Personality of Students of The B.Ed Programme Under Dibrugarh University

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Abstract: Personality is the sum total of an individual which cover both inner and outer aspects of an individual. It is very essential to develop this aspect in all current teachers and those who are going prepare themselves for teacher. That's why the researcher conducted a study on Personality of students of the B.Ed Programme Under Dibrugarh University. Here the researcher has taken 5 B.Ed institutions as a sample and total number of sample student is 247. The researcher used descriptive survey method. Data collection process is done by using "International Personality Item Pool". Result of the study indicated satisfactory level of Personality of B.Ed students under Dibrugarh University. This paper also gives suggestions for further research.

Key Words- Personaliy, B.Ed Programme.

I. INTRODUCTION

The main goal of our education system is to all round development of personality. Primary, secondary and higher these three pillar of our education system constantly trying to make students personality more and more better form. A healthy personality required development of all physical, mental, social, emotional, moral, spiritual aspects of an individual. Our Indian government invests a very huge amount of money in educational sector for bettor development of individual as well as society in near future. Society will automatically develop when each and every member of society able to product new new innovative ideas and for that we need persons whose have healthy combinations physical, mental, social, emotional, moral personality.

1.1 Personality

Man is a social animal. He settles down in an organized manner in his environment. From this point of view his personality may be studied on the basis of his behavior. Personality is not a specific symptom, which is found in some persons and not in others. It is the mirror of one's behavior and all his traits- good and bad both, experiences and thinking as reflected through this mirror. Personality is an organized form of the merits and demerits that a person possesses (Chaube & Chaube, 2006). It is generally described as being made up the characteristic patterns of thoughts, feelings and behaviors that make a person unique. According to Allport (1948), "Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to his environment." (Chatterjee, 2010). This definition includes all conative, cognitive and affective behavior patterns of an individual. Instead of a particular behavior, it stresses the organisation of behavior that helps an individual to properly adjust to his environment.

Thus it can be said that personality is the sum total of an individual. In cover both outer and inner aspects of an individual. Outer aspects like- ones physic, dressing sense, manner of walking, talking etc. and inner aspects like- ones thinking, feelings, emotions, potentialities etc. The combination of both these aspects makes ones personality unique from other. Personality is not a single aspect of individual, infact it is the sum total of all outer and inner aspects of an individual. Personality is made up of both external and internal qualities like ones characteristic patterns of thoughts, feelings and behaviors.

1.1.1 Factors affecting Personality

There are three main factors that affecting personality. Those are:

1. **Heredity factors:** Various heredity factors like types of body, working of nervous system, glands, blood chemistry, level of intelligence, gender, nature of nervous system are greatly influence on ones personality character.

2. **Environmental factors:** The sociologists emphasize that the personality of the individual develops in a social environment. It is in the social environment, that he comes to have moral ideas, social attitude and interests. This enables him to develop a social 'self' which is another term for personality. Physical, social, family, cultural, school environments are great means of personality development.

3. **Psychological factors:** Psychological factors include our motives, acquired interests, our attitudes, our will and character, intellectual capacities. These factors determine our reactions in various situations and affect our personality, growth and direction.

II. SIGNIFICANCE OF THE STUDY

The main aim of our general education system is to develop all round personality. The scope of personality is very broad because it encompasses both physical as well as internal aspects and it is different from person to person. Education actually a lifelong collection of knowledge's and experiences by means of formal, informal and non-formal ways. Since personality is a very broad aspect so it's all round development is quite difficult in a limited period of formal education system. So in order to develop personality of students and teachers more mature and impactful, we need to modify our curriculum time to time, we need to make present educational curriculum according to the current personality conditions of both teachers and students. Thus, first of all it is urgent required to check the personality level all students.

III.OBJECTIVES OF THE STUDY

The objectives of the present study are as follows-

3.1 To study the level of Personality of students of the B.Ed Programme under Dibrugarh University.

3.2 To compare the Personality of Male and Female students of the B.Ed Programme under Dibrugarh University.

3.3 To compare the Personality of students of With and Without Teaching Experience of the B.Ed Programme under Dibrugarh University.

3.4 To compare the Personality of Graduate and Post-graduate students of the B.Ed Programme under Dibrugarh University.

IV. HYPOTHESES OF THE STUDY

In order to achieve the objectives, the researcher formulated the following hypotheses-

$H_0 1$ There is no significant difference between the Personality of Male and Female students of the B.Ed Programme under Dibrugarh University.

$H_0 2$ There is no significant difference between the Personality of students of With and Without Teaching Experience of the B.Ed Programme under Dibrugarh University.

$H_0 3$ There is no significant difference between the Personality of Graduate and Post-graduate students of the B.Ed Programme under Dibrugarh University.

V. CONCEPTUAL AND OPERATIONAL DEFINITIONS OF THE TERMS USED

5.1 Personality: Great American Psychologist S.R.Maddi (1976) defined,"Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone."(Mangal, 2013).

In this study, personality refers to the score obtained by the respondent of B.Ed students of Dibrugarh University in the 'International Personality Item Pool (IPIP)' constructed and standardized by L.R.Goldberg in 1992. Higher the score in the scale means higher the personality level.

5.2 B.Ed students of Teaching Experiences: Teaching Experience generally refers to having experience of working as a teacher in any educational institutions that include responsibility for assessing the learning of the students time to time.

In this present study, B.Ed students of teaching experience refers those B.Ed students who are currently working as a teacher in various government, private and non-provincial schools and junior colleges.

VI. METHOD: Descriptive Survey method was used in the present study.

VII. SAMPLING PROCEDURE USED

7.1 POPULATION: The population of the study comprised of all the students pursuing B.Ed programme in the institutions affiliated to Dibrugarh University, Assam during the academic session 2017-18. It was found that there were 16 institution offering B.Ed programme under Dibrugarh University, Assam in which 950 students were enrolled in the academic year 2017-18.

7.2 SAMPLE: The researcher selected 5 B.Ed institutions as sample school by using Purposive sampling technique. All the students present during the visit of 5 sample institutions were included in the sample.

VIII. TOOL USED IN THE STUDY:
'International Personality Item Pool' constructed and standardized by L.R.Goldberg in the year 1992 was used by the researcher in the present study. The scale consists of 50 items, out of which 26 items were positive and 24 items were negative. The dimensions considered for the scale were:- Extroversion, Agreeableness, Conscientiousness, Emotional Stability and Openness. The Cronbach alpha reliability of this scale for each dimensions of Extroversion, Agreeableness, Conscientiousness, Emotional Stability and Openness processing as .87, .82, .79, .86 and .84 respectively. The concurrent validity of this scale for each dimensions of Extroversion, Agreeableness, Conscientiousness, Emotional Stability and Openness processing as .84, .66, .90, .84 and .80 respectively.

The researcher translated the scale into Assamese language for convenience of the sample. The split half reliability of the scale was found .92. The Experts opinion showed satisfactory content validity of the scale.

IX. FINDINGS OF THE STUDY
9.1 Level of Personality of students of the B.Ed Programme under Dibrugarh University.

Table-1

Performance level on Personality of students of the B.Ed Programme under Dibrugarh University

N	Mean	SD	S Skewness	Kurtosis
247	182.83	19.58	-0.06	-0.065

From the Table 1, it is clear that the computed value of Mean and Standard Deviation of the Personality score of students of the B.Ed programme under Dibrugarh University are 181.83 and 19.58 respectively. The computed value of the skewness of the distribution is -0.06 which indicates that the distribution of the Personality score is negatively skewed. So, the scores are massed at higher end of the scale and it indicates that scores of many students are higher than the average score of the group. The value of kurtosis is -0.065 which indicates which indicates the distribution is platykurtic i.e the curve is flatter than the normal curve.

On the basis of above discussion, it can be concluded that Personality of students of the B.Ed programme under Dibrugarh University is good as they get 182.83 in average and more than 50% students scored above average score.
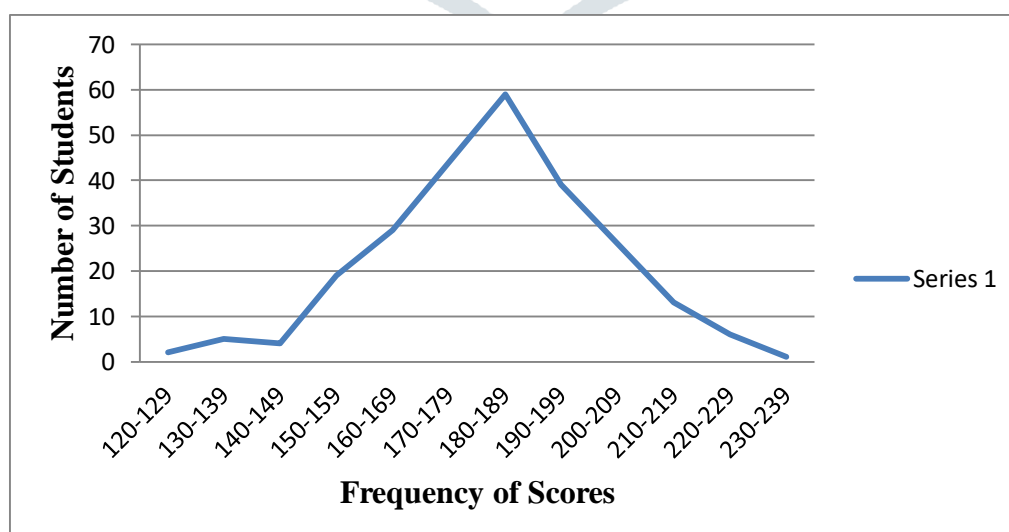

Figure 1: Distribution of the Personality scores of students of the B.Ed Programme under Dibrugarh University

Figure 1 shows the frequency curve indicating the Personality scores of students of the B.Ed programme under Dibrugarh University in the International Personality Item Pool Scale (IPIP). From the

figure it is clear that majority of the B.Ed students (59) secured the score ranged between 180 and 189. Then 44 students secured scores in between 170 and 179 ranges. 39 students' secured scores in between 190 and 199; 29 students secure scored in between 160 and 169. Only 1 student secured scored in between 230 and 239 in International Personality Item Pool Scale.

Figure 1 clearly indicate that maximum B.Ed students (59) secured the score ranged between 180 and 189 in which the average score is 182.83 take places. Thus, it indicates average level of personality of B.Ed students of Dibrugarh University.

9.2 Comparison of the Personality of Male and Female students of the B.ED Programme under Dibrugarh University

The result of the study regarding comparison of the personality of male and female students of the B.Ed programme under Dibrugarh University are presented below-

$H_0 1$: There is no significant difference between the personality of male and female students of the B.Ed programme under Dibrugarh University.

Table-2
Comparison of the Personality of Male and Female students of the B.Ed Programme under Dibrugarh University

Variables	N	Means	SD	' 't' value	Df	S Significance
Male	1 102	187.53	19.57	2.83	245	Significant at .05 level
Female	145	179.78	18.94			

From the above table, it is evident that for male, N=102, M=187.53, SD=19.57, and for female, N=145, M=179.78, SD=18.94. The 't' ratio is 2.83 and 'df' is 245.

The table reveals that computed value of 't'=(2.83) is greater than the tabulated value (1.96) at .05 level of significance. Thus, the null hypothesis *"There is no significant difference between the personality of male and female students of the B.Ed Programme under Dibrugarh University"* is rejected. Therefore, it can be concluded that male and female students of the B.Ed programme under Dibrugarh University differ significantly in their personality.

1   9.3. Comparison of the Personality of students of with and Without Teaching Experience of the B.ED Programme Under Dibrugarh University

The result of the study regarding comparison of the personality of students of with and without teaching experience of the B.Ed programme under Dibrugarh University are presented below-

$H_0 2$: There is no significant difference between the personality of students of with and without teaching experience of the B.Ed programme under Dibrugarh University.

Table-3
Comparison of the Personality of students of With and Without Teaching Experience of the B.Ed Programme under Dibrugarh University

Variables	N	Means	SD	't' value	Df	Significance
Teaching experience	131	185.89	18.91	2.30	245	significant at .05 level
Non-teaching experience	116	179.59	19.80			

From the above table, it is evident that for teaching experience, N=131, M=185.89, SD=18.91, and for non-teaching experience, N=116, M=179.59, SD=19.80. The 't' ratio is 2.30 and 'df' is 245.

The table reveals that computed value of 't'=(2.30) is greater than the tabulated value (1.96) at .05 level of significance. Thus, the null hypothesis *"There is no significant difference between the personality of students of with and without teaching experience of the B.Ed Programme under Dibrugarh University"* is rejected. Therefore it can be concluded that students of with and without teaching experience of the B.Ed programme under Dibrugarh University differ significantly in their personality.

9.4 Comparison of the Personality of Graduate and Post-graduate students of the B.ED Programme under Dibrugarh University

The result of the study regarding comparison of the personalitty of graduate and post-graduate students of the B.Ed programme under Dibrugarh University are presented below-

H$_0$ $_3$: There is no significant difference between the personality of graduate and post-graduate students of the B.Ed programme under Dibrugarh University.

Table-4

Comparison of the Personality of Graduate and Post-graduate students of the B.Ed Programme under Dibrugarh University

V variables	N	Means	SD	't' value	Df	Significance
Graduate	107	182.88	18.99	.09	245	Not significant
Post-graduate	140	182.64	20.02			At .05 level

From the above table, it is evident that for graduate, N=107, M=182.88, SD=18.99, and for post graduate, N=140, M=182.64, SD=20.02. The 't' ratio is .09 and 'df' is 245.

The table reveals that computed value of 't'=(0.09) is smaller than the tabulated value (1.96) at .05 level of significance. Thus, the null hypothesis "*There is no significant difference between the personality of graduate and post-graduate students of the B.Ed Programme under Dibrugarh University*" is accepted.

X. DISCUSSION

The study found an average level of personality of students of the B.Ed programme under Dibrugarh University.

It found a significant difference between the personality of male and female students of the B.Ed programme under Dibrugarh University

The result showed no significant difference between the personality of graduate and post-graduate students of the B.Ed programme under Dibrugarh University. A dissimilar result has been found by **Illovsky (2010)** where undergraduate students scored statistically high.

Again no significant difference between the personality of students of with and without teaching experience of the B.Ed programme under Dibrugarh University has found from the present study.

XI. SUGGESTIONS FOR FURTHER RESEARCH

11.1 The present study has been carried out with only 5 B.Ed institutions affiliated by Dibrugarh University of Assam. Comprehensive studies can be taken up covering all the institutions of Dibrugarh University of Assam. Further study may also cover B.Ed institutions of other universities of Assam.

11.2 This study has been conducted on the personality of students of the B.Ed programme under Dibrugarh University. A comprehensive study may be undertaken with the elementary and secondary school students as well as graduate and post-graduate students of various streams.

11.3 A number of variables are closely related to the concept of personality, like: social relations, academic achievements, home environment, motivations etc. So it will be of utmost importance that further research should involve these variables.

11.4 Very less number of studies has been conducted on personality of differently able students. Thus it is an aspect to be looked at in the quest to suggest for future studies.

11.5 A number of studies on personality of primary, secondary and higher teachers and all those individuals whose are working on educational institutions are also an urgent required.

XII. CONCLUSION

The main aim of our general education system is to develop all round personality. The scope of personality is very broad because it encompasses both physical as well as internal aspects and it is different from person to person. Education actually a lifelong collection of knowledge's and experiences by means of formal, informal and non-formal ways. Since personality is a very broad aspect so it's all round development is quite difficult in a limited period of formal education system. Thus, it is important to conduct many research studies on teachers, students and all other non-teaching members of educational institutions to get a clear cut idea about their personality levels so that a necessary steps and measures can be possible to take for develop and make their personality more strong if required.

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