

Dimensions of Personality of Secondary School Teachers

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Abstract

The present investigation was to find the difference between secondary school teachers in relation to the dimensions of personality. Survey method of investigation was employed. The findings of the study showed that there is a significant difference between male and female secondary school teachers in relation to the various dimensions of personality. Also significant difference was obtained between rural and urban secondary school teachers in relation to the various dimensions of personality. Significant difference was also found between govt. and non-govt school secondary school teachers in relation to the various dimensions of personality.

KEYWORDS: Personality, Secondary school Teachers

INTRODUCTION

Personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organized externally into roles and statuses and as they relate internally to motivation, goals and various aspects of selfhood. According to Robert Park and Earnest Burgess, Personality is the sum and organization of those traits which determine the role of the individual in the group. It embraces the total organized aggregate of psychological processes and status pertaining to the individual. Personality is all that an individual is and has experienced so far as this all can be comprehended as unity. It is a psychic phenomenon which is neither organic nor social but an emergent from a combination of the two. According to Young, personality is the totality of behavior of an individual with a given tendency system interacting with a sequence of situations.

The personality of a teacher is very important as it influences the students through his or her personality. Teachers are the ideals for the students and hence act as the base of the personality of the student. The type of personality a teacher possesses definitely is attained by the students. Thus, it brings a need to study the personality of teacher so as to predict the personality of the students.

William (1990) found in gender stereotype that women relate themselves consistently higher in the personality traits like tender mindedness, altruism and anxiety.

Lorangee et. al. (1994) found that there exists no effect of personality traits on the mood and anxiety disorders of the adults.

Costa, P.T. & Tarraccean (2001) in their study found gender differences in the personality traits among the college students.

Poortiga Y.H. & Hamert D.A. (2001) showed that culture has an effective influence on the personality traits of the adolescents.

Allik & Mc Care (2004) in their studies found culture togetherness in Asian and African culture and away from American and European culture.

Steele & Aronson (2004) found that there exists a significant effect of personality on the performance and health of the science teachers.

Krueger & Caspi (2005) revealed a strong relationship between personality and psychopathology.

METHODOLOGY

The present study is a survey type in nature. Here the data has been collected personally from the school teachers. The method applied is of descriptive type. Purposive sampling method was used to select the schools.

SAMPLE

A sample of 200 secondary school teachers (which includes male, female, rural and urban) was selected randomly from 10 government and non-government schools of Panchkula district of Haryana state.

OBJECTIVES

1. To study the personality dimensions of govt. and non- govt. school teachers.
2. To study the personality dimensions of male and female school teachers.
3. To study the personality dimensions of rural and urban school teachers.

HYPOTHESES

1. There exists a significant difference between male and female secondary school teachers in relation to their personality dimensions.
2. There exists a significant difference between rural and urban secondary school teachers in relation to their personality dimensions.
3. There exists a significant difference between govt. and non- govt. school secondary school teachers in relation to their personality dimensions.

TOOLS

1. Dimensional Personality Inventory by Dr. Mahesh Bhargava (1971)

RESULTS AND DISCUSSIONS

Table 1: showing difference in personality dimensions among male and female teachers (N=100)

Sr. No	Dimensi on of Trait	Male score mean	Female score mean	Male interpretation	Female interpretation	Male S.D.	Female S.D.	't' value
1	Activity passivity	19	7	Highly active	Passive	15.67	13.42	5.816
2	Enthusiastic- non enthusiastic	18	6	Highly enthusiastic	Non-enthusiastic	12.07	8.66	6.523
3	Assertive - submissive	18	5	Highly assertive	Highly submissive	16.23	19.48	5.127
4	Suspicious- trusting	15	8	Suspicious	Trusting	18.76	11.98	3.144

5	Depressive- non depressive	6	15	Non-depressive	depressive	19.56	22.03	3.054
6	Emotional stability – non stability	15	4	Emotional instability	High emotional stability	10.34	09.59	7.800

It is observed from the table that the t- values for various dimensions of personality are 5.816, 6.523, 5.127, 3.144, 3.054 and 7.800 which are extremely significant. Thus it shows that male and female secondary school teachers show significant difference in relation to their dimensions of personality. Also from the interpretation of the scores from table of manual shows that male teachers are highly active, highly enthusiastic, highly assertive, suspicious, non- depressive and emotionally instable where as female teachers are passive, non- enthusiastic, highly submissive, trusting, depressive and emotionally stable. Therefore, **hypothesis no. 1** i.e. there exists a significant difference between male and female secondary school teachers in relation to their personality dimensions is **accepted**.

Table 2: showing difference in personality dimensions among rural and urban teachers (N=100)

Sr. No	Dimension of Trait	Rural score mean	Urban score mean	Rural interpretation	Urban interpretation	Rural S.D.	Urban S.D.	't' value
1	Activity passivity	18	6	Highly active	Passive	18.64	13.48	5.216
2	Enthusiastic- non enthusiastic	19	7	Highly enthusiastic	Non-enthusiastic	19.23	21.64	4.415
3	Assertive - submissive	17	4	Highly assertive	Highly submissive	22.93	24.06	3.911
4	Suspicious- trusting	16	7	Suspicious	Trusting	16.91	14.09	4.088
5	Depressive- non depressive	7	16	Non-depressive	depressive	18.77	24.02	2.950
6	Emotional stability – non stability	16	5	Emotional instability	High emotional stability	16.32	18.77	4.422

It is observed from the table that the t- values for various dimensions are 5.216, 4.415, 3.911, 4.088, 2.950 and 4.422 which are extremely significant. Thus it shows that rural and urban secondary school teachers show significant difference in relation to their dimensions of personality. Also from the interpretation of the scores from table of manual shows that rural teachers are highly active, highly enthusiastic, highly assertive, suspicious, non- depressive and emotionally instable and urban teachers are passive, non- enthusiastic, highly submissive, trusting, depressive and emotionally stable. Therefore, **hypothesis no. 2** i.e. there exists a significant difference between rural and urban secondary school teachers in relation to their personality dimensions is **accepted**.

Table 3: showing difference in personality dimensions among govt. and non-govt. school teachers (N=100)

Sr. No	Dimensi on of Trait	Govt. teachers score mean	Non- govt. teacher s score mean	Govt. teachers interpretation	Non- govt. teachers interpretation	Gov. Teachers S.D.	Non- govt. teacher S.D.	't' value
1	Activity passivity	19	8	Highly active	Passive	21.34	24.65	3.373
2	Enthusiastic- non enthusiastic	19	7	Highly enthusiastic	Non-enthusiastic	18.74	16.51	4.804
3	Assertive - submissive	17	4	Highly assertive	Highly submissive	22.09	17.66	4.596
4	Suspicious- trusting	14	7	Suspicious	trusting	13.11	16.34	3.341
5	Depressive- non depressive	8	17	Non- depressive	depressive	11.21	19.87	3.944
6	Emotional stability - non stability	17	6	Emotional instability	High emotional stability	16.74	13.09	5.176

It is observed from the table that the t- values for various dimensions are 3.373, 4.804, 4.596, 3.144, 3.944 and 5.176 which are extremely significant. Thus it shows that govt. and non- govt. secondary school teachers show significant difference in relation to their dimensions of personality. Also from the interpretation of the scores from table of manual shows that govt. school teachers are highly active, highly enthusiastic, highly assertive, suspicious, non- depressive and emotionally instable and non- govt. school teachers are passive, non- enthusiastic, highly submissive,

trusting, depressive and emotionally stable. Therefore, **hypothesis no. 3** i.e. there exists a significant difference between govt. and non-govt. school secondary school teachers in relation to their personality dimensions is **accepted**.

CONCLUSIONS

On the basis of the present study the following conclusions have been drawn:

1. There is a significant difference between male and female secondary school teachers in relation to their dimensions of personality.
2. There is a significant difference between rural and urban secondary school teachers in relation to their dimensions of personality.
3. There is a significant difference between govt. and non-govt. school secondary school teachers in relation to their dimensions of personality.

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