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**A STUDY OF PERSONALITY TRAITS OF B.ED. TEACHERS
IN RELATION TO AREA OF COLLEGE**



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Short Profile

Dipika R. Chaudhari is working as a Assistant Professor in Smt. S. I. Patel Ipcowala College of Education, Dantali Road College Campus, Dantali Road, Petlad.



ABSTRACT:

The term personality is derived from the Latin word persona meaning a mask. Personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organized externally into roles and statuses and as they relate internally to motivation, goals and various aspects of selfhood. The study includes 412 teachers of urban and rural area of the year 2013-14. To test the

hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Total score) of B.Ed. teachers belonging to urban and rural area of college have been calculated. Out of all the five traits selected for the study, the trait 'Openness to experience' was observed the most among B.Ed. teachers of rural area. Similarly, there was no difference observed between the trait 'Openness to experience' and the trait 'Conscientiousness'. The traits 'Extraversion', 'Agreeableness' and 'Neuroticism' were observed gradually in the decreasing order among the B.Ed. teachers of rural area.

KEYWORDS

Personality Traits, B. Ed. Teachers.

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INTRODUCTION

One important psychological mechanism which guides behavior is personality. As personality forms an inclination towards certain characteristic reactions in any given situation, personality traits are likely to influence attitudes and behavior in human being. After year of research in the field now researchers have recognized the potential predictive power of personality and derived the reason for individual differences (Miller and Jablin 1991; Wanberg and Kammeyer Mueller 2000). Personality construct can be measured on the basis of some entities which can be perceived. Similarly the dimensions of personality like five factors namely Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness are also the constructs which are being measured by means of some visible entities in the form of behavior. It is clear that in order to analyze a person's personality one needs to study his/her behavior or rather in other words the behavioral responses of an individual are the perfect indicators to know a person's personality.

The term personality is derived from the Latin word persona meaning a mask. Personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organized externally into roles and statuses and as they relate internally to motivation, goals and various aspects of selfhood.

According to Robert Park and Earnest Burgess Personality is the sum and organization of those traits which determine the role of the individual in the group.

OBJECTIVE OF THE STUDY

To study the personality traits of B.Ed. teachers in relation to Area of their College.

VARIABLES OF THE STUDY

Independent variables The independent variable is Area of college. Dependent variable The dependent variable in the study are the score obtain on Personality Scale for B.Ed. teachers

RESEARCH DESIGN

In the present study descriptive research design is used. Descriptive research design is a scientific method which involves observing and describing the behavior of subject without influencing it in any way.

DETAIL OF THE SAMPLE

Population The B.Ed. teachers of Gujarat state of year 2013-14 was taken as the population for this study. Selection of the sample The researcher had used stratified random sampling method for selection of sample. The representative sample was selected from all districts of Gujarat state. For the selection of the representative sample for the study, a total number of 412 B.Ed. teachers of all districts of Gujarat state of academic year 2013-14 were selected. Out of which 224 are belong to Urban Area and rest are belong to Rural area.

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RESEARCH METHODOLOGY

The researcher had used Descriptive survey type of research method for the present study.

TOOLS UTILIZED

In the present study, to collect the require data, the Personality Scale prepared and standardized by researcher was used.

HYPOTHESIS OF THE STUDY

For the study of personality in relation to area of college, researcher tested the hypothesis H_{0_1} , H_{0_2} , H_{0_3} , H_{0_4} , H_{0_5} , and H_{0_6} .

H_{0_1} There will be no significant difference between mean score of the personality trait (Total score) of B.Ed. teachers belonging to different Area of college.

The respective sample includes B.Ed. teachers of urban and rural area. To test the above hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Total score) of B.Ed. teachers belonging to urban and rural area of college have been calculated, which is shown in Table - 1

Table - 1

No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Total score) belonging to urban and rural area of college

Area of college	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Urban	34	320.24	23.05	6.00	1.40	Not Significant
Rural	51	311.84	32.27			

* Table value of “t” significant at 0.05 level is 1.96

** Table value of “t” significant at 0.01 level is 2.58

From Table - 1, it can be seen that the obtained value of t-ratio between B.Ed. teachers belonging to urban and rural area is 1.40. The obtained value of t-ratio not exceed the table value of ‘t’ 1.96 needed at 0.05 level of significance. Hence there is no significant difference between the mean score of personality trait (Total score) of B.Ed. teachers belonging to urban and rural area. Consequently, the null hypothesis H_{0_1} is not rejected.

It can be concluded that the Area of college of B.Ed. teachers does not affect their personality.

H_{0_2} There will be no significant difference between mean score of the personality trait (Openness to experience) of B.Ed. teachers belonging to different Area of college.

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The respective sample includes B.Ed. teachers of urban and rural area. To test the above hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Openness to experience) of B.Ed. teachers belonging to urban and rural area of college have been calculated, which is shown in Table - 2

Table - 2
No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Openness to experience) belonging to urban and rural area of college

Area of college	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Urban	34	56.91	4.41	1.02	2.10	Significant difference at 0.05 level
Rural	51	54.76	4.93			

* Table value of “t” significant at 0.05 level is 1.96

** Table value of “t” significant at 0.01 level is 2.58

From Table - 2, it can be seen that the obtained value of t-ratio between B.Ed. teachers belonging to urban and rural area is 2.10. The obtained value of t-ratio does exceed the table value of ‘t’ 1.96 needed at 0.05 level of significance. Hence there is significant difference between the mean score of personality trait (Openness to experience) of B.Ed. teachers belonging to urban and rural area. Consequently, the null hypothesis H₀ is rejected.

It can be concluded that the Area of college of B.Ed. teachers does affect their personality.

H₀ There will be no significant difference between mean score of the personality trait (Conscientiousness) of B.Ed. teachers belonging to different Area of college.

The respective sample includes B.Ed. teachers of urban and rural area. To test the above hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Conscientiousness) of B.Ed. teachers belonging to urban and rural area of college have been calculated, which is shown in Table - 3

Table - 3
No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Conscientiousness) belonging to urban and rural area of college

Area of college	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Urban	34	72.56	5.85	1.50	2.10	Significant difference at 0.05 level
Rural	51	69.41	7.93			

* Table value of “t” significant at 0.05 level is 1.96
 ** Table value of “t” significant at 0.01 level is 2.58

From Table - 3, it can be seen that the obtained value of t-ratio B.Ed. teachers belonging to urban and rural area is 2.10. The obtained value of t-ratio does exceed the table value of ‘t’ 1.96 needed at 0.05 level of significance. Hence there is significant difference between the mean score of personality trait (Conscientiousness) of B.Ed. teachers belonging to urban and rural area. Consequently, the null hypothesis H03 is rejected.

It can be concluded that the Area of college of B.Ed. teachers does affect their personality.

H04 There will be no significant difference between mean score of the personality trait (Extraversion) of B.Ed. teachers belonging to different Area of college.

The respective sample includes B.Ed. teachers of urban and rural area. To test the above hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Extraversion) of B.Ed. teachers belonging to urban and rural area of college have been calculated, which is shown in Table - 4

Table - 4

No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Extraversion) belonging to urban and rural area of college

Area of college	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Urban	34	68.06	6.95	1.61	0.24	Not Significant
Rural	51	67.67	7.74			

* Table value of “t” significant at 0.05 level is 1.96
 ** Table value of “t” significant at 0.01 level is 2.58

From Table - 4, it can be seen that the obtained value of t-ratio B.Ed. teachers belonging to urban and rural area is 0.24. The obtained value of t-ratio not exceed the table value of ‘t’ 1.96 needed at 0.05 level of significance. Hence there is no significant difference between the mean score of personality trait (Extraversion) of B.Ed. teachers belonging to urban and rural area. Consequently, the null hypothesis H04 is not rejected.

It can be concluded that the Area of college of B.Ed. teachers does not affect their personality.

H05 There will be no significant difference between mean score of the personality trait (Agreeableness) of B.Ed. teachers belonging to different Area of college.

The respective sample includes B.Ed. teachers of urban and rural area. To test the above hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Agreeableness) of B.Ed. teachers belonging to urban and rural area of college have been calculated, which is shown in Table - 5

Table - 5

No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Agreeableness) belonging to urban and rural area of college

Area of college	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Urban	34	59.38	5.63	1.27	1.27	Not Significant
Rural	51	57.76	5.95			

* Table value of “t” significant at 0.05 level is 1.96

** Table value of “t” significant at 0.01 level is 2.58

From Table - 5, it can be seen that the obtained value of t-ratio between B.Ed. teachers belonging to urban and rural area is 1.27. The obtained value of t-ratio does not exceed the table value of ‘t’ 1.96 needed at 0.05 level of significance. Hence there is no significant difference between the mean score of personality trait (Agreeableness) of B.Ed. teachers belonging to urban and rural area. Consequently, the null hypothesis H₀₅ is not rejected.

It can be concluded that the Area of college of B.Ed. teachers does not affect their personality.

H₀₆ There will be no significant difference between mean score of the personality trait (Neuroticism) of B.Ed. teachers belonging to different Area of college.

The respective sample includes B.Ed. teachers of urban and rural area. To test the above hypothesis No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Neuroticism) of B.Ed. teachers belonging to urban and rural area of college have been calculated, which is shown in Table - 6.

Table - 6

No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Neuroticism) belonging to urban and rural area of college

Area of college	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Urban	34	63.32	8.13	1.99	0.55	Not Significant
Rural	51	62.24	10.17			

* Table value of “t” significant at 0.05 level is 1.96

** Table value of “t” significant at 0.01 level is 2.58

From Table - 6, it can be seen that the obtained value of t-ratio between B.Ed. teachers belonging to urban and rural area is 0.55. The obtained value of t-ratio does not exceed the table value of ‘t’ 1.96 needed at 0.05 level of significance. Hence there is no significant difference between the mean score of personality trait (Neuroticism) of B.Ed. teachers belonging to urban and rural area.

Consequently, the null hypothesis H_0 is not rejected. It can be concluded that the Area of college of B.Ed. teachers does not affect their personality.

FINDINGS OF THE STUDY

1 Out of all the five traits selected for the study, the trait 'Openness to experience' was observed the most among B.Ed. teachers of rural area. Similarly, there was no difference observed between the trait 'Openness to experience' and the trait 'Conscientiousness'. The traits 'Extraversion', 'Agreeableness' and 'Neuroticism' were observed gradually in the decreasing order among the B.Ed. teachers of rural area.

2 Out of all the five traits selected for the study, the trait 'Openness to experience' was observed the most among B. Ed. teachers of urban area. The traits 'Conscientiousness', 'Extraversion', 'Agreeableness' and 'Neuroticism' were observed gradually in the decreasing order among the B.Ed. teachers of urban area.

3 The proportion of all the traits 'Openness to experience', 'Conscientiousness', 'Extraversion', 'Agreeableness' and 'Neuroticism' were observed more among B.Ed. teachers of urban area than that of the B.Ed. teachers of rural area.

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