



A STUDY OF PERSONALITY AMONG FEMALE STUDENTS IN RELATION TO THEIR INTEREST

DR. JASWINDER SINGH

(Professor of Education)

CH. DEVI LAL COLLEGE OF EDUCATION, JAGADHRI

jaswinder07hangoli@gmail.com

&

DR. SUSHMA GUPTA

(Associate Professor)

DEPARTMENT OF EDUCATION, KURUKSHETRA UNIVERSITY

sushmaguptakuk@gmail.com

ABSTRACT

Education is life long process. It is concerned not only with social progress but also with moral political and economic development. Gandhi said, "Education is preparation for comply living, adjustment with environment, perfection of one's nature, character building and harmonious development of personality. Education enriches the child's personality with daily experiences which provide him with a wider understanding of his world. Personality of an individual depends on their interest. Individual's interest can play a powerful role in predicting future choices and career paths. Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement. Indeed, one of the primary goals of college education is to help students discover their true interests and chart a life course based on interests developed and nurtured in college. Interest is one of the important factors to be studied for the purpose of education and vocational guidance. In the present study descriptive survey method was used by the investigator. A sample of 80 female students studying in the girls colleges of district Yamuna Nagar of Haryana was selected by random sampling technique. Personality Inventory (Introversion-Extroversion) developed and standardized by Dr. Yashvir Singh & Dr. Harmohan Singh and Interest Inventory developed and standardized by Dr. T.S. Sodhi & Dr. (Mrs.) H. Bhatnagar was used by the investigator. No significant relationship between personality and interest was found.

CONCEPT Of PERSONALITY: personality may be defined as the most characteristics integration of an individual's structures, mode of behaviour, interests, attitudes, capabilities, abilities and aptitudes. Personality has three dimensions Physical, intellectual and spiritual. All three dimensions of human personality can be developed by education.

Physical dimension of human personality refers to man's physical need and growth. One should learn how to be physically strong and healthy. Right education helps in developing a strong stamina and healthy habits. Strong physical constitution helps one accept and face challenges of life.



Intellectual Dimensions refers to person's thinking and memory skills. Reading articles, books, journals, visiting places and interacting with men of intellectual eminence all these go a long way in one's intellectual growth.

Spiritual Dimension refers to our attitude whereby we view and consider things from the perspective of the invisible realities which guide our daily activities in all facets of our life on certain moral principles.

CONCEPT OF INTEREST:

The concept of Interest has a long tradition in psychology that can be traced back to Herbert (1806/1965, 1841/1965), one of the early pioneers of modern psychology. He regarded the development of unspecialized, multifaceted interests as one of the primary goals of education. In Herbert's view, interest is closely related to learning. It allows for correct and complete recognition of an object, leads to meaningful learning, promotes long term storage of knowledge and provides motivation for further learning. The term Interest is complex in nature. Interest is considered a powerful 'director', 'inspirer' and 'motivator' in learning process. In Latin, the word 'Interest' means 'it concerns' or 'it matters'. Interest is the feeling that prompts us to spontaneous activity. Once interest is aroused in studies, games, literature and good conduct, the child will consider no sacrifice and effort too great to attain proficiency. Interest is something within the child. It is to be aroused and promoted by different means. Interest development is an outgrowth of personality development.

JUSTIFICATION OF THE STUDY:

In India, the problem is more acute with girls who, because of social, cultural and economic reasons do not get exposed to world of work. As such, their choices of occupations are generally not found congruent with their interests. Keeping in the view the above facts, the study reveals that research has been conducted on personality of female students with regard to their interest. Studying personality is an important in understanding female. The study will find out how the interest effect on personality of girl's students. The study is very important for parents, teachers, guidance workers, social workers and administrators to understand the child fully and to provide such an environment where they feel free and take a decision by themselves and where they can live emotionally stable and which is the best suited to good adjustment so that their potentialities can be used to the maximum as to promote their personalities. It is important because it brings female's psychological qualities to light. The female's feelings, motivations, thoughts and how they deal with the world around her are influenced by their personality and interest. As we know that Interest is integral part of personality. So without interest all round development (Personality) of females is not possible. Both personality and interest are tools that are designed to help female's to understand how a variety of personal attributes (interest, values, preference, motivation, aptitude and skills), impact their potential success and satisfaction with different career options and work environment. An interest inventory and personality inventory is a survey that helps a person to figure out what career would be good for them based on their interest. Interest and personality based testing are the most useful and most powerful tools. Many career counsellor and coaches use both types of



tests to help female find their perfect career. So that they may have less difficulties in deciding on an appropriate career choice for themselves. It is also frequently used for educational guidance.

OBJECTIVES OF THE STUDY:

1. To study the concept of personality among female students.
2. To study the concept of interest among female students.
3. To study the relationship between personality and interest.
4. To study the significant difference of personality among female students in relation to their residential background.
5. To study the significant difference of interest among female students in relation to their residential background.
6. To study the significant difference of interest among female students in relation to their stream.

HYPOTHESES OF THE STUDY:

1. There exists no significant relationship between personality and interest among female students.
2. There exists no significant difference of personality among female students in relation to their residential background.
3. There exists no significant difference of interest among female students in relation to their residential background.
4. There exists no significant difference of interest among female students in relation to their stream.

DELIMITATIONS OF THE STUDY:

1. The present study is delimited only to female student studying in the colleges.
2. The study is delimited only to 80 students.
3. The study is delimited only to district Yamuna Nagar of Haryana.

RESEARCH METHOD

Researcher used descriptive survey method for the present study.

POPULATION AND SAMPLE:

The population of the present study were female students studying in the girls colleges of district Yamuna Nagar of Haryana. The sample for present study was selected 80 students of Yamuna Nagar district of Haryana. The simple random sampling technique was used by the investigator to draw the sample.

TOOLS USED:

1. **Personality Inventory (Introversion-Extroversion)** developed and standardized by Dr. Yashvir Singh & Dr. Harmohan Singh.
2. **Interest Inventory** developed and standardized by Dr. T.S. Sodhi & Dr. (Mrs.) H. Bhatnagar.



STATISTICAL TECHNIQUES USED:

For analysis of any data researcher used different methods and techniques here:

1. To analysis the data the descriptive statistical techniques was used by researcher.
2. T-test was used by researcher for making the comparison.
3. Pearson’s coefficient of correlation was used.

DATA ANAYSIS:

Table 4.1
CORRELATION BETWEEN PERSONALITY AND DIFFERENT AREAS OF INTEREST AMONG FEMALE STUDENTS

	<u>DIMENSIONS OF INTEREST</u>	<u>Coefficient of correlation (r)</u>
<u>PERSONALITY</u>	Literary	-0.037
	Outdoor	0.037
	Mechanical	-0.139
	Scientific	-0.058
	Persuasive	0.018
	Social Service	0.025
	Artistic and Constructive	0.017
	Clerical Activities	0.018
	Administrative	0.089
	Teaching	-0.094
	Home-management	0.047
	Interest (Total)	-0.026

Not Significant at 0.01 level with df/78



Table 4.1 indicates that the obtained value co-relation value of personality and different areas of interest i.e. Outdoor, persuasive, social service, artistic & constructive, clerical activities and home management of college students are 0.037, 0.018, 0.025, 0.017 and 0.047) respectively. It shows that personality is positively related with outdoor, persuasive, social service, artistic & constructive, clerical activities and home management of college students. But it is also found from the same table that the obtained value (-0.037, -0.139, -0.058, -0.089 and -0.094) of ‘r’ of personality is negatively related with literary, mechanical, scientific, administrative and teaching of college students. It is also noticed from the same table that the obtained values for personality and the different areas of interest are lesser than the table values i.e. .283 at 0.01 level of significance. Thus, the research hypothesis is accepted. In another way, there is no significant relationship between personality and different areas of interest.

Table 4.2
PERSONALITY AMONG FEMALE STUDENTS
IN RELATION TO THEIR RESIDENTIAL BACKGROUND

	Group	N	Mean	S.D	t-ratio
PERSONALITY	Urban	37	25.08	5.53	0.74
	Rural	43	25.46	4.90	

Table Value= 1.99 at 0.05 level of significance

Table Value=2.64 at 0.01 level of significance

Table 4.2 reveals that the mean values of Personality of urban female college students and rural female college students are respectively 25.08 and 25.46& S.D values are 5.53 and 4.90. The obtained values of t’ values (0.74) is less than the table value at 0.05 level of significance with df = 78. Thus the null hypothesis is accepted. It is indicates that the urban & rural female students has exhibited similar personality.

Table 4.3
DIFFERENT AREAS OF INTEREST AMONG FEMALE STUDENTS IN
RELATION TO THEIR RESIDENTIAL BACKGROUND

	Group	N	Mean	S.D	t-ratio
LITERARY	Urban	37	17.56	6.37	0.426
	Rural	43	18.69	6.25	
OUTDOOR	Urban	37	18.27	4.96	0.665
	Rural	43	18.79	5.66	
MECHANICAL	Urban	37	13.00	7.91	0.949
	Rural	43	12.53	7.90	
SCIENTIFIC	Urban	37	21.11	6.71	0.393
	Rural	43	19.74	7.40	
PERSUASIVE	Urban	37	4.92	2.37	0.599
	Rural	43	5.21	2.52	
SOCIAL SERVICES	Urban	37	14.11	4.45	0.352
	Rural	43	14.95	3.63	
ARTISTIC & CONSTRUCTIVE	Urban	37	13.78	3.77	0.451
	Rural	43	14.46	4.21	
CLERICAL	Urban	37	8.11	3.39	0.796
	Rural	43	7.93	2.75	
ADMINISTRATIVE	Urban	37	18.59	5.05	0.380
	Rural	43	19.55	4.70	
TEACHING	Urban	37	17.78	4.45	0.320
	Rural	43	18.67	3.50	
HOME MANAGEMENT	Urban	37	14.76	3.45	0.209
	Rural	43	15.69	3.18	

Not significant at 0.05 and 0.01 level of significance with df/78



Table 4.3 indicates that obtained ‘t’ values for eleven dimensions of interest viz. literary, outdoor, mechanical, scientific, persuasive, social services, artistic and constructive, clerical, administrative, teaching, home-management are less than the table value i.e. 1.99 at 0.05 level of significance and also less than the table value i.e. 2.64 at 0.01 level of significance. Therefore, all concerned hypotheses are accepted. Hence, there is no significant difference between urban and rural female college students with regard to eleven dimensions of interest of college students.

Table 4.4
DIFFERENT AREAS OF INTEREST AMONG FEMALE STUDENTS IN RELATION TO THEIR STREAM

	Group	N	Mean	S.D	t-ratio
LITERARY	Arts	40	18.95	6.14	0.273
	Science	40	17.4	6.35	
OUTDOOR	Arts	40	18.25	4.9	0.617
	Science	40	18.85	5.76	
MECHANICAL	Arts	40	12.25	6.64	0.703
	Science	40	12.95	8.18	
SCIENTIFIC	Arts	40	19.12	6.44	0.114
	Science	40	21.62	7.53	
PERSUASIVE	Arts	40	5.29	2.24	0.650
	Science	40	4.95	2.65	
SOCIAL SERVICES	Arts	40	14.25	4.06	0.491
	Science	40	14.87	4.02	
ARTISTIC & CONSTRUCTIVE	Arts	40	14.15	4.14	1.0
	Science	40	14.15	3.91	
CLERICAL	Arts	40	7.87	3.22	0.689
	Science	40	8.15	2.89	
ADMINISTRATIVE	Arts	40	18.67	4.38	0.424
	Science	40	19.55	5.31	



TEACHING	Arts	40	18.5	3.71	0.596
	Science	40	18.02	4.25	
HOME MANAGEMENT	Arts	40	15.37	2.28	0.76
	Science	40	15.15	4.14	

Not significant at 0.05 and 0.01 level of significance with df/78

Table 4.4 indicates that obtained ‘t’ values for eleven dimensions of interest viz. literary, outdoor, mechanical, scientific, persuasive, social services, artistic and constructive, clerical, administrative, teaching, home-management are less than the table value i.e. 1.99 at 0.05 level of significance and also less than the table value i.e. 2.64 at 0.01 level of significance. Therefore, all concerned hypotheses are accepted. Hence, there is no significant difference between students of arts faculty and science faculty with regard to eleven dimensions of interest of college students.

MAIN FINDING OF THE STUDY:

- No significant relationship was found between the personality and interest of female students.
- No significant difference was found between the personalities of female students in relation to their residential background. It means that the personality of urban female students and rural female student is same.
- No significant difference was found between the interests with regard to eleven dimensions of interest of female college students in relation to residential background.
- No significant difference was found between female students of arts faculty and science faculty with regard to eleven dimensions of interest of college students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

This research is useful to know the interest of female students and increase the level of achievement motivation. Students face so many problems to choose the career and occupation for whole life. When somebody select the one option from different fields, after this he or she need to energy to gain this aim. The environment of family is important in students’ achievement. When they decided to go on one field than it is the responsibilities to the parents and of course the family to make possible this for children. Interest and personality are related with each other. Counseling for students is also make important role in selection of career. This research can make solution to select the field of career and it also helpful to the teachers to increase the level of achievement level and provide guidance to each and every student, so that they are able to improve their personality according to their interest. Life needs settlement and it comes from good job field and wealthy life. For this purpose parents are very conscious about the vocation interest. In India, students are very tense for career not only students but also the parents. When child grownup relatives are asking what your child is doing or what he wants to



do in future doctor, engineer. These fields are very common but now changing's are started. Students choose different field like choreographer, photographer, painter or writer. There are some problems Gender, area of residency, type of family and faculty (Arts, Commerce, and Science) .The role of gender is affected on motivation and field of interest, because girls are not ready to go far from their house and parents not allowing to go alone for study but boys have support from their family now scenario is changed. The students decided to go in one-field arts, commerce and science. This makes pressure on students. They are choosing this faculty when they are completed 10th Exam. The role of counselor is also important in student's decision. The main Conclusion of this study is each college need one counselor. Counseling of students, help them to make perfect decision and bright future. Motivation for students it comes through teachers, family member and relatives. Students Interest and Personality are related with each other. When decision is strong, motivation is on higher level. Both personality and interest are tools that are designed to help female's to understand how a variety of personal attributes (interest, values, preference, motivation, aptitude and skills), impact their potential success and satisfaction with different career options and work environment.

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