



**Knowledge Consortium of Gujarat**  
 Department of Higher Education, Government of Gujarat  
**JOURNAL OF EDUCATION**  
 ISSN : 2320-0014

Year-1 | Issue-3 | Continuous issue-3 | January-February 2013

### Study of personality characteristics of B.Ed. students

#### Abstract

The quality and efficiency of any education system depends upon the quality of teachers. A sound programme of professional education of teachers is essential for the qualitative improvements of education. The personality of teachers has a great impact on student's behavior. The present study was taken up to study of personality characteristics of B.Ed. students. It was carried out by using the survey method a sample of ninety-four. Statistical technique used was F-test. The study revealed that there is a significant effect of achievement on extroversion of B.Ed. students.

#### Introduction

In changing global scenario in the field of education, now it is high time to give special thought to the existing Teacher Training Institute, to make more accountable by preparing teachers, who can successfully manage their performance. The quality, competence, personality and character of teachers' are the most significant factors that influence the quality of education of a nation. We can say that the teachers' own personality and attitudes effect the children's behaviour pattern. In a study by Mechane, it was found that the presence in teachers of fear, worry, unhappiness, self-consciousness and emotional mal-adjustment to people tend to be accompanied by reliably higher undesirable emotional reactions of pupils. Thus the teacher is the most powerful source of stimulation for the child. During the training if a teacher trainee possess desirable personal and social modes reaction he or she will inculcate them among his students.

#### OBJECTIVES

The following were the objectives of the study

- To study the effect of achievement, stream and category on extroversion of B.Ed. students.
- To study the effect of achievement, stream and category on neuroticism of B.Ed. students.
- To study the level of extroversion and neuroticism among B.Ed. students.

#### HYPOTHESES

In order to achieve the objective, the following hypotheses were formulated.

- There will be no significant effect of achievement of extroversion of B.Ed. Students.
- There will be no significant effect of stream on extroversion of B.Ed. students.
- There will be no significant effect of category on extroversion of B.Ed. students.
- There will be no significant effect of achievement on neuroticism of B.Ed. students.
- There will be no significant effect of stream on neuroticism of B.Ed. students.
- There will be no significant effect of category on neuroticism of B.Ed. students.

#### POPULATION AND SAMPLING

The present study was conducted in Dhrol Taluka in Gujarat. All the B.Ed. students studying in B.Ed. college during the year 2006-07 of Dhrol Taluka have been considered as the population of the study.

From population ninety-four girls studying in B.Ed. College were randomly selected as sample. Sample was selected from U.P.E.T. Mahila B.Ed. College, Dhrol.

## TOOLS

The tool used for the study was personality inventory developed by Dr. K.G. Desai. Dr. K.G. Desai has developed and standardized a personality inventory based on Junior Eysenk personality inventory. The personality inventory consist of 60 items of which 24 for extroversion, 24 for neuroticism and 12 for lie. Each statement is assigned a weightage of one mark. The inventory ranges from 0 to 60. The students are asked to encircle 'yes' or 'no' after reading each statement carefully. The test-retest reliability of the inventory was 0.63 for E, 0.84 for N and 0.61 for L.

## DATA COLLECTION

This study was conducted as follows:

Standardized personality inventory was distributed among the Ninety four students and responses were collected. The response were scored according to manual. Two score were obtained one score is for extroversion and second for neuroticism. Extroversion score was ranging from 0 to 24 and neuroticism score was ranging from 0 to 24. Data analyzed and interpreted by the researcher and collected the result.

## DATA ANALYSIS AND INTERPRETATION

Data was analyzed according to hypotheses. Result was interpreted in the order of testing the hypotheses.

Achievement and Extroversion:

To study the effect of achievement of B.Ed. students on their extroversion the null hypothesis-1 was formulated. To test the hypothesis the sample was divided into following three groups.

Group-1 Higher Achiever.

Group-2 Medium Achiever.

Group-3 Lower-Achiever

Data were collected from the sample and to see that groups according to the achievement level are different or not with respect to their Extroversion level. F test was used the result of the calculation are given in Table-1. In the upper part of the Table-1, N,  $\Sigma x$ ,  $\Sigma x^2$  and Mean of each group are given and in the lower part of the Table-1 the analysis of the variance of extroversion scores are given.

**Table-1**

**Significance of difference between the mean extroversion scores of groups according to achievement levels**

Sr. No	Group	N	$\Sigma x$	$\Sigma x^2$	Mean
1	Higher-Achiever	50	804	14032	16.08
2	Medium-Achiever	27	456	7586	16.88
3	Lower-Achiever	17	178	3844	10.47

### Analysis of variance of extroversion scores

Sr. No.	Source of Variance	df	ss	mss	F-value	Significant F-value for 0.05
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						and 0.01 level
1	Between Group	2	465.84	232.94	6.41*	3.07
2	Within Group	91	3302.68	36.29		4.79
	Total	93	3768.55			

**\*Significance level 0.01**

**Table-1**

indicates that F-value for the significance of difference between the average extroversion scores of the groups according to achievement level was significant at 0.01 level. It means first null hypothesis was rejected. It means there is significant effect of achievement on extroversion of B.Ed. student. Groups according to achievement were different with reference to extroversion. So to find out, out of three which pair of two group were significantly different Scheffe test was utilized.

Group	X1	X2	X3
Group-1		0.80	5.61
Group-2			6.41*
Group-3			

**\*Significance level 0.05**

Table shows that the difference between mean extroversion score of group 1 and group 3 was higher than that of group 2.

## 2. Stream and Extroversion

To study the effect of stream of B.Ed. students on their extroversion the null hypothesis was formulated. To test the hypothesis sample was divided into following three groups.

**Group-1**      **Arts**  
**Group-2**      **Science**  
**Group-3**      **Commerce**

Data were collected from the sample and to see that groups according to the stream are different or not with respect to their extroversion level F test was used. The results of the calculation are given in Table-2. In the upper part of the Table-2 N,  $\Sigma x$ ,  $\Sigma x^2$  and Mean of each group are given and in the lower part of the Table-2 the analysis of the variance of extroversion scores are given.

**Table-2**

**Significance of difference between the mean extroversion scores of groups according to Stream**

Sr. No.	Group	N	$\Sigma x$	$\Sigma x^2$	Mean
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<b>1</b>	<b>Arts</b>	<b>66</b>	<b>1031</b>	<b>17067</b>	<b>15.62</b>
<b>2</b>	<b>Science</b>	<b>15</b>	<b>236</b>	<b>4144</b>	<b>15.73</b>
<b>3</b>	<b>Commerce</b>	<b>13</b>	<b>227</b>	<b>4199</b>	<b>17.46</b>

**Analysis of variance of extroversion scores**

<b>Sr. No.</b>	<b>Source of Variance</b>	<b>df</b>	<b>ss</b>	<b>mss</b>	<b>F-value</b>	<b>Significant F-value for 0.05 &amp; 0.01 level</b>
<b>1</b>	<b>Between Group</b>	<b>2</b>	<b>37.23</b>	<b>18.62</b>	<b>1.04</b>	<b>3.07</b>
<b>2</b>	<b>Within Group</b>	<b>91</b>	<b>1627.71</b>	<b>17.89</b>		<b>4.79</b>
	<b>Total</b>	<b>93</b>	<b>1664.94</b>			

**Table-2**

indicates that F-value for the significance of difference between the average extroversion scores of the groups according to stream was not significant at 0.05 level. It means second null hypothesis was not rejected. It means there is a significant effect of stream on extroversion of B.Ed. students.

**Category and Extroversion**

To study the effect of category of B.Ed. students on their extroversion the null hypothesis-3 was formulated to test the hypothesis the sample was divided into following three groups

- Group-1           General
- Group-2           SEBC
- Group-3           SC

Data were collected from the sample and to see that the groups according to the category are different or not with respect to their extroversion level F-test was used. The result of the calculation are given in Table-3. In the upper part of Table-3 N,  $\Sigma x$ ,  $\Sigma x^2$  and Mean of each group are given and in the lower part of the table the analysis of the variance of extroversion scores are given.

**Table-3**

**Significance of difference between the mean extroversion scores of groups according to category**

<b>Sr. NO.</b>	<b>Group</b>	<b>N</b>	<b><math>\Sigma x</math></b>	<b><math>\Sigma x^2</math></b>	<b>Mean</b>
<b>1.</b>	<b>General</b>	<b>60</b>	<b>982</b>	<b>17233</b>	<b>16.37</b>
<b>2.</b>	<b>SEBC</b>	<b>18</b>	<b>268</b>	<b>4182</b>	<b>14.89</b>
<b>3.</b>	<b>SC</b>	<b>16</b>	<b>244</b>	<b>3892</b>	<b>15.29</b>

**Analysis of variance of extroversion scores**

Sr. No.	Source of Variance	df	ss	mss	F-value	Significant F-value for 0.05 & 0.01 level
1.	Between Group	2	38.22	19.11	1.14	3.07
2.	Within Group	91	1523.72	16.74		4.79
	Total	93	1561.74			

**Table-3**

indicates that F-value for the significance of difference between the average extroversion scores of the groups according to category was not significant. It means third null hypothesis was not rejected. It means there is no significant effect of category on extroversion of B.Ed. Students.

**4. Achievement and Neuroticism**

To study the effect of achievement of B.Ed student on their neuroticism the null hypothesis-4 was formulated. To test the hypothesis the sample was divided in to three groups.

Group-1 Higher Achiever  
 Group-2 Medium Achiever  
 Group-3 Lower Achiever

Data were collected from the sample and to see that groups according to the achievement level are different or not with respect to their neuroticism level. F test was used. The result of the calculation are given in Table-4. In the upper part of the Table-4, N,  $\Sigma x$ ,  $\Sigma x^2$  and Mean of each group are given and in the lower part of the table the analysis of the variance of Neuroticism scores are given.

**Table -4****Significance of difference between the mean neuroticism scores of groups according to achievement levels**

Sr. No.	Group	N	$\Sigma x$	$\Sigma x^2$	Mean
1.	Higher Achiever	50	608	8068	12.16
2.	Medium Achiever	27	361	5111	13.37
3.	Lower Achiever	17	240	3656	14.12

**Analysis of variance of Neuroticism Scores**

Sr. No.	Source of Variance	Df	ss	mss	F-value	Significant F-value for 0.05 & 0.01 level
1.	Between Group	2	58.41	29.21	2.16	3.07
2.	Within Group	91	1226.79	13.48		4.79
	Total	93	1285.29			

**Table-4**

shows that F-value for the significance of difference between the average neuroticism scores of the groups according to achievement level was not significant. It means fourth null hypothesis was not rejected. It means there is a significant effect of achievement of neuroticism of B.Ed. student.

### 5. Stream and Neuroticism

To study the effect of stream of B.Ed students on their neuroticism the null hypothesis-5 was formulated. To test the hypothesis the sample was divided into following three groups.

- Group-1            Arts
- Group-2            Science
- Group-3            Commerce

Data were collected from the sample and to see the groups according to the stream are different or not with respect to their neuroticism level F-test was used. The results of the calculation are given in Table-5. In the upper part of the Table-5, N,  $\Sigma x$ ,  $\Sigma x^2$  and Mean of each group are given and in the lower part of the table the analysis of variance of neuroticism scores are given.

**Table-5**

#### Significance of difference between mean Neuroticism scores of groups according to stream

Sr. No.	Group	N	$\Sigma x$	$\Sigma x^2$	Mean
1	Arts	66	855	12426	12.95
2	Science	15	180	2398	12.00
3	Commerce	13	163	2121	12.54

#### Analysis of variance of neuroticism scores

Sr. No.	Source of Variance	df	ss	mss	F-value	Significant F-value for 0.05 & 0.01 level
1.	Between Group	2	11.78	5.89	0.33	3.07

**Table-5**

shows that F-value for the significance of difference between the average neuroticism scores of the groups according to stream was not significant. It mean fifth hypothesis was not rejected. It means there is a significant effect of stream on neuroticism of B.Ed. student.

### 6. Category and Neuroticism

To study the effect of category of B.Ed. students on their Neuroticism the null hypothesis 6 was formulated. To test the hypothesis the sample was divided into following three groups.

Group-1           General  
Group-2           SEBC  
Group-3           SC

Data were collected from the sample and to see that the groups according to the category are different or not with respect to their neuroticism level F-test was used. The result of the calculation are given in Table-6. In the upper part of Table-6 N,  $\Sigma x$ ,  $\Sigma x^2$  and Mean of each group are given and in the lower part of the table the analysis of the variance of neuroticism scores are given.

**Table-6**

### Significance of difference between mean neuroticism scores of groups according to category

Sr. No.	Group	N	$\Sigma x$	$\Sigma x^2$	Mean
1	General	60	744	10154	12.40
2	SEBC	18	237	3265	13.17
3	SC	16	227	3485	14.19

### Analysis of variance of neuroticism scores

Sr. No.	Source of Variance	df	ss	mss	F-value	Significant F-value for 0.05 & 0.01 level
1	Between Group	2	42.58	21.29	1.44	3.07
2	Within Group	91	1337.33	14.69		4.79
	Total	93				

Table-6 shows that F-value for the significance of difference between the average neuroticism scores of the groups according to category was not significant. It means sixth null hypothesis was not rejected. It means there is no significant effect of category on neuroticism of B.Ed. students.

### Conclusion

It is concluded that the achievement of B.Ed . students effect on their extroversion. There is no significant of stream and category of B.Ed. students on their extroversion. There is no effect of

achievement, stream and category of B.Ed. students on their neuroticism.

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