



A Study of Personality Traits of Female Primary Teacher School of Dahod District with Reference to Certain Variable

KUSUM C. CHANDANA
Research Scholar,

Abstract:

Human personality is a creative value of synthesis of acceptable life values. The most important human Endeavour is the striving for morality in our action. A society with domestic idea attempts consciously to improve its programme and agencies for serving the common welfare of all of the citizens of nation. It attempts to ensure those improvements chiefly by establishing educational institutions which socially acceptable interest and needs that youth feels may be citizen's responsibility. The educational system plays a very important role developing various kinds of personality traits, values and national feelings. Bandura (1977) argued that individuals create and develop self-perceptions of capability that become instrumental to the goals they pursue and to the control they exercise over their environments. Beliefs of the personal competence help to determine the outcomes one expects.

Keywords: Educational system Personality, Personality traits

1. Introduction

According to Mouly (1977) *Man is the only animal that does not have to begin new in every generation but can take advantage of the knowledge, which has accumulated through centuries.* This fact is of particular important in research which operates as a continuous function of ever closer approximation to the truth. The investigator can be sure that his problem does not exist in a vacuum and that considerable work has already been done on problems, which are directly related to his proposed investigation. Allport stresses the complimentary of motives (1961) in his view, the past is not important unless it can be shown to be active in the present. He believes that historical factors about a person's past, while helping to reveal the total course of individual's life, do not adequately explain the person's conduct today. In his words 'past motives explain nothing unless they are also present motives' Giving importance to self: - Allport ^{was} one of the strongest advocates of the self as a key feature of personality.

2. Personality

In the field of learning, personality factors are quite significantly influential. Personality factors were in fact late being recognized compared to cognitive factors determining achievement and related to behavior. The present section summarizes studies relating to personality. Mathew (1969) analyzed the personality profiles of students reading in different fields of science, humanities, commerce, engineering, medicine, law, agriculture, etc. And observed significant differences in value patterns and vocational interests for males and females. Conformity behavior was studied in relation to certain basic personality traits and was found to have had a negative relationship with extraversion and authoritarianism (Prasad, 1971).

The personality of arts, science and agriculture students at the +2 stage was analyzed, using purposive and incidental sampling (Chatterji, 1983), and group differences were noticed in extraversion, neuroticism, intelligence, and achievement motivation. These findings must be viewed with caution

because of the nature of the sampling. Age did not affect self-concept, a finding which contradicts earlier reports whereas it did influence n-ach. SES was related to positively to self-concept and achievement motivation (Bharathi, 1984). The main focus is on individual is that- The most distinctive feature of any individual is his personality. This is the overall pattern, or integration, of his structures, modes of behavior; interest attitudes, intellectual abilities, aptitudes and many of distinguishable characteristics. Thus the personality after to the whole individual viewing a person as he goes about the various activities of his everyday life, we usually obtain a total impression of personality as “arguable”, “desirable”, “dominating”, “Submissive” the like. Personality may be defined a the must charters tics integration of an individual’s stretchers, modes of behavior, interests, attitudes, abilities and aptitudes especial from the stand point of adjustment in social situations. Measurable aspects of personality refried as personally traits. No two individuals have the same personality. This is true even identical twins. Whether a newborn child does or does not have personality is controversial, but there is no doubt that clearly recognizable personality traits are present in the first few months of life. More appear with age and experience, sereneness to differentiate out of a pre-existing whole. Biological and situational influences are both significant for personality. One biological influence is represented by the id (psychological needs). By a process referred to as a reality testing, the ego (self) and superego (conscience) develop.

3. Objectives of the study

1. To study of personality traits of female primary teacher school of Dahod district with reference to certain Habitat.
2. To study of personality traits of female primary teacher school of Dahod district with reference to certain type of school.
3. To study of personality traits of female primary teacher school of Dahod district with reference to certain Age.

4. Population and Sample of the study

In this study all the female primary teachers of the Dahod district serving teaching as a job in primary schools were considered as the population of the study. Approximately twenty percentage female primary teachers serving as teacher in the primary schools were taken as the sample from the population size for the study description. In this present study habitat-wise total 50 female teachers from the urban habitat female primary teachers and total 50 female teachers from the rural habitat female primary teachers, type of school-wise total 50 female teachers from the Government employee female primary teachers and total 50 female teachers from the non-granted female primary teachers and age-wise total 57 female teachers having age less than 42 years female primary teachers and total 43 female teachers having age greater than or equal to 42 years female primary teachers serving in the primary school during the year of 2013-2014 were taken randomly and lottery system was applied for the focus on the objectives of research of the present study.

5. Research design

In this present study survey type of research deign was used.

6. Instrumentation

In this present study according to objectives PFQ test prepared by the Dr. R. S. Patel was selected. This research and standardize in the very few year ago. So in this context it is very necessary to re-check and re-establishments of the norms for the measurement of personality to check reliability and validity.

7. Data analysis

In this presently study, mean, mode, standard deviation, t-value level of significance statistical techniques were used.

8. Hypothesis of the study

- Ho₁.** There will be no significant difference between mean score of urban area habitat female primary teachers and rural area habitat female primary teachers on component-A of PFQ test.
- Ho₂.** There will be no significant difference between mean score of female primary teachers from private school and female primary teachers from government school on component-A of PFQ test.
- Ho₃.** There will be no significant difference between mean score of urban area habitat female primary teachers and rural area habitat female primary teachers on component-A of PFQ test.

9. Major Findings of the study

Table: 1. Description of Mean, SD and t-Value

Sr.	Group	N	Mean	S.D.	SED	t-Value
1	Urban	50	14.81	3.8	0.57	1.61
	Rural	50	13.89	1.36		
2	Government	50	14.74	3.49	0.54	20.19
	Private	50	3.79	1.59		
3	Age Less Than 42 yrs.	57	15.55	3.55	0.52	5.34
	Age Greater Less Than 42 yrs.	43	12.77	1.47		

From the above table gender-wise t-value is found 1.61, which is not significant at 0.01 level of confidence level and it is conclude that mean score of the urban area habitat female primary teachers are not significantly higher than the mean score of rural area habitat female primary teachers on component-A of PFQ test. From the above table gender-wise t-value is found 20.19, which is significant at 0.01 level of confidence level and it is conclude that mean score of the female primary teachers from the government school are significantly higher than the mean score of female primary teachers from private school on component-A of PFQ test. From the above table gender-wise t-value is found 5.34, which is significant at 0.01 level of confidence level and it is conclude that mean score of the female primary teachers having age less than 42 years are significantly higher than the mean score female primary teachers having age greater than 42 years on component-A of PFQ test.

10. Conclusion

Mean score of the urban area habitat female primary teachers are not significantly higher than the mean score of rural area habitat female primary teachers on component-A of PFQ test, while mean score of the female primary teachers from the government school are significant and mean score of the female primary teachers having age less than 42 years are significant.

References

1. Bhushan, L,(1968).Personality Factors and Leadership Preference, Ph.D. Psy. Bhagalpur, Uni.
2. George, J. Mouly. (1964). The Science of Educational Research. New Delhi: Euresia Publishing House, P.482.
3. Gupta, R.P.,(1975).Second order Personality factors as Functions of Sex and Creativity among young Adults, Ph.D. Psy Agra Uni.
4. Kulbirsinh, Sindhu (1984). Methodology of Research in Education, New Delhi: Sterling Publishers. Pvt. Ltd., P.69.
5. Patel, M.G.,(1981).A study of the Prevalent Value System of the Students of South Gujarat Studying in Standards X and XI, Ph.D. Edu, South Gujarat University.
6. Walter, Mischel(1984). Introduction to Personality, Fourth Edition : Holt Rinrhart and Wriston, inc. International Edition, P.196.
7. Walter, R. Borg and Gall M.D. (1983). Educational Research: An Introduction. New York: Longman's Green Co. Ltd., P.142.34e