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“THE EFFECT OF PERSONALITY ON THE ACADEMIC ACHIEVEMENT OF B.Ed TRAINEES”.A STUDY

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ABSTRACT:

This study investigated the influence of personality on academy achievements of B.ED trainees of Karnataka state . For the present study the survey method is used by the researcher. In the present study the dependent variables is academic achievement and independent variable is personality.The researcher has compared the different factor like Gender(male and female),Location(Rural and urban),types of subject(science and Arts), types of Management, social economic status(High and low).A sample of 400 trainees is selected for the study out of 400,the sample comprises 200 Male and 200 Female .The tools used for the data collection Dimensional Personality Inventory By Dr. Mahesh .Bhargava.The statical technique used to analyzed data with reference to the objectives and hypotheses by using descriptive statistics, differential analysis including unpaired t-test, correlation analysis, and multiple linear regression analysis using spss 20.0

statistical software and the results obtained there by have been interpreted.

Key Words: Personality and its diomesions , Academic achievement,and socio economic status.

INTRODUCTION

Personality is the sum total of the behavioral and mental characteristics that are distinctive of an individual (Andrew M. Colamn, 2009, p.565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Robert A. Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students.

Academic achievement is a noteworthy issue among understudies, instructors, guardians, school heads, and the group on the loose. Endeavors have been made by analysts to disentangle the complexities encompassing scholarly accomplishment. Clinicians have advanced a ton of reasons why these variations in accomplishment exist. A great deal of consideration had been paid to outer variables, for example, kind of school, showing techniques, school area, instructional materials, instructors experience, thus on . Many spend loads of cash keeping in mind the end goal to secure great schools either for their kids or themselves and the individuals who can bear the cost of it even contribute on instruction abroad as they trust this will improve accomplishment, and which thusly gives an additional favorable position as far as securing beneficial business. Sentiments fluctuate with respect to why a few understudies exceed expectations



scholastically while others seem, by all accounts, to be underachievers. Numerous clinicians have reliably endeavored to distinguish the real indicators of individual scholastic accomplishment. Variables, for example, knowledge, self idea, sexual orientation, contemplate propensity, development, home foundation, among others, just to say a couple, have been widely investigated as being in charge of scholastic accomplishment. Different variables that have been explored into in the past include: tyke raising examples, peer amass impact, financial foundation and learning environment. Another central point that is accepted to be in charge of scholastic accomplishment in understudies is their identity and its measurement. So the scientist has attempted to discover the connection between the Academic accomplishment and Personality.

CONCEPTS OR KEY WORDS

• **PERSONALITY** In basic terms it can be characterized as the whole of the physical, mental, enthusiastic, and social qualities of an individual or the sorted out example of behavioral attributes of the person. The nature of being a man; presence as a reluctant individual; individual personality is the fundamental character of a man. As indicated by Feldman (1994) in Daminabo (2008), Personality is the aggregate of the attributes that separates individuals, or the soundness of a man's conduct crosswise over various circumstances. . Here the specialist has taken identity and its measurements as - (i) Activity-Passivity, (ii) Enthusiastic-Non-Enthusiastic, (iii) Emotional Instability and Emotional Stability. (IV) Assertive-tame (V) Suspicious-trusting (VI) Depressive-non depressive.

• **ACADEMIC ACHIEVEMENT** Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence inspiring, behavior, confidence, communication, punctuality, skill, assertiveness, arts, culture and the like. According to steinberger (1993) "Academic achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life." Merriam webster defines Academic achievement as "The quality and quantity of a student's work."

• **SOCIOECNOMIC STATUS (SES)** is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, and occupation. Socioeconomic status is typically broken into two categories (high SES, and low SES) to describe the two areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, and occupation) can be assessed.

• **5) NEED AND SIGNIFICANCE OF THE PRESENT INVESTIGATION.** The present study is an attempt to identify the personality traits essential for an effective study habits in relation to the academic achievement. . Various researchers have shown that there is significant relationship between student academic achievement, and trainee's personality effectiveness. So the study habits which in turn demands certain personal traits in trainees. It is also believed in this context that the present study will be useful in identifying a list of generalized personality variables which predict trainee's effectiveness in academic achievement .These findings will provide insight to the trainees, and teacher educators to modify their thoughts, and actions according to the needs, and objectives of present day education.

• **6) REVIEW OF RELATED LITERATURE** 1. Studies Conducted In India 2. Studies Related To Personality 3. Studies Related To Academic Achievement.

7) STATEMENT OF THE PROBLEM "THE EFFECT OF PERSONALITY ON THE ACADEMIC ACHIEVEMENT OF B.ED TRAINEES".A STUDY

8) OBJECTIVES OF THE STUDY

1) To compare the difference between Academic achievement, with personality and its dimensions of male and female teacher trainees of B. ED

- 2) To compare the difference between Academic achievement, with personality and its dimensions of rural and urban teacher trainees of B. ED.
- 3) To compare the difference between Academic achievement, with personality and its dimensions of arts and science subject teacher trainees of B. ED.
- 4) To compare the difference between Academic achievement, with personality and its dimensions of low socio-economic status and of high socio-economic status teacher trainees of B. ED
- 5) To compare the difference between Academic achievement, with personality and its dimensions of aided college and unaided college status teacher trainees of B. ED.

9) HYPOTHESIS

- 1: There is no significant difference between male and female teacher trainees of B. ED with respect to personality and its dimensions
- 2: There is no significant difference between rural and urban college teacher trainees of B. ED with respect to personality and its dimensions.
- 3: There is no significant difference between arts and science subject teacher trainees of B. ED with respect to personality and its dimensions.
- 4: There is no significant difference between teacher trainees of B. ED of low and high SES status with respect to personality and its dimensions.
- 5: There is no significant difference between teacher trainees of aided and unaided B. ED colleges with respect to personality and its dimensions.

10) DESIGN OF THE STUDY

•Methods used for the present study

After reviewing the characteristics of the different methods of educational research, the investigator decided to use stratified random sampling for the present study. The aim of the present study is to find out the influence of personality on academic achievement so it is the study of the present phenomena and the characteristics of the whole population. Hence the survey method is the most suitable method for the present study.

- Sample part of the population is called a sample. It is a proportion of the population, a slice of it, a part of it and all its characteristics. A sample is a scientifically drawn group that actually possesses the same characteristics as the population. The purposive sampling technique was used to draw the sample of this study. A sample of 400 male and female students was selected for the present study. Out of 400 students, the sample comprised of 200 male and 200 female students.
- Data Gathering Tool So in the present study, the investigator used a questionnaire for collecting data .various tools related to the factors of the present study have been surveyed by the investigator. A careful study of these tools is done and after a through discussion With the Guide and the experts in the field of educational the research decided to select the following tools. Dimensional Personality Inventory By Dr. Mahesh .Bhargava.
- Statical Technique The statical technique used to analyzed data with reference to the objectives and hypotheses by using descriptive statistics, differential analysis including unpaired t-test, correlation analysis, and multiple linear regression analysis using spss 20.0 statistical software and the results obtained there by have been interpreted.

11) ANALYSIS AND INTERPETATION OF DATA

In this section, we compared the different characteristics like gender (male and female), locations (rural and urban), type of subjects (Arts and Science) and types of management (aided and unaided) with respect to academic achievement, personality and its dimensions .

- 1: There is no significant difference between male and female teacher trainees of B. ED with respect to personality and its dimensions .

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table 01: Results of t test between male and female teacher trainees of B. ED with respect to personality and its dimensions

Variable	Gender	n	Mean	SD	t-value	p-value
Personality	Male	200	94.89	7.30	-2.3405	0.0198*
	Female	200	96.55	6.83		
Activity-passivity trait	Male	200	14.75	2.57	-1.0899	0.2764
	Female	200	15.04	2.84		
Enthusiastic and non-enthusiastic trait	Male	200	16.94	2.68	-1.1904	0.2346
	Female	200	17.24	2.35		
Assertive-submissive	Male	200	16.34	3.59	-3.0563	0.0024*
	Female	200	17.36	3.06		
Suspicious-trusting	Male	200	16.57	1.56	-1.1097	0.2678
	Female	200	16.74	1.51		
Depressive-non depressive	Male	200	16.17	1.64	0.4306	0.6670
	Female	200	16.10	1.84		
Emotional instability and emotional stability	Male	200	14.13	4.48	0.1298	0.8968
	Female	200	14.08	3.98		

*p<0.05 indicates significant at 5% level of significance

From the results of the above table, it can be seen that,

- A significant difference was observed between male and female teacher trainees of B. ED with respect to personality scores (t=-2.3405, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the female teacher trainees of B. ED have higher personality as compared to male teacher trainees of B. ED.
- A non-significant difference was observed between male and female teacher trainees of B. ED with respect to dimension of personality i.e. activity-passivity trait scores (t=-1.0899, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teacher trainees of B. ED have similar activity-passivity trait scores.
- A non-significant difference was observed between male and female teacher trainees of B. ED with respect to dimension of personality i.e. enthusiastic and non-enthusiastic trait scores (t=-1.1904, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teacher trainees of B. ED have similar enthusiastic and non-enthusiastic trait scores.
- A significant difference was observed between male and female teacher trainees of B. ED with respect to dimension of personality i.e. assertive-submissive scores (t=-3.0563, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the female teacher trainees of B. ED have higher assertive-submissive scores as compared to male teacher trainees of B. ED.
- A non-significant difference was observed between male and female teacher trainees of B. ED with respect to dimension of personality i.e. suspicious-trusting scores (t=-1.1097, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teacher trainees of B. ED have similar suspicious-trusting scores.
- A non-significant difference was observed between male and female teacher trainees of B. ED with respect to dimension of personality i.e. depressive-non depressive scores (t=0.4306, p>0.05) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teacher trainees of B. ED have

similar depressive-non depressive scores.

- A non-significant difference was observed between male and female teacher trainees of B. ED with respect to dimension of personality i.e. emotional instability and emotional stability scores ($t=0.1298, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female teacher trainees of B. ED have similar emotional instability and emotional stability scores.

2: There is no significant difference between rural and urban college teacher trainees of B. ED with respect to personality and its dimensions .

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table 02: Results of t test between rural and urban college teacher trainees of B. ED with respect to personality and its dimensions

Variable	Location	n	Mean	SD	t-value	p-value
Personality	Rural	200	94.80	6.85	-2.6135	0.0093*
	Urban	200	96.64	7.27		
Activity-passivity trait	Rural	200	15.03	2.69	0.9788	0.3283
	Urban	200	14.76	2.73		
Enthusiastic and non-enthusiastic trait	Rural	200	17.05	2.47	-0.3565	0.7216
	Urban	200	17.14	2.58		
Assertive-submissive	Rural	200	16.57	3.50	-1.6943	0.0910
	Urban	200	17.14	3.22		
Suspicious-trusting	Rural	200	16.52	1.56	-1.7007	0.0898
	Urban	200	16.78	1.49		
Depressive-non depressive	Rural	200	16.02	1.74	-1.2942	0.1963
	Urban	200	16.25	1.74		
Emotional instability and emotional stability	Rural	200	13.62	3.81	-2.2926	0.0224*
	Urban	200	14.59	4.57		

* $p<0.05$ indicates significant at 5% level of significance

From the results of the above table, it can be seen that,

- A significant difference was observed between rural and urban teacher trainees of B. ED with respect to personality scores ($t=-2.6135, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the urban teacher trainees of B. ED have higher personality as compared to rural teacher trainees of B. ED.
- A non-significant difference was observed between rural and urban teacher trainees of B. ED with respect to dimension of personality i.e. activity-passivity trait scores ($t=0.9788, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the rural and urban teacher trainees of B. ED have similar activity-passivity trait scores.
- A non-significant difference was observed between rural and urban teacher trainees of B. ED with respect to dimension of personality i.e. enthusiastic and non-enthusiastic trait scores ($t=-0.3565, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the rural and urban teacher trainees of B. ED have similar enthusiastic and non-enthusiastic trait scores.
- A non-significant difference was observed between rural and urban teacher trainees of B. ED with respect to dimension of personality i.e. assertive-submissive scores ($t=-1.6943, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the rural and urban teacher trainees of B. ED have similar assertive-submissive scores.

- A non-significant difference was observed between rural and urban teacher trainees of B. ED with respect to dimension of personality i.e. suspicious-trusting scores ($t=-1.7007, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the rural and urban teacher trainees of B. ED have similar suspicious-trusting scores.
- A non-significant difference was observed between rural and urban teacher trainees of B. ED with respect to dimension of personality i.e. depressive-non depressive scores ($t=-1.2942, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the rural and urban teacher trainees of B. ED have similar depressive-non depressive scores.
- A significant difference was observed between rural and urban teacher trainees of B. ED with respect to dimension of personality i.e. emotional instability and emotional stability scores ($t=-2.2926, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the urban teacher trainees of B. ED have higher emotional instability and emotional stability scores as compared to rural teacher trainees of B. ED.

3: There is no significant difference between arts and science subject teacher trainees of B. ED with respect to personality and its dimensions .

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table 03: Results of t test between arts and science subject teacher trainees of B. ED with respect to personality and its dimensions

Variable	Subjects	n	Mean	SD	t-value	p-value
Personality	Arts	200	95.29	7.69	-1.2172	0.2243
	Science	200	96.15	6.47		
Activity-passivity trait	Arts	200	14.71	2.66	-1.3496	0.1779
	Science	200	15.08	2.75		
Enthusiastic and non-enthusiastic trait	Arts	200	16.75	2.81	-2.7591	0.0061*
	Science	200	17.44	2.15		
Assertive-submissive	Arts	200	16.78	3.36	-0.4147	0.6786
	Science	200	16.92	3.39		
Suspicious-trusting	Arts	200	16.62	1.42	-0.4563	0.6484
	Science	200	16.69	1.64		
Depressive-non depressive	Arts	200	15.99	1.82	-1.6414	0.1015
	Science	200	16.28	1.65		
Emotional instability and emotional stability	Arts	200	14.45	4.58	1.6221	0.1056
	Science	200	13.76	3.83		

* $p<0.05$ indicates significant at 5% level of significance

From the results of the above table, it can be seen that,

- A non-significant difference was observed between arts and science subject teacher trainees of B. ED with respect to personality scores ($t=-1.2172, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the science subject teacher trainees of B. ED have higher personality as compared to arts subject teacher trainees of B. ED.
- A non-significant difference was observed between arts and science subject teacher trainees of B. ED with respect to dimension of personality i.e. activity-passivity trait scores ($t=-1.3496, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the arts and science subject teacher trainees of B. ED have similar activity-passivity trait scores.
- A significant difference was observed between arts and science subject teacher trainees of B. ED with respect to dimension of personality i.e. enthusiastic and non-enthusiastic trait scores ($t=-2.7591, p<0.05$) at 5% level of

significance. Hence, the null hypothesis is rejected. It means that, the science subject teacher trainees of B. ED have higher enthusiastic and non-enthusiastic trait scores as compared to arts subject teacher trainees of B. ED.

- A non-significant difference was observed between arts and science subject teacher trainees of B. ED with respect to dimension of personality i.e. assertive-submissive scores ($t=-0.4147, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the arts and science subject teacher trainees of B. ED have similar assertive-submissive scores.

- A non-significant difference was observed between arts and science subject teacher trainees of B. ED with respect to dimension of personality i.e. suspicious-trusting scores ($t=-0.4563, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the arts and science subject teacher trainees of B. ED have similar suspicious-trusting scores.

- A non-significant difference was observed between arts and science subject teacher trainees of B. ED with respect to dimension of personality i.e. depressive-non depressive scores ($t=-1.6414, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the arts and science subject teacher trainees of B. ED have similar depressive-non depressive scores.

- A non-significant difference was observed between arts and science subject teacher trainees of B. ED with respect to dimension of personality i.e. emotional instability and emotional stability scores ($t=1.6221, p>0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the arts and science subject teacher trainees of B. ED have similar emotional instability and emotional stability scores.

3: There is no significant difference between teacher trainees of B. ED of low and high SES status with respect to personality and its dimensions .

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table 04: Results of t test between teacher trainees of B. ED of low and high SES status with respect to personality and its dimensions

Variable	SES	n	Mean	SD	t-value	p-value
Personality	Low SES	215	94.78	6.85	-2.8639	0.0044*
	High SES	185	96.81	7.27		
Activity-passivity trait	Low SES	215	14.96	2.64	0.5223	0.6018
	High SES	185	14.82	2.79		
Enthusiastic and non-enthusiastic trait	Low SES	215	17.02	2.47	-0.6100	0.5422
	High SES	185	17.17	2.58		
Assertive-submissive	Low SES	215	16.80	3.30	-0.3193	0.7496
	High SES	185	16.91	3.46		
Suspicious-trusting	Low SES	215	16.47	1.61	-2.6203	0.0091*
	High SES	185	16.86	1.42		
Depressive-non depressive	Low SES	215	15.96	1.79	-2.1120	0.0353*
	High SES	185	16.33	1.67		
Emotional instability and emotional stability	Low SES	215	13.58	3.77	-2.6998	0.0072*
	High SES	185	14.71	4.65		

* $p<0.05$ indicates significant at 5% level of significance

From the results of the above table, it can be seen that,

- A significant difference was observed between low and high socio-economic status teacher trainees of B. ED with respect to personality scores ($t=-2.8639, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the high socio-economic status teacher trainees of B. ED have higher personality as compared to low socio-economic status teacher trainees of B. ED.

- A non-significant difference was observed between low and high socio-economic status teacher trainees of B.

ED with respect to dimension of personality i.e. activity-passivity trait scores ($t=0.5223$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not ejected. It means that, the low and high socio-economic status teacher trainees of B. ED have similar activity-passivity trait scores.

- A non-significant difference was observed between low and high socio-economic status teacher trainees of B. ED with respect to dimension of personality i.e. enthusiastic and non-enthusiastic trait scores ($t=-0.6100$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not ejected. It means that, the low and high socio-economic status teacher trainees of B. ED have similar enthusiastic and non-enthusiastic trait scores.

- A non-significant difference was observed between low and high socio-economic status teacher trainees of B. ED with respect to dimension of personality i.e. assertive-submissive scores ($t=-0.3193$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is not ejected. It means that, the low and high socio-economic status teacher trainees of B. ED have similar assertive-submissive scores.

- A significant difference was observed between low and high socio-economic status teacher trainees of B. ED with respect to dimension of personality i.e. suspicious-trusting scores ($t=-2.6203$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the high socio-economic status teacher trainees of B. ED have higher suspicious-trusting scores as compared to low socio-economic status teacher trainees of B. ED.

- A significant difference was observed between low and high socio-economic status teacher trainees of B. ED with respect to dimension of personality i.e. depressive-non depressive scores ($t=-2.1120$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the high socio-economic status teacher trainees of B. ED have higher depressive-non depressive scores as compared to low socio-economic status teacher trainees of B. ED.

A significant difference was observed between low and high socio-economic status teacher trainees of B. ED with respect to dimension of personality i.e. emotional instability and emotional stability scores ($t=-2.6998$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the high socio-economic status teacher trainees of B. ED have higher emotional instability and emotional stability scores as compared to low socio-economic status teacher trainees.

H: There is no significant difference between teacher trainees of aided and unaided B. ED colleges with respect to personality and its dimensions .

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table o5: Results of t test between teacher trainees of aided and unaided B. ED colleges with respect to personality and its dimensions

Variable	Managemen t	n	Mean	SD	t-value	p-value
Personality	Aided	150	96.95	6.68	2.6989	0.0073*
	Unaided	250	94.98	7.27		
Activity-passivity trait	Aided	150	14.75	2.75	-0.7960	0.4265
	Unaided	250	14.98	2.68		
Enthusiastic and non-enthusiastic trait	Aided	150	17.37	2.40	1.7039	0.0892
	Unaided	250	16.92	2.58		
Assertive-submissive	Aided	150	17.09	3.26	1.1183	0.2641
	Unaided	250	16.70	3.44		
Suspicious-trusting	Aided	150	16.81	1.45	1.6548	0.0988
	Unaided	250	16.55	1.57		
Depressive-non depressive	Aided	150	16.38	1.58	2.2144	0.0274*
	Unaided	250	15.98	1.82		
Emotional instability and emotional stability	Aided	150	14.54	4.41	1.6048	0.1093
	Unaided	250	13.84	4.11		

* $p < 0.05$ indicates significant at 5% level of significance

From the results of the above table, it can be seen that,

- A significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to personality scores ($t = -2.6989$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the aided college teacher trainees of B. ED have higher personality as compared to unaided college teacher trainees of B. ED.
- A non-significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to dimension of personality i.e. activity-passivity trait scores ($t = -0.7960$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teacher trainees of aided and unaided B. ED colleges have similar activity-passivity trait scores.
- A non-significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to dimension of personality i.e. enthusiastic and non-enthusiastic trait scores ($t = 1.7039$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teacher trainees of aided and unaided B. ED colleges have similar enthusiastic and non-enthusiastic trait scores.
- A non-significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to dimension of personality i.e. assertive-submissive scores ($t = 1.1183$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teacher trainees of aided and unaided B. ED colleges have similar assertive-submissive scores.
- A non-significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to dimension of personality i.e. suspicious-trusting scores ($t = 1.6548$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teacher trainees of aided and unaided B. ED colleges have similar suspicious-trusting scores.
- A significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to dimension of personality i.e. depressive-non depressive scores ($t = 2.2144$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the aided college teacher trainees of B. ED have higher depressive-non depressive scores as compared to unaided college teacher trainees of B. ED.
- A non-significant difference was observed between teacher trainees of aided and unaided B. ED colleges with respect to dimension of personality i.e. emotional instability and emotional stability scores ($t = 1.6048$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the teacher trainees of aided and unaided B. ED colleges have similar emotional instability and emotional stability scores.

12) MAJOR FINDINGS

- 1) There is significant difference between the female teacher trainees of B. ED have higher personality as compared to male teacher trainees of B. ED.
- 2) There is significant difference between the urban teacher trainees of B. ED have higher personality as compared to rural teacher trainees of B. ED.
- 3) There is no significant difference between Hence, the science subject teacher trainees of B. ED have higher personality as compared to arts subject teacher trainees of B. ED.
- 4) There is significant difference between the high socio-economic status teacher trainees of B. ED have higher personality as compared to low socio-economic status teacher trainees of B. ED.
- 5) There is significant difference between the aided college teacher trainees of B. ED have higher personality as compared to unaided college teacher trainees of B. ED.

CONCLUSION

The results of the present study reflect that the male trainees lag behind female trainees it is due the autonomous nature of the boys or nurturing style of the parents. The Aided college teachers trainees have higher personality and study habits as compare to Un-aided college teacher trainees. It may due to the environment provide by the both institution. So it is recommended it is duty of the institution to provide good environment and training to develop good study habits to the trainees so that they could perform well in their

academics. The study also points out the students who have high SES Status shows better at academic achievement than the students who have low SES status

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