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A STUDY OF PERSONALITY OF CANDIDATES ADMITTED IN BACHELOR OF EDUCATION COURSE DIRECTLY AND THROUGH ENTRANCE TEST

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ABSTRACT

The present piece of work seeks to examine the validity of admission procedures adopted to admit candidates in teacher-education institutions with special reference to the authenticity of entrance test. The purpose of research is to examine whether the universities select prospective teachers with positive personality traits. The study was based on 2783 candidates selected from 51 teacher-education institutions. These teacher-trainees were admitted directly or through an entrance test. The results of the study indicate that two groups of candidates do not differ on five dimensions of personality.

KEYWORDS :teacher-education institutions , Bachelor Of Education Course Directly, Through Entrance Test.

A. INTRODUCTION

The procedure to select student-teachers for teacher-training institutions is the fundamental issue in determining the effectiveness of prospective teachers. In fact, other issues related to teacher-education programmes come later. Before delving into the limitations inherent in teacher-education programmes, the basic question is: Are our procedures to select student-teachers for teacher-training institutions adequate enough to pick those who possess qualities to become effective teachers after training? The opinions in this regard suggest that they are not. Different procedures are used to admit student-teachers for teacher-training institutions by different universities. Sometimes these procedures and



requirements are diluted to a horrifying degree. For example, in Himachal Pradesh University the student-teachers are selected on the basis of an entrance test. The minimum qualifying marks are 35 per cent. But when the seats remain vacant, the qualifying criterion is lowered to zero per cent. If the seats still remain vacant, the colleges are allowed to admit any student they are able to lay hands on. There is also a big question mark on the predictive validity of entrance tests. A number of researchers have pointed out weaknesses in the selection procedures of B.Ed. teacher-trainees and advocated for a strong and valid selection procedure including a comprehensive entrance test (Das, 1958; Dubey, 1990; Srivastava, 1997; Desai, 2012; Mohan, 2013; Jena (2014).

There are a number of characteristics which determine a prospective teachers' teaching effectiveness. Some of these characteristics such as proficiency in teaching skills, expertise in teaching methods, knowledge of educational psychology, philosophy of education, educational technology, familiarity with techniques of guidance and counseling etc. are developed in student-teachers during training. Whereas, there are characteristics such as a particular level of intelligence, teaching aptitude, language proficiency and personality etc. the student-teachers must possess before being admitted in teacher-education institution for training. Here, the following questions arise specifically in relation to personality:

1. Do the entrants to teacher-education institutions have requisite type of personality?
2. Do the candidates admitted in Bachelor of Education course directly and through entrance test differ with respect to their type of personality?

Teacher is the key component of any educational institution. It is, therefore, important to know what kind of persons are entering in this profession. As discussed earlier there are various modes of admitting students in teacher-education institutions. The results of the present study are expected to throw light on the adequacy of the admission procedures for teacher-training institutions. Further, the study will also indicate what type of persons are entering teacher-training institutions with respect to their personality.

If the results of the study reveal that our admission procedures for teacher-training institutions are inadequate, then it may be a wake-up call to all concerned – teacher-educators, administrators, policy planners – for a serious thought on redesigning admission procedures so that only capable persons enter the teaching profession.

B. OBJECTIVES OF THE STUDY

The following objectives are laid down for the present study:

1. To compare candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to their mean scores on neuroticism (N) factor of Neo-FFI Test of Personality.
2. To compare candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to their mean scores on extraversion (E) factor of Neo-FFI Test of Personality.
3. To compare candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to their mean scores on openness (O) factor of Neo-FFI Test of Personality.
4. To compare candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to their mean scores on agreeableness (N) factor of Neo-FFI Test of Personality.
5. To compare candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to their mean scores on Conscientiousness (C) factor of Neo-FFI Test of Personality.

C. HYPOTHESES OF THE STUDY

The following hypotheses are formulated which will be tested in the present study:

1. The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on neuroticism (N) factor of Neo-FFI Test of Personality.

2.The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on extraversion (E) factor of Neo-FFI Test of Personality.

3.The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on openness (O) factor of Neo-FFI Test of Personality.

4.The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on agreeableness (N) factor of Neo-FFI Test of Personality.

5.The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on Conscientiousness (C) factor of Neo-FFI Test of Personality.

D. OPERATIONAL DEFINITIONS OF TERMS USED

Certain terms were used in the present study quite frequently. The operational meanings of such words are given below.

1.Teacher-Training Institution: A teacher-training institution refers to an institution of higher learning that prepares aspirant persons to teach secondary level learners and grants them the Bachelor's degree in Education.

2.Admissions in B.Ed. on the basis of an Entrance Test: Admissions in B.Ed. on the basis of an Entrance Test refer to the admissions of candidates by teacher-training institutions on the basis of marks obtained in the entrance test conducted by Himachal Pradesh University. These admissions are regulated by the University.

3.Direct Admissions in B.Ed.: Direct Admissions in B.Ed. refer to the admissions of candidates by teacher-training institutions on first-come-first-serve-basis. These candidates might have appeared in the entrance test conducted by the university securing less than qualifying marks (35) or not appeared in the entrance test at all. These admissions are made by different private teacher-training institutions themselves.

D. METHOD

It was decided to use descriptive method of research in the present case which was relevant and justified in view of the objectives of the study.

E. SAMPLE

The sample for the present study was drawn in the following manner:

1.There were 74 colleges of Education situated in eleven districts of Himachal Pradesh. Out of these, 51 colleges were selected randomly.

2.Since the study aimed at comparing the students admitted on the basis of entrance test and the students who were directly admitted to the institution, it was needed to select the two groups of students from each college using appropriate criteria. To serve this purpose, the following procedure was adopted.

a. Selecting Directly Admitted Students: Since the directly admitted students were fewer in number, all the students present in the class, except students with teaching of commerce, were taken for the study.

b. Selecting Entrance Test Based Admitted Students: Entrance test based students were selected by including those with teaching of English, teaching of Hindi, teaching of Physical Sciences as well as

teaching of Life Sciences. Proportionate number of such students were taken from each institution.

Finally, the total sample for the study consisted of 2783 students drawn from 51 teacher-training colleges of Himachal Pradesh.

F. TOOL USED

In order to test the personality of the students, Neo-FFI Test of Personality by Costa, Jr. and Robert (1989) was used in the present study. This inventory is a 60-item version of the Neo Personality Inventory that is scored for five domains only. The Neo-FFI is useful when time available for testing is limited and global information on personality is considered sufficient.

The Neo-FFI materials consist of the Professional Manual, the Neo-FFI Forms test booklet and Neo Summary. The Form S test booklet is a four page, two part, carbonless-paper form. The first page presents instructions for completing the Neo-FFI, and the second page contains spaces for recording basic demographic information. The 60 items of the Neo- FFI and the three validity check items are presented on the second and the third pages of the booklet. An area for recording item responses is presented on the third page. The demographic information and item responses are reproduced on the bottom sheet. The bottom sheet provides templates for easily scoring the domain scales of the Neo-FFI and provides profile areas for graphing the individual's scores. Neo Summary provides a description of the individual's personality traits on the five factors i.e. Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A) and Conscientiousness (C); that can be used to provide feedback to the respondent. The Neo- FFI requires a sixth grade reading level. Following is the brief description of the five factors.

Neuroticism (N): The general tendency to experience negative affect such as fear, sadness, embarrassment, anger, guilt and disgust is the core of N domain. However, N includes more than susceptibility to psychological distress. Perhaps because disruptive emotions interface with adaption, men and women high in N are also prone to have irrational ideas, to be less able to control their impulses, and to cope more poorly than others in stress. Individuals who score low on Neuroticism are emotionally stable. They are usually calm, even tempered and relaxed, and they are able to face stressful situations without becoming upset or rattled.

Extraversion (E): Extraverts are, of course, sociable, but sociability is only one of the traits that comprise the domain of Extraversion. In addition to liking people and preferring large groups and gatherings, extraverts are also assertive, active and talkative. They like excitement and stimulation and tend to be cheerful in disposition. They are upbeat, energetic and optimistic. Salespeople represent the prototypic extraverts in our culture, and the E domain scale is strongly correlated with interest in enterprising occupations (Costa McCrae, & Holland, 1984).

Openness (O): Open individuals are curious about both inner and outer worlds, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individuals. Men and women who score low on O tend to be conventional and conservative in outlook. They prefer the familiar to the novel, and their emotional responses somewhat muted.

Agreeableness (A): The agreeable person is fundamentally altruistic. He or she is sympathetic to others and eager to help them, and believes that others will be equally helpful in return to the contrast the disagreeable person is egocentric and skeptical of others' intentions and competitive rather than cooperative. However the readiness to fight for one's own interest is often advantageous for the agreeable persons.

Conscientiousness (C): The Conscientious is purposeful, strong willed and determined, and probably few people become great musicians or athletes without reasonably high level of this trait.

Digman and Takemoto-Chock (1981) refer to this domain as 'Will to Achieve': On the positive side high C is associated with academic and occupational achievement; on the negative side it may lead to anything fastidiousness, compulsive neatness, or workaholic behavior.

Scoring: Scoring of the items was done on five point scale named as SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree) and SA (Strongly Agree). Total scores for the 60 items were calculated individually for all the five points.

The Neo-FFI may be appropriately used with individuals who are 17 years of age or older. Individuals who are suffering from disorders that affect their ability to complete self report measurement reliably and validly (eg., psychosis, dementia etc.) should not be asked to complete the test. The Neo- FFI is essentially a self administered instrument. Thus the administration and scoring can be performed by individual who do not have formal training in clinical psychology, personality or related fields.

G. THE PROCEDURE

The tool was administered to the selected samples of direct and merit based students of the B.Ed. colleges. The tool was administered by following the standard procedure described in the manual. The test booklet of the tool was scored according to the procedure mentioned in the manual and the data thus obtained were tabulated for further analyses.

H. ANALYSIS AND INTERPRETATION OF DATA

a. Statistical Techniques Used

In order to analyze data with respect to all objectives, the technique of t-test was used.

b. Group Formation

As discussed earlier, the total data comprised of 2783 teacher-trainees selected from 51 teacher-training institutions situated in Himachal Pradesh. Out of these, 1744 teacher-trainees were admitted on the basis of an entrance test and 1039 were admitted directly by teacher-training institutions. In order to make the two groups of candidates equal, 1000 candidates from each group were selected randomly. Further analysis was based upon thus selected 2000 teacher-trainees.

c. Comparison of Candidates Admitted in Teacher-Training Institutions of Himachal Pradesh on the basis of an Entrance Test and those Admitted Directly with respect to their Mean Scores on Five Factors of Personality

The personality of two groups of candidates admitted in teacher-training institutions of Himachal Pradesh was measured by Neo-FFI Test of Personality by Costa, Jr. and McCrae (1989). The test comprises of five factors namely, Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A) and Conscientiousness (C) which are scored separately. The analyses of data pertaining to these five factors are presented as under.

(i) Neuroticism (N)

Table 1 presents the t-value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to neuroticism (N) factor of Personality measured by 'Neo-FFI Test of Personality' developed by Costa, Jr. and McCrae (1989) along with Ns, Means, SDs and Standard Error of Means for the two groups.

Table 1: t-Value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to Neuroticism (N) Factor of Personality

Group	N	df	Mean	Mean Difference	SD	SE _M	t-value
Entrance Based	1000	998	23.81	0.77	5.17	0.16	3.35**
Direct Admissions	1000		24.57		5.06	0.16	

** Significant at 0.01 level of confidence

It is revealed from Table 1 that t-value came out to be 3.35, which is significant at 0.01 level of confidence. This indicates that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on neuroticism (N) factor of Personality measured by 'Neo-FFI Test of Personality'. Hence, the hypothesis that "The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on neuroticism (N) factor of Neo-FFI Test of Personality" is accepted.

Since, the mean score on neuroticism (N) factor of Neo-FFI Test of Personality is higher for candidates admitted directly in teacher-training institutions of Himachal Pradesh (24.57) as compared to those admitted on the basis of an entrance test (23.81), it may be inferred that candidates admitted directly are significantly higher on neuroticism (N) factor of Neo-FFI Test of Personality in comparison to those admitted on the basis of an entrance test.

The general tendency to experience negative affect such as fear, sadness, embarrassment, anger, guilt and disgust is the core of N domain. However, N includes more than susceptibility to psychological distress. Perhaps because disruptive emotions interface with adaption, men and women high in N are also prone to have irrational ideas, to be less able to control their impulses, and to cope more poorly than others in stress. Hence, it may be inferred that candidates admitted directly in teacher-training institutions are characterized by above mentioned traits.

(ii) Extraversion (E)

Table 2 presents the t-value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to extraversion (E) factor of Neo-FFI Test of Personality measured by 'Neo-FFI Test of Personality' developed by Costa, Jr. and McCrae (1989) along with Ns, Means, SDs and Standard Error of Means for the two groups.

Table 2: t-Value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to Extraversion (E) Factor of Personality

Group	N	df	Mean	Mean Difference	SD	SE _M	t-value
Entrance Based	1000	998	27.60	0.39	4.84	0.15	1.79*
Direct Admissions	1000		27.21		4.97	0.16	

*Not Significant at 0.01 level of confidence

It is revealed from Table 2 that t-value came out to be 1.79, which is not significant at 0.01 level of confidence. This indicates that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly do not differ significantly with respect to their mean scores on extraversion (E) factor of Personality measured by 'Neo-FFI Test of Personality'. Hence, the hypothesis that *"The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on extraversion (E) factor of Neo-FFI Test of Personality"* is rejected. Thus it may be inferred that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly are more or less same on extraversion (E) factor of Neo-FFI Test of Personality.

Extraverts are, of course, sociable, but sociability is only one of the traits that comprise the domain of Extraversion. In addition to liking people and preferring large groups and gatherings, extraverts are also assertive, active and talkative. They like excitement and stimulation and tend to be cheerful in disposition. They are upbeat, energetic and optimistic. Salespeople represent the prototypic extraverts in our culture, and the E domain scale is strongly correlated with interest in enterprising occupations. Hence, it may be said that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and as well as those admitted directly are characterized by above mentioned traits.

(iii) Openness (O)

Table 3 presents the t-value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to openness (O) factor of Neo-FFI Test of Personality measured by 'Neo-FFI Test of Personality' developed by Costa, Jr. and McCrae (1989) along with Ns, Means, SDs and Standard Error of Means for the two groups.

Table 3: t-Value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to Openness (O) Factor of Personality

Group	N	df	Mean	Mean Difference	SD	SE _M	t-value
Entrance Based	1000	998	23.98	0.29	4.60	0.15	1.43*
Direct Admissions	1000		24.27		4.46	0.14	

* Not Significant at 0.01 level of confidence

It is revealed from Table 3 that t-value came out to be 1.43, which is not significant at 0.01 level of confidence. This indicates that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly do not differ significantly with respect to their mean scores on openness (O) factor of Personality measured by 'Neo-FFI Test of Personality'. Hence, the hypothesis that *"The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on openness (O) factor of Neo-FFI Test of Personality"* is rejected. Thus it may be inferred that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly are more or less same on openness (O) factor of

Neo-FFI Test of Personality.

Open individuals are curious about both inner and outer worlds, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individuals. Men and women who score low on O tend to be conventional and conservative in outlook. They prefer the familiar to the novel, and their emotional responses somewhat muted. Hence, it may be said that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and as well as those admitted directly are characterized by above mentioned traits.

(iv) Agreeableness (A)

Table 4 presents the t-value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to agreeableness (A) factor of Neo-FFI Test of Personality measured by 'Neo-FFI Test of Personality' developed by Costa, Jr. and McCrae (1989) along with Ns, Means, SDs and Standard Error of Means for the two groups.

Table 4: t-Value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to Agreeableness (A) Factor of Personality

Group	N	df	Mean	Mean Difference	SD	SE _M	t-value
Entrance Based	1000	998	25.87	0.07	5.08	0.16	0.31*
Direct Admissions	1000		25.80		4.96	0.16	

* Not Significant at 0.01 level of confidence

It is revealed from Table 4 that t-value came out to be 0.31, which is not significant at 0.01 level of confidence. This indicates that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly do not differ significantly with respect to their mean scores on agreeableness (A) factor of Personality measured by 'Neo-FFI Test of Personality'. Hence, the hypothesis that *"The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on agreeableness (A) factor of Neo-FFI Test of Personality"* is rejected. Thus it may be inferred that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly are more or less same on agreeableness (A) factor of Neo-FFI Test of Personality.

The agreeable person is fundamentally altruistic. He or she is sympathetic to others and eager to help them, and believes that others will be equally helpful in return to the contrast the disagreeable person is egocentric and skeptical of others' intentions and competitive rather than cooperative. However the readiness to fight for one's own interest is often advantageous for the agreeable persons. Hence, it may be said that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and as well as those admitted directly are characterized by above mentioned traits.

(v) Conscientiousness (C)

Table 5 presents the t-value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to conscientiousness (C) factor of Neo-FFI Test of Personality measured by 'Neo-FFI Test of Personality' developed by Costa, Jr. and McCrae (1989) along with Ns, Means, SDs and Standard Error of Means for the two groups.

Table 5: t-Value for candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly with respect to Conscientiousness (C) Factor of Personality

Group	N	df	Mean	Mean Difference	SD	SE _M	t-value
Entrance Based	1000	998	29.98	0.38	5.97	0.19	1.42*
Direct Admissions	1000		29.60		5.77	0.18	

* Not Significant at 0.01 level of confidence

It is revealed from Table 5 that t-value came out to be 1.42, which is not significant at 0.01 level of confidence. This indicates that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly do not differ significantly with respect to their mean scores on conscientiousness (C) factor of Personality measured by 'Neo-FFI Test of Personality'. Hence, the hypothesis that "*The candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly with respect to their mean scores on conscientiousness (C) factor of Neo-FFI Test of Personality*" is rejected. Thus it may be inferred that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly are more or less same on conscientiousness (C) factor of Neo-FFI Test of Personality.

The Conscientious is purposeful, strong willed and determined, and probably few people become great musicians or athletes without reasonably high level of this trait. Digman and Takemoto-Chock (1981) refer to this domain as 'Will to Achieve': On the positive side high C is associated with academic and occupational achievement; on the negative side it may lead to anything fastidiousness, compulsive neatness, or workaholic behavior. Hence, it may be said that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and as well as those admitted directly are characterized by above mentioned traits.

I. DISCUSSION

The results indicate that candidates admitted in teacher-training institutions of Himachal Pradesh on the basis of an entrance test and those admitted directly differ significantly only one of the five factors of Neo-FFI Test of Personality i.e. Neuroticism. Here too, the mean scores for two groups of candidates were 23.81 and 24.57 with a very small mean difference of to 0.77. Thus it may be said that practically the two groups of candidates are more or less similar on all dimensions of Neo-FFI Test of Personality. This raises question mark on the validity of entrance test used to select candidates for teacher-training institutions as it fails to identify persons with positive traits of personality. It is revealed from the examination of the entrance test used by Himachal Pradesh University to select candidates as teacher-trainees that it includes items related to General Awareness (40 Marks),

Knowledge of National Commissions & Committees on Education (30 Marks), Knowledge of Language Comprehension (Hindi and English – 30 Marks), Logical Reasoning (30 Marks) and Teaching Aptitude and Attitude (20 Marks). There is no component in the test which assesses some aspect of personality of the prospective candidates. The favourable traits of personality go a long way in determining effectiveness of a prospective teacher. Hence, if an entrance test does not take into consideration this aspect it cannot be considered as valid. Thus it does not make difference whether the teacher-trainees are admitted directly or on the basis of existing entrance test as far as the personality component is concerned.

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