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ABSTRACT

The aim of this investigation is to study the personality factor of higher secondary students. Normative survey method was used for this study. For the purpose of the study a sample of 210 higher secondary students were selected through sample random sampling technique. The mean, standard deviation, t-test and F-test were used to analyze the data. The findings revealed that there is no significance difference between the Gender, Locality of the School, Religion, Moral Instruction at School and Parental Qualification in respect of their personality factor.

Introduction

The field of Education has drawn from various disciplines and incorporated facts and principles of psychology. Walter B Kolesnik defines Educational Psychology as 'A study of those facts and principles of psychology that help to explain and improve the process of education.' The process of development in education would revolve around characteristics and quality of teacher, student, student-teacher interaction and situations in which it occurs. The importance of education and its effect on individual is widely known and therefore extensive research and attempts are ongoing in this field to broaden existing knowledge and research.

Personality Factor

The term personality has been derived from the Latin word "persona" which means mask. In the theatre of ancient Greece and Rome, the actors used to wear mask to play a particular character. Thus, personality is used in terms of influencing others through external appearance. Many researchers and theorists have defined the term personality in different ways. Thus, to give an exact definition of personality is rather very difficult job. However, a widely accepted definition of personality was given by Allport (1937).

Personality refers to distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world. One can think about oneself for a moment. What is one's personality like? Is it outgoing or shy? Considerate or Caring? Friendly or Hostile? These are some of the characteristics involved in personality. There are five main factors that make up personality. We make statements about personality all the time and prefer to be around people with certain types of personality. Let's examine just what the term personality means. As with intelligence, psychologists are interested in identifying the main dimensions of personality (Feist & Feist, 2002). Some personality researchers believe they have identified the "big five" factors of personality, the "super traits" that are thought to describe the main dimensions of personality—openness, conscientiousness, extroversion, agreeableness, and neuroticism (emotional stability).

Objectives of the Study

1. To find out the difference if any, between the following higher secondary students in respect to their personality factor

- 1) Gender : Male / Female
- 2) Locality : Rural / Urban
- 3) Religion : Hindu / Muslim / Christian
- 4) Moral Instruction at School : Yes / No
- 5) Parental Qualification : 10/ 12/ Graduate / Post graduate

Hypotheses of the Study

1. There is no significant difference between the following sub samples with respect to their personality factor

- 1) Gender : Male / Female
- 2) Locality : Rural / Urban
- 3) Religion : Hindu / Muslim / Christian
- 4) Moral Instruction at School : Yes / No
- 5) Parental Qualification : 10/ 12/ Graduate / Post graduate

Sample of the Study: For the present study the investigator select 210 higher secondary Students in Vellore District by the method of Random Sampling. Normative method is employed for present study.

Tool: The NEO Five-Factor Inventory was developed by Costa and McCrae (1992). This inventory was used to assess Personality Factors.

Analysis of the Data

Table 1: Personality Factor Scores based on Gender

Categories	Sub-Samples	N	Mean	S.D	't' Value
Gender	Male	112	160.71	45.94	0.256 ^{NS}
	Female	98	159.08	48.46	

Table 1 further reveals the mean, standard deviation and 't' values of male and female higher secondary students on personality factor. The calculated 't' value is 0.256, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the male and female higher secondary students do not differ significantly in their personality factor.

Table 2: Personality Factor Scores based on Gender Locality

Categories	Sub-Samples	N	Mean	S.D	't' Value
Locality of School	Rural	101	160.99	48.23	0.313 ^{NS}
	Urban	109	158.99	44.20	

Table 2 further reveals the mean, standard deviation and 't' values of rural and urban higher secondary students on personality factor. The calculated 't' value is 0.312, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the rural and urban higher secondary students do not differ significantly in their personality factor.

Table 3: Personality Factor Scores based on Religion

Type of Management	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	4359.713	2179.857	2	1.026	NS
Within Groups	439589.810	2123.622	207		
Total	443949.524		209		

Table 3, the calculated 'F' value is 1.026, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of religion with respect to their personality factor of higher secondary students.

Table 4: Personality Factor Scores based on Moral Instruction

Categories	Sub-Samples	N	Mean	S.D	't' Value
Moral Instruction	Yes	131	162.51	46.55	1.039 ^{NS}
	No	79	155.69	45.27	

Table 4 further reveals the mean, standard deviation and 't' values of yes and no moral instruction of higher secondary students on personality factor. The calculated 't' value is 1.039, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the

research hypothesis is rejected and null hypothesis is accepted. Further it is found that the moral instruction of yes and no of higher secondary students do not differ significantly in their personality factor.

Table 5: Personality Factor Scores based on Parental Qualification

Type of Management	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	7312.884	2437.628	3	1.156	NS
Within Groups	436636.639	2119.595	206		
Total	443949.524		209		

Table 5, the calculated 'F' value is 1.156, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of parental qualification with respect to their personality factor of higher secondary students.

Major Findings of the Study

- It is found that the male and female higher secondary students do not differ significantly in their personality factor.
- It is found that the rural and urban higher secondary students do not differ significantly in their personality factor.
- It is inferred that there is no significant difference among sub samples of religion with respect to their personality factor of higher secondary students.

- It is found that the moral instruction of yes and no of higher secondary students do not differ significantly in their personality factor.
- It is inferred that there is no significant difference among sub samples of parental qualification with respect to their personality factor of higher secondary students.

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