



---

## **STUDY AND COMPARE THE DIFFERENT PERSONALITY FACTORS OF B. ED STUDENT**

ASHISH DUA

Research scholar, Janardan Rai Nagar Rajasthan Vidhyapeeth Udaipur

Dr. AMIT SHARMA

Research supervisor, Janardan Rai Nagar Rajasthan Vidhyapeeth Udaipur

### **Abstract**

After the rapid development of private institutions, both b.ed students and colleges, especially in B.Ed colleges, the overall development of students is not taken into account and only the academic work is highlighted. This work helps private institutions to establish themselves as producing only students with knowledge and winners of the career of employability. As a result, both the enrolment and the financial income of private institutions improved considerably. They therefore concentrate on curricular activities and refuse to engage in co-curricular activities that are essential for physical, social, mental, emotional and aesthetic development. Teachers were also forced to focus solely on the academic work of the students. Curriculum activities alone can not develop one's personality; in addition, co-curricular activities should often be given to students for the full development of their personality. In the last ten years, the students' mentality has changed aggressively to refuse physical, social, cultural and moral development.

### **1. INTRODUCTION**

Education is a developmental process that takes place in an individual as a result of his or her exposure and interaction with people and other stimuli in his or her environment. As a result of this interaction, the individual acquires a wealth of knowledge as well as attitudes, appreciations, skills, thoughts and processes that enable him to use his knowledge and prepare him to live in society. Education provides ample opportunities for individuals to develop their inborn physical, mental and emotional qualities to the full, so that they can achieve cosmic unity by acting, thinking and feeling. Education must provide an appropriate social environment for individuals to develop them physically, mentally and emotionally in order to fulfil their social obligations. One of the primary objectives of education is to make it possible for each individual to become aware of and develop his or her abilities to the fullest.

Education is expected to play a key role in promoting national development. Education prepares a student, among other things, to play his or her effective role as a citizen of his or her nation. At the same time, the harmonious development of all facilities should lead to adequate preparation for life. Education not only contributes to the development of the learner's personality, but also determines the future of the learner. Education is a dynamic process – a process of lifelong learning. It is now believed that each individual is born with



---

latent talents. The role of education is to develop these potentialities. Education is considered to be a process that contributes to the natural and harmonious development of man's innate powers, brings about the complete development of his individuality, results in desirable behavioural changes, and ultimately prepares him for citizenship.

Education is a social process on which a strong nation, self-sufficient in economy, uncorrupt in character and scientific in thought should be built. Education provides lifelong learning as an acceleration agent. Education aims to improve one 's sensitivity and perception, which contribute to national solidarity, scientific attitudes and the independence of thought, and also to help one maintain a strong belief in the work of the chosen objectives.

## **2. REVIEW OF LITERATURE**

SheebaBeracah (2015) A research on co-curricular activities for the growth of leadership ability among students was performed. Co-curricular events are vital and thrilling aspects of life and provide an immense contribution to the cultural social life encountered by the pupil. Important characteristics, such as teamwork, balanced leisure, self-discipline and self-confidence, eventually were part of the initial programme. Because leadership by participation with others is acquired over time, extracurricular activities offer fertile ground for fostering potential leaders.

Streb, Arthur G (2017) A study on the association between the participation of high school students in co-curricular activities and academic work was conducted. The goal of this research was to analyse the academic success of students participating in cocurricular activities as objectively compared to the performance of their peers who do not participate in co-curricular activities. Only high school students and the relationship between their participation in activities and their academic performance are included in the scope of the investigation. Furthermore, it differentiates from the forms of co-curricular programmes in which a pupil engages, whether they be athletics or musical organisations, or also after-school clubs.

Lifang Zhang (2013) A research on psychosocial growth and the major five personality traits among students at Chinese University was performed. This review investigates how characteristics of psychosocial growth and personality are linked. In specific, for the Major Five personality characteristics outside age and gender, the research explores the predictive strength of the effective resolution of the Eriksonian psychosocial crises. Four hundred university students reacted to the Psychosocial Growth Steps and to the NEO Five-Factor Inventory in mainland China. Results show that neuroticism was reversely predicted by the effective resolution of real Eriksonian crises, yet extraversion, transparency, agreeability, and conscientiousness were positively predicted. The amounts of these donations went far above what was forecast by age and gender.



---

C.Majumdar (2016) The maladjusted family atmosphere was typically defined by stress, confrontation and overall imbalance. The social environment played an important part in rendering puberty pathological in their style of action. A analysis of the issue of transition in puberty. There was a major gap between the classes in the dilemma they were having.

V. B. Taneja (2018) Teens display exuberant ingenuity. This period can be characterised as a day-dream period. A pre-university girls' adjustment research was undertaken by Tulpule (2018). In this factor, 80 percent of girls were found to be emotionally maladjusted, while only 3 percent were found to be changed. In the event of general transition, 30 percent of girls were low in social work. 25% of girls became ill-adjusted. In the typical party, 42 percent and 33 percent are excellent in the case of home modification. In home work, the middle income community was the weakest. Emotionally, low and high income classes were shown to be more maladjusted.

M.C. Dutt (2019) Between academically high and low achievers, he has researched social and emotional change. The major findings of the research were:- Boys and girls, regardless of their academic performance, were adjusted similarly in their social setting. Academic success is not important to the social climate. The report shows that boys and girls have been similarly adjusted in the area of emotional improvement. In contrast to the youth, the girls were better adjusted. Academic success has had a beneficial impact on educational work.

Asha (2019) performed an adjustment analysis among the three classes of artistic classes: strong, moderate and poor. In health , social and school adjustment, none of the groups significantly differed. In home change, high and intermediate artistic classes of boys often varied. Adjustment and imagination vary considerably between child and female.

### **3. RESEARCH METHODOLOGY**

#### **3.1 DESIGN OF THE STUDY**

The first task of investigation work is to select appropriate research methodology. The methodology used in this study was the Normative Survey Method. Data are collected in the survey method in order to describe the nature of the existing conditions or to identify the standards against which existing conditions can be compared. Thus, in the present study, a comparison was made with the study of the Personality and Adjustment of B. ed student as related to Work Motivation in Varying Training environment.

#### **3.2 Sample**

Measuring the population as a whole is impracticable, but not entirely impossible. It is therefore necessary to draw a sample from the population concerned. In this study, a random sampling technique was used to select a sample. In order to keep the study manageable, b.ed students in the Shriganganagar district were selected from the list prepared by the Secondary Education Directorate using a random number table. In the present study, 250 male and 250



---

female B.Ed. students will be selected from the Shriganganagar district of Rajasthan. Stratified random sampling technique will be used to select a sample. A list of Sriganganagar District B.ed college students will be obtained from.selected B.Ed. College of Sriganganagar dist. Affiliated to MGSU Bikaner (Raj.)

### **3.3 TOOLS USED**

1. Inventory
2. Scale
3. Questionnaire

### **3.4 DESIGN AND VARIABLES INVOLVED:**

The present study focuses on the impact of the training environment and work motivation on the personality and work of B.ed students. An ex-post-facto research design is considered to be appropriate for this study.

The first objective of this study is to compare the personality and work of the good and poor training environment, the high and low work motivation, the mean and the S.D. of each group, and the comparison between the different groups will be based on the critical ratio of the confidence level to 0.05 and 0.01. Coefficient of co-relationship is used to determine the relationship between independent variables and dependent variables.

## **4. RESULTS & DISCUSSION**

### **4.1 PERSONALITY**

Objective 1 Study and compare the personality of high work motivated and low work motivated male B. ed student.

Hypothesis 1 There is no significant difference in personality between high work motivated male B. ed student and low work motivated male B. ed student.

**Table 1 Showing Mean, Standard Deviation and „t“ score of different personality factors between male B. ed student having low and high work motivation**

Different Factors of Personality	Group	N	Mean Scores	S.D's	t-value	Level of Significance
Introvert	Low Achievement	13	-	1.33	0.069	Not Significant
	Motivated Adolescents		17.53			
	High Achievement	37	-	4.01		
	Motivated Adolescents		17.45			
Ambivert	Low Achievement	38	4.02	6.96	0.197	Not Significant
	Motivated Adolescents					
	High Achievement	20	3.65	7.92		
	Motivated Adolescents					
Extrovert	Low Achievement	23	18.39	2.48	0.197	Not Significant
	Motivated Adolescents					
	High Achievement	16	17.12	3.91		
	Motivated Adolescents					

Significant level at 0.05 1.96 at 0.01 2.58

Table 1 shows that the mean score for male B. ed student with low and high performance motivation for Introversion (personality trait factor) is  $17.53 \pm 1.33$  and  $17.45 \pm 4.01$ , respectively. The value of this value is 0.069, which is not significant at any level. It indicates that there is no significant difference between male B. ed student with low and high work motivation for Introversion (a personality trait factor). Thus, it can be said that there is no impact on the personality introversion factor of male adolescent students on the motivation of work.

The next section of the table shows that the mean score for male B. ed student with low and high work motivation for ambivert (personality trait factor) is  $4.02 \pm 6.96$  and  $3.85 \pm 7.92$ , respectively. The value of the validated potentate is 0.197 which is not significant at any level. It indicates that there is no significant difference between male B. ed student with low and high work motivation for Ambivert (a personality trait factor). Thus, it can be said that there is no impact of work motivation on the ambivalent personality factor on male adolescent students.

The last section of the table shows that the mean score for male B. ed student with low and high work motivation for extraversion (personality trait factor) is  $18.39 \pm 2.48$  and  $17.12 \pm 3.91$ ,

respectively. The value of the validated potentate is 0.186 which is not significant at any level. It indicates that there is no significant difference between male B. ed student with a low and high work motivation for extraversion (a personality trait factor). Thus, it can be said that there is no impact of work motivation on the extraversion of personality factor on male adolescent students.

Thus, the null hypothesis, i.e. ,—There is no significant difference between high work motivated male B. ed student and low work motivated male B. ed student is retained. Thus, it can be said that there is no impact of motivational work on the personality factors of male adolescent students.

Objective 2 Study and compare the personality of male B. ed student studying in a good and poor training environment

Hypothesis 2 There is no significant difference between the personalities of male B. ed student studying in a good and poor training environment.

**Table 2 Showing Mean, Standard Deviation and „t“ score of different personality factors between male B. ed student studying in good and poor training environment**

Different Factors of Personality	Group	N	Mean Scores	S.D's	t-value	Level of Significance
Introvert	Poor school Environment	14	-17.64	1.27	0.384	Not Significant
	Good School Environment	28	-17.10	5.10		
Ambivert	Poor school Environment	31	5.51	6.07	1.197	Not Significant
	Good School Environment	37	3.29	8.69		
Extrovert	Poor school Environment	23	18.30	2.49	0.365	Not Significant
	Good School Environment	17	18.00	2.76		

Table 2 shows that the mean score for male B. ed student studying Introversion (Personality Factor) in good and poor training environments is  $17.64 \pm 1.17$  and  $17.10 \pm 5.10$ , respectively.



---

The value of the validated potentate is 0.384 which is not significant at any level. It indicates that there is no significant difference between male B. ed student studying Introversion (a personality trait factor) in a good and poor training environment. Thus, it can be said that there is no impact of the training environment on the personality introversion factor of male adolescent students.

The next section of the table shows that the mean ambivert score for male B. ed student studying in a good and poor training environment (personality trait factor) is  $5.51 \pm 6.07$  and  $3.29 \pm 8.69$ , respectively. The value to be calculated is 1.197, which is not significant at any level. It indicates that there is no significant difference between male B. ed student studying in a good and poor training environment in Ambivert (a personality trait factor). Thus, it can be said that there is no impact on the ambivalent personality factor of male adolescent students on the training environment.

The last section of the table shows that the mean extraversion score for male B. ed student studying in good and poor training environments (personality trait factor) is  $18.30 \pm 2.49$  and  $18.00 \pm 2.76$ , respectively. The value of the validated potentate is 0.365 which is not significant at any level. It indicates that there is no significant difference between male B. ed student studying extraversion (a personality trait factor) in a good and poor training environment. Thus, it can be said that there is no impact of the training environment on the extraversion of the personality factor for male adolescent students.

Thus null hypothesis, i.e.—There is no significant difference between the personality of male B. ed student studying in a good and poor training environment. Thus, it can be said that there is no impact of the family environment on the personality factors of adolescent male students.

## 5. CONCLUSION

In conclusion, it is found that high work motivated and low work motivated male B. ed student have no impact on introversion, ambivert and extroversion factors of personality. In addition, the results indicated that high work-motivated and low workmotivated female B. ed student have no impact on personality introversion, ambivert and extroversion factors. Further investigation has shown that poor and good training environments do not affect the introversion, ambivalence and extroversion of male students personality factors. In this context, the researcher also studied the basics of female B. ed student and found that the poor and good training environment does not affect the introversion, ambivert and extroversion factors of female B. ed student' personality. Further investigation, however, is required as to how strong grade point average or questionnaire is associated with high or low work motivation.

## REFERENCES

- [1]. Sidhu, Kulbir Singh. (1996). School Organization and Administration (3rd revised edition). New Delhi: Sterling Publishers pvt.ltd.



- 
- [2]. Singh, Y.K. (2007). History of Indian Education System. New Delhi: APH Publishing Corporation. 137. Srivastava, S. K. (2004). Mental Health and Personality Adjustment among Optimistic and Pessimistic Students. Community Psychology Association of India, Vol.20, No. 2, PP: 93-98.
- [3]. Streb, Arthur G. (2009). A study of the association between high school student participation in co-curricular activities and academic work. UNIVERSITY OF MISSOURI - SAINT LOUIS, 90 pages; Proquest, Umi Dissertation Publishing.
- [4]. Sunith Kumar, G. N., & Arockiasamy, S. (2010). Perception of Co-curricular activities by higher secondary students and its influence on their academic work. Journal of Educational Research & Extension, Vol.47, No.3, PP:1-8.
- [5]. Sunith Kumar, G. N., & Arockiasamy, S. (2012). Parental Influence on Psychological Value Perception of Co-Curricular Activities: It's Links with Improving Personality Traits of Higher Secondary Students. Journal on Educational Psychology, Vol. 6, Issue 1, p.45.
- [6]. Sunith Kumar, G. N., & Arockiasamy, S. (2012). Relationship between values of CoCurricular Activities and Personality Traits of Higher Secondary Students. Academia, Vol.1, No.1, Pg. 53-58.
- [7]. Swaroop Saxena, N.R. (2002). Theory of Education. New Delhi: Surya publication. Timothy Jay Custer. (2005). The relationships between personality traits and subjective well-being in B. ed student. Retrieved from <http://phdtree.org/pdf/25714748-the-relationships-between-personality-traits-and-subjective-well-being-in-B.ed-student/>
- [8]. UNESCO. (2002). Teacher education guidelines: using open and distance learning – technology, curriculum, cost, evaluation. Paris: UNESCO 144. UNESCO. (2005). Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability. Retrieved from [unesdoc.unesco.org/images/0014/001433/143370e.pdf](http://unesdoc.unesco.org/images/0014/001433/143370e.pdf)
- [9]. Venugopal & Ramakrishnan. (2007). Individual Differences in Adult Decision Making Competence. Unpublished Ph.D Dissertation. 146. Wagner, C. (1999). Improving the prospects for poor children. The Futurist 33 (4).