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A comparative study on personality traits between professional and non-professional graduate level students

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Abstract

Psychologically speaking personality is all that a person is. It is the totality of ones behaviour towards oneself and other as well. It includes everything about the person, his or her physical, emotional, social, mental and spiritual makeup. Personality traits are very important factor of individual development. The student achievement is always affected by personality traits. Present study aims to compare personality traits between professional and non-professional graduate level students. This study is descriptive survey type in nature. It covered only for graduate level students from Bahraich, Gonda and Balrampur districts in UP state. This research was conducted on B. A., B.Sc., B. C. A., B. P.Ed. and B. Ed. students. Significant difference was tested between professional and non-professional, male and female and different stream graduate level students on Personality Traits. The tool for Sentence Completion (Personality Traits) test is used. It is developed by L. N. Dubey and Archana Dubey. Researcher used Purposive method of sampling for the selection of sample and total sample is 369. Significant difference was found in professional and non-professional students on personality traits. No significance difference was found in male professional and non-professional and same in female students. Significance difference reported in male and female professional students and in non-professional also. No significance difference was found in B. A. and B. Sc. and B. C. A., B. P. Ed. and B. Ed. Students on personality traits.

Keywords: Personality traits, professional, non-professional students, graduate level

Introduction

Personality is the word in psychology, which is used by many rather carelessly. Originally it has been diverted from the Latin word 'persona' which means a mask that the Roman and Greek actors used to wear in ancient times, to indicate the audience the actual part that they played in the drama. It means, emphasis is on the outward appearance, which has a very limited understanding of the individual. This means the wearing of a mask does not constitute the whole of a person. We just see to the outward appearance of a person. We sometimes even say "what a charming personality" By such statement we mean to say that he or she is impressive, friendly or pleasing and he or she is believed to have good physique too. It means we are just attaching the importance to these characteristics, which impress us. But the word personality cannot be taken as an equivalent work for outward appearance or behaviour. Personality includes the totality of ones behaviour. The psychologist cannot just really an impression but consider those qualities, which a person really has. However to a layman personality means good dress good manners and good external appearance.

According to All port's "personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment". In this definition insists that the word personality must be defined in biological terms and considers the following definition to represent a synthesis of contemporary instincts, habits, thought and sentiments. His or her taste style of life benefits enthusiasm and the like give colour to personality and clothes are the part of his or her personality. Personality is thus made up of number of elements as described and accordingly.

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Heredity Factors of personality traits

What the individual gets at birth from him or her ancestors is a great responsible factor for the personality traits development. In fact heredity is a core by which some characters of the previous generation are transmitted to their descendants. The hereditary factors of personality traits are those that reside in the child from the moment of conception. On other hand factors that work upon the child from the moment just after birth are those of the environment. Man's life starts as a protoplasmic cell or as a zygote formed out of the union of two parental cells. A person future is contained potentially in the zygote.

Social/Environmental factors of personality traits

Always environment affects the individuals as well as society on personality traits. The environment of different individuals are very much different from one another and so too their effects. In fact the social aspects of an individual environment affect personality traits in a very striking manner. These social factors the most important are (i) The relationship that is obtained in the home and family (ii) The influence of the school and playground (iii) social roles which the individuals has to play in the family and in the community.

Need and Significance of the Study

There are so many problems which are faced by every individual at every step. Our need is increasing day by day but resources are limited. It is often said that people are running for material gain. They are less concern about their mental satisfaction and health. It sometimes leads to mental derailment. In its slighter form it is expressed in mental tension, frustration and maladjustment is one's daily life anxiety in its proper degree helps the individual as well.

Objectives

1. To study the personality traits between professional and non-professional graduate level students.
2. To compare the personality traits between male and female graduate level students in professional and non-professional courses.
3. To study the personality traits among graduate level students in different streams of professional and non-professional courses.

Hypotheses

1. There is no significant difference between professional and non-professional graduate level students on personality traits.
2. There is no significant difference between professional and non-professional graduate level male students on personality traits.
3. There is no significant difference between professional and non-professional graduate level female students on personality traits.
4. There is no significant difference between male and female professional graduate level students on personality traits.
5. There is no significant difference between male and female non-professional graduate level students on personality traits.
6. There is no significant difference between B. A. and B. Sc. Non-professional students on personality traits.
7. There is no significant difference among B. Ed., B.C.A and B. P Ed. professional students on personality traits.

Review of Related Literature

- (1) Zilli, Sufiyan Abu (2013) ^[12] conducted a study of personality factors, self-efficacy and locus of control on organizational effectiveness. The present research was a sincere effort towards making private organizations highly effective and meaningful. Since, middle managers have been found playing very significant role in organizational development, particularly in the case of private organizations. Hence, keeping in view the above said notion, the central objective of the present research was to examine the role of Personality Factors, Self-Efficacy and Locus of Control in determining Overall Organizational Effectiveness and it's all dimensions among the middle managers of private sectors. Personality Factors was an important determinant of how a person thinks, feels, behaves and adjusts in the environment. It refers to a spectrum of individual characteristics that consistently distinguish people from one another in terms of their basic tendencies to think, feel and act in certain ways
- (2) Leonie, J. Vreeke and Peter, Muris (2012) conducted a study on Relations between behaviour inhibition big five personality factors and anxiety disorders symptoms in non-clinical and clinically anxious children's. This study examined the relations between behavioral inhibition, Big Five personality traits and anxiety disorder symptoms in non-clinical children ($n = 147$) and clinically anxious children ($n = 45$) aged 6–13 years. Parents completed the Behavioral Inhibition Questionnaire-Short Form, the Big Five Questionnaire for Children and the Screen for Child Anxiety Related Emotional Disorders-Revised. Results indicated that compared to parents of non-clinical children, parents of clinically anxious children rated their offspring higher on neuroticism and behavioral inhibition, but lower on extraversion, conscientiousness, and intellect openness. Further, extraversion emerged as the strongest correlate of an inhibited temperament, and this appeared true for the clinically anxious as well as the non-clinical children. Finally, in both the clinical and non-clinical samples, higher levels of behavioral inhibition and neuroticism were unique and significant predictors of anxiety disorders symptoms.

Methodology

A research is the detailed plan of the investigation. Present study covers only graduate level students of Balrampur, Gonda and Bahraich districts in UP. These degree colleges are affiliated to Dr. Ram Manohar Lohiya Avadh University Faizabad. These colleges are providing education to under graduate and post graduate courses. This research covers the population only under graduate students of colleges of B.A., B. Sc., B.Ed., B.C.A. and B. P. Ed. courses only.

Sample and Sampling Techniques

There are many sampling techniques for sampling. Researcher selected Non-probability sampling method for this study. Purposive method of sampling was selected for the study. Present study covers only Balrampur, Gonda and Bahraich district in UP. Total 369 samples were taken.

Table 1: Distribution of Sample according to Profession

Category	Number of Sample	Percentage
Professional	209	56.6
Non-Professional	160	43.4
Total	369	100

The above table shows that the total number of Professional students is 209 and Non-Professional students are 160 in the study. The grand total of the students is 369 only. The percentage of Professional students is 56.6 and Non-Professional is 43.4 respectively.

Tool use {Sentence Completion (Personality Traits) test}

This tool is developed by L. N. Dubey and Archana Dubey. It is reliable and valid tool.

Analysis and Discussion

The raw data was categorized and analyzed to achieve the objectives of the study. The analysis is done according to the hypothesis. The mean, S.D, t-test and ANOVA was used to analyze data.

Hypothesis 1: There is no significant difference between professional and non-professional graduate level students on personality traits.

Table 2

Category	N	Mean	SD	S. Em	t-value df=367	Significance
Professional	209	84.22	6.325	.438	2.540	significance difference at .05 level
Non Professional	160	82.74	4.875	.385		

The above table reveals that the no. of students in Professional category is 209. The mean on personality traits is 84.22, S.D. is 6.325 and S. Em is .438. The no. of students in non-Professional category is 160. The mean on personality traits is 82.74, S.D. is 4.875 and S. Em is .385. The t-value between Professional and Non- Professional students on personality traits is observed 2.540 at 367 degree of freedom. The table value of t is 1.97 at .05 levels of significance. Hens' hypothesis is rejected because observed t value > table value.

The mean difference in professional and non-professional students on personality traits is 1.48 its level of significance

because both categories students are difference to course and content. Both category student aims and objective of life is different. Professional students are clear idea for occupation therefore high level personality traits in compression to non-professional students. Therefore significance difference between professional and non-professional graduate level students on personality traits. Hence hypothesis is rejected.

Hypothesis 2: There is no significant difference between professional and non-professional graduate level male students on personality traits.

Table 3

Category	N	Mean	SD	S. Em	t-value df=196	Significance
Professional	133	85.08	5.619	.487	1.059	No significant difference at .05 level
Non Professional	65	84.31	4.405	.546		

The above table reveals that the no. of male students in Professional category is 133. The mean on personality traits is 85.08, S.D. is 5.619 and S. Em is .487. The no. of male students in non-Professional category is 65. The mean on personality traits is 84.31, S.D. is 4.405 and S. Em is .546. The t-value between Professional and Non- Professional male students on personality traits is observed 1.059 at 196 degree of freedom. The table value of t is 1.97 at .05 levels of significance. Hens' hypothesis is accepted because observe t value < table value.

The mean difference in professional and non-professional male students on personality traits is only .77. Its difference

causes only for course and syllabus. Professional courses syllabus lengthy and tuff in comparison to non-professional courses syllabus therefor high level personality traits to professional courses students in comparison to non-professional students. But its difference is very low or not level significance. Therefore no significant difference professional and non-professional graduate level male student on personality traits.

Hypothesis 3: There is no significant difference between professional and non-professional graduate level female students on personality traits.

Table 4

Category	N	Mean	SD	S. Em	t-value df=169	Significance
Professional	76	82.72	7.197	.826	1.085	No significant difference at .05 level
Non Professional	95	81.67	4.913	.504		

The above table reveals that the no. of female students in Professional category is 76. The mean on personality traits is 82.72, S.D. is 7.197 and S. Em is .826. The no. of female students in non-Professional category is 95. The mean on personality traits is 81.67, S.D. is 4.913 and S. Em is .504. The t-value between Professional and Non- Professional female students on personality traits is observed 1.085 at 169 degree of freedom. The table value of t is 1.97 at .05 levels of significance. Hens' hypothesis is accepted because table value 1.97 > observe value 1.085.

The mean difference in professional and non-professional female students on personality traits is 1.05. After analysis shows professional female students achieve high level personality traits in comparison to non-professional female students. Its difference causes to professional courses job oriented and nan-professional courses non-job oriented courses. Professional courses students more confidents to job selection in comparison to non-professional students. Therefor professional female student show more personality traits in comparison to non-professional female students.

But different is not levels of significance Therefore no significance difference between professional and non-professional graduate level female student on personality traits.

Hypothesis 4: There is no significant difference between male and female professional graduate level students on personality traits.

Table 5

Category	N	Mean	SD	S. Em	t-value df=207	Significance
Male	133	85.08	5.619	.487	2.461	Significance at .05 level
Female	76	82.72	7.197	.826		

The above table reveals that the no. of male students in Professional category is 133. The mean on personality traits is 85.08, S.D. is 5.619 and S. Em is .487. The no. of female students in Professional category is 76. The mean on personality traits is 82.72, S.D. is 7.197 and S. Em is .826. The t-value between male and female Professional category students on personality traits is observed 2.461 at 207 degree of freedom and table value 1.97 at 207 degree of freedom. Hypothesis rejected because observe value > table value.

Hypothesis is rejected because table value less than calculated value. Some difference shows on personality traits between male and female professional graduate level

students its causes of gender differences. Mean of male on personality traits is more than female. It's different is 2.36 and different causes of one most factor over traditional society. In traditional society is available to some barrier for female personality developments. Therefor female student is personality traits low achieves in comparison to male students. Result shows significance difference between male and female professional graduate level students on personality traits.

Hypothesis 5: There is no significant difference between male and female Non-Professional graduate level students on personality traits.

Table 6

Category	N	Mean	SD	S. Em	t-value df=158	Significance
Male	65	84.31	4.405	.546	3.543	Significance at .05 level
Female	95	81.67	4.913	.504		

The above table reveals that the no. of male students in non-Professional category is 65. The mean on personality traits is 84.31, S.D. is 4.405 and S. Em is .546. The no. of female students in non-Professional category is 95. The mean on personality traits is 81.67, S.D. is 4.913 and S. Em is .504. The t-value between male and female non-Professional category students on personality traits is observed 3.543 at 158 degree of freedom. The table value 1.97 at 158 degree of freedom. The hypothesis is rejected because observe value > table value.

Hypothesis is rejected because table value less than calculated value. Some difference shows on personality traits between male and female non-professional graduate

level students its causes of gender differences. Mean of male on personality traits is more than female. It's different is 2.64 and different causes of one most factor over traditional society. In traditional society is available to some barrier for female personality developments. Therefor female student is personality traits low achieves in comparison to male students. Result shows significance difference between male and female non-professional graduate level students on personality traits.

Hypothesis 6: There is no significant difference between B. A. and B. Sc. Non-professional students on personality traits.

Table 7

Streams	N	Mean	SD	S. Em	t-value df=158	Significance
B. A.	86	82.24	5.057	.545	1.411	No significance at .05 level
B. Sc.	74	83.32	4.620	.537		

The above table reveals that the no. of B. A. students in non-Professional stream is 86. The mean on personality traits is 82.24, S.D. is 5.057 and S. Em is .545. The no. of female students in non-Professional stream is 74. The mean on personality traits is 83.32, S.D. is 4.620 and S. Em is .537. The t-value between B. A. and B. Sc. non-Professional stream students on personality traits is observed 1.411 at 158 degree of freedom. The table value 1.97 at 158 degree of freedom. The observe value < table value therefor hypothesis is accepted.

Hypothesis is accepted because calculated value less than table value. Mean difference between B. A. and B.Sc. only 1.08 its causes to stream differences. More achieve

personality traits to B. Sc. Students in comparison to B. A. students. But it is not level of significance. Both category student studies to non-job oriented courses and lives in same environment. College affiliated to same university so methods of teaching all so same. Therefore formation of personality traits is approximately same. Result shows no significance difference between B.A. and B.Sc. Non-professional students on personality traits.

Hypothesis 7: There is no significant difference among B. Ed., B.C.A and B. P Ed. professional students on personality traits.

Table 8

Source of Variation	Sum of squares	df	Mean square	F	Significance
Between Group	290.870	2	145.435	3.730	No significance at .05 level
Within Group	8031.560	206	38.988		
Total	8322.431	208			

The above table shows that sum of squares between groups (B.Ed., B.C.A., and B. P.Ed.) professional stream is 290.870 at 2 df and mean square is 145.435 and within group is 8031.560 at 206 df and mean square is 38.988 The f value among groups is reported 3.730. The table value of f is 19.50 at .05 levels of significance. The reported value less than table value therefore hypothesis is accepted.

Hence result shows no significance difference between B.Ed., B.C.A. and B. P .Ed. professional stream students because every streams students same aims purpose for study. Environment colleges and affiliation of university is also same. Therefore level of personality traits in student is approximately same. So finding is no significant difference among B. Ed., B.C.A and B. P Ed. professional students on personality traits.

Educational Implications

If a teacher has known the level of personality traits, it is very helpful in applying the different types of strategies of teaching. The teachers can increase to level of personality traits by changing the methods of teaching and college environment which is suitable for students. Researcher has tried to find out how many point affects personality traits. This study will be very useful for parents or guardians and society. If parents have find out weak points related to personality traits in their children, they can minimize the problems. Healthy and socially balanced students can create a develop path to society as well as nations. This study will be very useful for administrators and policy makers. After knowing the problems, the administrators and policy makers can design the new syllabus and college system according to students.

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