

PERSONALITY IN STUDENTS OF TECHNICAL COURSES AMONG SABARKANTHA DISTRICT

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Abstract

The purpose of the study is to measure the Personality in Students of Technical Courses among Sabarkantha District. The sample of consisted of 400 students. The present investigation of the research for technical courses we know that the degree of like a B.C.A, M.C.A and B.B.A. This purpose of investigation "Personality Inventory" By V.P Singh and Y.P Singh (Agra) was used. The obtained data was analyzed through "F" test used.

Key Words – Personality Inventory, Students Gender

INTRODUCTION

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). He identified almost fifty different definitions of personality and classified them into five different categories as follows:

Omnibus: These definitions view personality as the sum-total, aggregate or constellation of properties or qualities. Integrative and configurationally: Under this view of personality, the organization of personal attributes is stressed.

Hierarchical: These definitions specify the various levels of integration or organization of personality.

Adjustment: This view emphasises the adjustment (adaptation, survival and evolution) of the person to the environment.

Distinctiveness: The definitions for this category stress uniqueness of each personality.

In the light of above mentioned categories of personality he defined “personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment.” Allport’s definition clearly indicates that personality is dynamic in its nature and is always changing. It is 2 not static. It also suggests that personality is an integrating and organising agent between physiological (of the body) and psychological (of the mind) aspects of an individual. It is unique in nature. It becomes habitual to the person. It results in action or behavior in relation to a person, organization or situation.

REVIEW RELATED LITERATURE

Mischel (1976) viewed that personality can be defined as “the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life.” **McCrae and Costa** (1989) defined personality as “enduring emotional, interpersonal, experiential, attitudinal and motivational styles that explain behavior in different situations.” According to **Phares** (1991), “personality is that pattern of characteristic thoughts, feelings and behaviors that distinguishes one person from another and that persists over time and situation.”

Funder (2001) defined personality as “an individual’s characteristic pattern of thought, emotion and behavior, together with the psychological mechanisms—hidden or not behind those patterns.” **Larson and Buss** (2005) viewed that “personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to the intrapsychic, physical and social environments.” **Mayer** (2007) defined personality as “the organized developing system within the individual that represents the collective action of those individual’s major psychological subsystems.” Thus, these definitions present different aspects, views and explanations about personality. On the basis of these definitions personality can be defined as the characteristic patterns of thoughts, feelings and behaviors that make a person unique and influence his action and adjustment to the environment.

PROBLEM OF STUDY

The main aim of the present research is to study in Level and compare various components of Personality in Students of Technical Courses among Sabarkantha District.

OBJECTIVE

The objectives of the present research are as under:

1. To identify and compare the level of personality prevalent among technical students of among Sabarkantha District.
2. To examine and analyze the impact of sex, courses and area on personality observe in technical students of Sabarkantha District.

Variables:

Independent Variables
Students (Male and Female)

Depended variables
Score achieved on Personality Inventory (PI-ss)

Sample:

The sample of the study will comprise of 800 technical and conventional students residing in North Gujarat region. The sample will be selected from both the sexes from 18 to 40 years. The sample will be randomly selected of Sabarkantha Gujarat region as per the requirement of research design of this study.

Scoring methods

The instruments for collecting information and data were collected from them. On the bases of the manual of each tool the scoring was completed. Statistical analysis keeping in view the purpose and hypotheses in order to measure whether the main and interactive effects of the teachers’ designation, gender and years of experience occur on their job satisfaction and health.

Table -1 Personality in Technical Students 0.33

Variables	Group	N	Mean	'f'	Significant
Technical Students	Male	200	29.25	3.58	0.01
	Female	200	29.14	3.54	0.01

Result and conclusion

Shows the results of Mean and F on personality in technical Students various groups show that f ratio for Personality is 3.58. This is significant at .01 levels. It means Technical Courses Boys differ significantly as compared to Technical Courses Girls Technical on Personality. Shows the Technical Courses Boys mean scores of are 29.25 and mean score of Girl is 29.14. It is clearly said that significant difference is not existed between Technical Courses Boys differ significantly as compared to Technical Courses Girls. It can be seen in Figure 3.58.F ratio for Personality level of Gender of Students is 01.01.Which is not significant. It means male students do not differ significantly as compared to female Students on Personality.

F ratio for A x Bss (Gender x Course) is 3.58, which is not significant. It means Gender and Course do not interact each other on personality score. By the same point of view Table 8 shows the mean score of boys of technical course is 29.25, girls of technical course is 29.14, boys of conventional course is 28.89, girls of conventional course is 29.65, which do not differently interacting each other significantly on personality score. It can be seen in figure 4 being boys or girls & having different course are no way connected with each other. Therefore both these factors do not interact each other.

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