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**A STUDY OF PERSONALITY TRAITS OF B.ED. TEACHERS
BELONGING TO DIFFERENT GENDER.**



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Short Profile

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ABSTRACT:

Teachers play a crucial role in the learning of pupils. They are facilitators of desirable learning, counselors of learners, consultant and resource persons, researchers, evaluator and manager of the teaching-learning situation. With these crucial roles, teachers really need to be competent. When teachers teach, they manifest one or more characteristics which at the

same time contribute to an overall positive effect on pupil's performance, habits, skills and their social relationship. Effective teachers, characteristics promote and Enhance pupil's learning and personality.

Personality traits influence the choice of word which one use to communicate with others. Personality traits are responsible for one's brain functioning and its normal neuro-biological and biochemical reactions. They establish electrochemical dialogue that takes place between the brain, the endocrine system, and the physical body. In the present study, personality traits refer to the Big Five personality traits. The proportion of the traits such as 'Openness to experience', 'Conscientiousness', and 'Agreeableness' were observed more among the female B.Ed. teachers than that of the male B.Ed. Teachers.

KEYWORDS

Personality, Gender of B. Ed Teachers, Personality traits.

INTRODUCTION :

Personality trait defined as a complex of quality's and characteristics or the pattern of thought, emotion, and behavior of one people that is stable across time and many situations and seen as being distinctive to a group, nations, place etc. personality traits influence the choice of word which one use to communicate with others. Personality traits are responsible for one's brain functioning and its normal neuro-biological and biochemical reactions. They establish electrochemical dialogue that takes place between the brain, the endocrine system, and the physical body. Personality traits reveal themselves though a predominated color found in the humane energy system. (Rickman, r: 2004)

According to the diagnostics and statistical Manuel of the American psychiatric association (2011), personality traits are "enduring patterns of perceiving, relating, to and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts." Theorist generally assume (a) traits are relatively stable over time, (b) strait differ among individuals (for instance, some people are outgoing while others are reserved), and (c) traits influence behavior.

In the present study, personality traits refers to the Big Five personality traits suggested by Goldberg's five dimension personality model(1990) and Costa and McCrae's NEO personality inventory (1992).The big five personality traits included the following personality traits.

- Openness to experience
- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism

B.Ed. teachers

B.Ed. teachers in the present study those teachers who were teaching in B.Ed. College of Gujarat State during the academic year 2013-14.

OBJECTIVES OF THE PRESENT STUDY

The following were the Objectives of the present study.

- 1)To study the personality traits of B.Ed. teachers in relation to their Gender.

VARIABLES OF THE STUDY

The variables used in the study are classified into Independent and Dependent variables.

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Independent variable

1)Gender

Male

Female

Dependent variables

The personality traits of B.Ed. teachers were the dependent variables of the present study. It was divided into five dimensions i.e. Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each dimension of personality traits was divided into six facets. The details are as follow:

Dimensions of Personality Traits	Facets
1. Openness to experience	Fantasy, Aesthetics, Feelings, Actions, Ideas, Values
2. Conscientiousness	Competence, Order, Dutifulness, Achievement Striving, Self-Discipline, Deliberation
3. Extraversion	Warmth, Gregariousness, Assertiveness, Activity, Excitement Seeking, Positive Emotion
4. Agreeableness	Trust, Straightforwardness, Altruism , Compliance, Modesty, Tender mindedness
5. Neuroticism	Anxiety , Anger Hostility, Depression , Self-Consciousness, Impulsiveness, Vulnerability to Stress

TOOL OF THE STUDY

In the present study, to collect the required data, the following tool was used.

- Personality Scale (Constructed and Standardized by researcher)

For collecting data researcher developed and standardized personality scale. Personality scale is dependent variable in present study. In this scale researcher has taken different component, which can affect more on personality of B.Ed. teachers. Keeping in mind different component the researcher makes number of statement which measure personality more sharply.

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Scoring of the Scale:

The constructed statements were rated by Likert's Rating Scale Method which has 5 points. The answerer indicates the agreement to the statement at five levels i.e. "Strongly agree", "agree", "uncertain", "disagree", and "strongly disagree". The meaning of each word is as follows

Strongly agree	:	Very high level of agreement
Agree	:	High level of agreement
Uncertain	:	Undecided level of agreement
Disagree	:	Low level of agreement
Strongly Disagree	:	Very low level of agreement

The scoring of each word for positive statements is as for positive statement 5 marks for strongly agree in descending order 1 marks for strongly disagree and for negative statement vice versa.

POPULATION AND SAMPLE OF THE STUDY

The B.Ed. teachers of Gujarat state was taken as population for this study. The number of B.Ed. teachers were 1898 during the academic year 2013-14

Sample

The researcher had used stratified random sampling method for selection of sample. The representative sample is selected from all districts of Gujarat state. The sample consists of 412 number of B.Ed. teachers from different district of Gujarat state. Out of 412 B.Ed. teachers 240 are male and rest are female B.Ed. teachers.

METHOD OF RESEARCH

The present study is mainly interested in finding out the personality traits of B.Ed. teachers. So the researcher decided to make use of survey method. The present study aims at to describing the situation concerned to personality traits B.Ed. teachers.

STUDY OF PERSONALITY IN RELATION TO THEIR GENDER

For the study of personality in relation to gender, 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 gender.

The respective sample includes both male and female B.Ed. teachers. To test the above hypothesis no. of male and female, Mean, SD, SED and t-ratio of personality scores (Total score) of male and female B.Ed. teachers have been calculated, which is shown in Table - 1.

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Table - 1

No. of B.Ed. teachers, Mean, SD, SED and t-ratio of personality scores (Total score) of male and female B.Ed. teachers

Gender	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Male	45	315.87	30.43	6.32	0.22	Not Significant
Female	40	314.45	27.85			

* 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 male and female of B.Ed. teachers is 0.22. 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 male and female B.Ed. teachers. Consequently, the null hypothesis H01 is not rejected.

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

H0₂ There will be no significant difference between mean score of the Personality trait (Openness to experience) of B.Ed. teachers belonging to different gender.

The respective sample includes both male and female B.Ed. teachers. To test the above hypothesis No. of male and female, Mean, SD, SED and t-ratio of personality scores (Openness to experience) of male and female B.Ed. teachers 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) of male and female B.Ed. teachers

Gender	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Male	45	55.56	4.99	1.05	0.14	Not Significant
Female	40	55.70	4.69			

* 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 male and female of B.Ed. teachers is 0.14. 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 (Openness to experience) of male and female B.Ed. teachers. Consequently, the null hypothesis H02 is not rejected.

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

H₀₃ There will be no significant difference between mean score of the personality trait (Conscientiousness) of B.Ed. teachers belonging to different gender.

The respective sample includes both male and female B.Ed. teachers. To test the above hypothesis No. of male and female, Mean, SD, SED and t-ratio of personality scores (Conscientiousness) of male and female B.Ed. teachers 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) of male and female B.Ed. teachers

Gender	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Male	45	70.51	7.38	1.59	0.21	Not Significant
Female	40	70.85	7.30			

* 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 between male and female of B.Ed. teachers is 0.21. 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 (Conscientiousness) of male and female B.Ed. teachers. Consequently, the null hypothesis H₀₃ is not rejected.

It can be concluded that the gender of B.Ed. teachers does not 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 gender.

The respective sample includes both male and female B.Ed. teachers. To test the above hypothesis No. of male and female, Mean, SD, SED and t-ratio of personality scores (Extraversion) of male and female B.Ed. teachers 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) of male and female B.Ed. teachers

Gender	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Male	45	68.64	7.52	1.60	1.09	Not Significant
Female	40	66.90	7.23			

* 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 between male and female of B.Ed. teachers is 1.09. 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 male and female B.Ed. teachers. Consequently, the null hypothesis H04 is not rejected.

It can be concluded that the gender 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 gender.

The respective sample includes both male and Female B.Ed. teachers. To test the above hypothesis No. of male and female, Mean, SD, SED and t-ratio of personality scores (Agreeableness) of male and female B.Ed. teachers 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) of male and female B.Ed. teachers

Gender	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Male	45	59.04	5.84	1.27	1.06	Not Significant
Female	40	57.70	5.83			

* 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 male and female of B.Ed. teachers is 1.06. 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 (Agreeableness) of male and female B.Ed. teachers. Consequently, the null hypothesis H05 is not rejected.

It can be concluded that the gender 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 gender.

The respective sample includes both male and female B.Ed. teachers. To test the above hypothesis No. of male and female, Mean, SD, SED and t-ratio of personality scores (Neuroticism) of male and female B.Ed. teachers 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) of male and female B.Ed. teachers

Gender	B.Ed. teachers	Mean	SD	SE _D	t-ratio	Remark
Male	45	62.11	11.13	1.99	0.60	Not Significant
Female	40	63.30	6.99			

* 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 male and female of B.Ed. teachers is 0.60. 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 male and female B.Ed. teachers. Consequently, the null hypothesis H₀₆ is not rejected.

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

CONCLUSION

The trait 'Conscientiousness' and 'Extraversion' were observed the most among the male B.Ed. teachers. The traits such as 'Openness to experience', 'Agreeableness' and 'Neuroticism' were observed gradually in the decreasing order among the B.Ed. teachers.

1.The trait 'Openness to experience' were observed the most among the female B.Ed. teachers. The traits such as 'Conscientiousness', 'Agreeableness' and 'Extraversion' and 'Neuroticism' were observed gradually in the decreasing order among the B.Ed. teachers.

2.The proportion of the traits such as 'Openness to experience', 'Conscientiousness', and 'Agreeableness' were observed more among the female B.Ed. teachers than that of the male B.Ed. teachers.

3.The proportion of the personality trait 'Extraversion' was observed to be same among female as well as male B.Ed. teachers.

4.The proportions of the trait such as 'Neuroticism' were observed more among the male B.Ed. teachers than that of the female B.Ed. teachers.

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