critical Ratio ( t -Test)

**Procedure:**

Dimensional Personality Inventory (DPI) test was administered and scored as per manual of test. Data was analyzed with the help of Mean, S.D., and ‘t’ Value.

**Data Analysis:**

**Table No. 1**  
**Profile Showing Level of Degree of the Each Dimension**  
**Male Student Teachers**

| <b>Dimensions</b> ⇨<br><b>Interpretation</b> ↓ | Activity    | Enthusiastic     | Assertive   | Suspicious  | Depressive     | Emotional Instability |
|--|-------------|------------------|-------------|-------------|----------------|-----------------------|
| Extremely High Level                           | 0 %         | 0 %              | 4 %         | 0 %         | 0 %            | 0 %                   |
| Moderately High Level                          | 4 %         | 8 %              | 12 %        | 8 %         | 2 %            | 0 %                   |
| Above Average Level                            | 40 %        | 40 %             | 42 %        | 33 %        | 15 %           | 10 %                  |
| <b>Average</b>                                 | <b>44 %</b> | <b>40 %</b>      | <b>36 %</b> | <b>34 %</b> | <b>29 %</b>    | <b>50 %</b>           |
| Above Average Level                            | 12%         | 12 %             | 4 %         | 21 %        | 39 %           | 29 %                  |
| Moderately High Level                          | 0 %         | 0 %              | 2 %         | 0 %         | 15 %           | 12 %                  |
| Extremely High Level                           | 0 %         | 0 %              | 0 %         | 0 %         | 0 %            | 0 %                   |
| <b>Interpretation</b> ↑<br><b>Dimensions</b> ⇨ | Passivity   | Non-enthusiastic | Submissive  | Trusting    | Non-depressive | Emotional Stability   |



**Table No. 2**  
**Profile Showing Level of Degree of the Each Dimension**  
**Female Student Teachers**

|  |                  |                         |                   |                   |                       |                              |
|--|------------------|-------------------------|-------------------|-------------------|-----------------------|------------------------------|
| <b>Dimensions</b> ⇒<br><b>Interpretation</b> ↓ | <b>Activity</b>  | <b>Enthusiastic</b>     | <b>Assertive</b>  | <b>Suspicious</b> | <b>Depressive</b>     | <b>Emotional Instability</b> |
| Extremely High Level                           | 0 %              | 2 %                     | 0 %               | 0 %               | 0 %                   | 0 %                          |
| Moderately High Level                          | 9 %              | 22 %                    | 4 %               | 0 %               | 2 %                   | 4 %                          |
| Above Average Level                            | 39 %             | 15 %                    | 26 %              | 2 %               | 7 %                   | 54 %                         |
| <b>Average</b>                                 | <b>41 %</b>      | <b>50 %</b>             | <b>30 %</b>       | <b>20 %</b>       | <b>43 %</b>           | <b>44 %</b>                  |
| Above Average Level                            | 11 %             | 9 %                     | 35 %              | 54 %              | 33 %                  | 33 %                         |
| Moderately High Level                          | 0 %              | 2 %                     | 0 %               | 24 %              | 15 %                  | 9 %                          |
| Extremely High Level                           | 0 %              | 0 %                     | 0 %               | 0 %               | 0 %                   | 0 %                          |
| <b>Interpretation</b> ↑<br><b>Dimensions</b> ⇒ | <b>Passivity</b> | <b>Non-enthusiastic</b> | <b>Submissive</b> | <b>Trusting</b>   | <b>Non-depressive</b> | <b>Emotional Stability</b>   |

**Table No 3.**  
**The Activity-Passivity Trait dimension among the Male and Female M. Ed Students Teachers.**

| Sex    | N  | Mean  | SD   | Df | SE   | Calculated 't' Value | Table Value | Remark            |
|--------|----|-------|------|----|------|----------------------|-------------|-------------------|
| Male   | 52 | 15.02 | 2.94 | 96 | 0.53 | 1.19                 | 1.98        | Not Significant * |
| Female | 46 | 15.65 | 2.24 |    |      |                      |             |                   |

\*Not Significant at 0.05 Level

Form Table 3 it is observed that the obtained t value (1.19) is less than the table value of 1.98 hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained.

**Table No 4**  
**Enthusiastic and Non-Enthusiastic Trait dimension among the Male and Female M. Ed Students Teachers.**

| Sex    | N  | Mean  | SD   | Df | SE   | Calculated 't' Value | Table Value | Remark            |
|--------|----|-------|------|----|------|----------------------|-------------|-------------------|
| Male   | 52 | 13.19 | 3.04 | 96 | 0.67 | 0.83                 | 1.98        | Not Significant * |
| Female | 46 | 12.63 | 3.67 |    |      |                      |             |                   |

\*Not Significant at 0.05 Level

Form Table 4 it is observed that the obtained t value (0.83) is less than the table value of 1.98 hence, it is not

significant at 0.05 level. Therefore, the null hypothesis is retained.

**Table No. 5**

**The Assertive-Submissive Trait dimension among the Male and Female M. Ed Students Teachers.**

| Sex    | N  | Mean | SD   | Df | SE   | Calculated 't' Value | Table Value | Remark        |
|--------|----|------|------|----|------|----------------------|-------------|---------------|
| Male   | 52 | 9.63 | 2.91 | 96 | 0.60 | 3.22                 | 1.96        | Significant * |
| Female | 46 | 7.87 | 3.10 |    |      |                      |             |               |

\*Significant at 0.05 Level

Form Table 5 it is observed that the obtained t value (3.22) is greater than the table value of 1.96 hence, it is significant at 0.05 level. Therefore, the null hypothesis is rejected. Therefore research hypothesis that, is there is significant difference among the Male and female Student Teachers in their Assertive-Submissive dimension of personality. By observing the mean the mean of Male student teachers is greater than female student teachers.

**Table No. 6**

**The Suspicious-Trusting Trait dimension among the Male and Female M. Ed Students Teachers.**

| Sex    | N  | Mean | SD   | Df | SE   | Calculated 't' Value | Table Value | Remark            |
|--------|----|------|------|----|------|----------------------|-------------|-------------------|
| Male   | 52 | 4.38 | 3.27 | 96 | 0.62 | 1.68                 | 1.96        | Not Significant * |
| Female | 46 | 3.35 | 2.80 |    |      |                      |             |                   |

\*Not Significant at 0.05 Level

Form Table 6 it is observed that the obtained t value (0.83) is less than the table value of 1.98 hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained.

**Table No. 7**

**The Depressive-Non Depressive Trait dimension among the Male and Female M. Ed Students Teachers.**

| Sex    | N  | Mean | SD   | Df | SE   | Calculated 't' Value | Table Value | Remark            |
|--------|----|------|------|----|------|----------------------|-------------|-------------------|
| Male   | 52 | 5.13 | 4.06 | 96 | 0.82 | 0.31                 | 1.96        | Not Significant * |
| Female | 46 | 5.39 | 4.06 |    |      |                      |             |                   |

\*Not Significant at 0.05 Level

Form Table 7 it is observed that the obtained t value (0.31) is less than the table value of 1.96 hence, it is not significant at 0.05 level. Therefore, the null hypothesis is retained.

**Table No 8.**  
**Emotional Instability and Emotional Stability Trait dimension among the Male and Female M. Ed Students Teachers.**

| Sex    | N  | Mean | SD   | Df | SE   | Calculated 't' Value | Table Value | Remark            |
|--------|----|------|------|----|------|----------------------|-------------|-------------------|
| Male   | 52 | 7.94 | 3.96 | 96 | 0.84 | 0.40                 | 1.96        | Not Significant * |
| Female | 46 | 8.28 | 4.45 |    |      |                      |             |                   |

\*Not Significant at 0.05 Level

Form Table 8, it is observed that the obtained t value (0.40) is less than the table value of 1.96 hence; it is not significant at 0.05 level. Therefore, the null hypothesis is retained.

### MAJOR FINDINGS:

- i. There is no significant difference among the Male and female Student Teachers in their Activity-Passivity Dimension of personality. (As per Table no. 3)
- ii. There is no significant difference among the Male and female Student Teachers in their Enthusiastic – Non enthusiastic Dimension of personality. (As per Table no. 4)
- iii. There is significant difference among the Male and female Student Teachers in their Assertive-Submissive dimension of personality. (As per Table no. 5)
- iv. There is no significant difference among the Male and female Student Teachers in their Suspicious-Trusting dimension of personality. (As per Table no. 6)
- v. There is no significant difference among the Male and female Student Teachers in their Depressive-Non Depressive dimension of personality. (As per Table no. 7)
- vi. There is no significant difference among the Male and female Student Teachers in their Emotional Instability-Emotional Stability dimension of personality. (As per Table no. 8)

### CONCLUSION:

The present study was conducted to compare the Personality Dimensions of M. Ed student teachers. The result of the present study reveals that, there is no significant difference between the Male and female Student Teachers in their personality Dimensions such as Activity- Passivity Trait, Enthusiastic and Non- Enthusiastic Trait, Suspicious –Trusting Trait, Depressive-Non Depressive Trait and Emotional Instability and Emotional Satiability, except Assertive- Submissive dimension of personality.

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