

Multidimensional Personality of Teacher Aspirants: A Dimensional Analysis

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ABSTRACT

Personality, in broad sense, is a dynamic organization of those psycho-physical system within the individual that determines his unique adjustment to his environment. Personality is a peculiarised integration of number of constituent components. The term personality encompasses physique, intellect, temperament, attitude, aptitude, character, social and emotional peculiarities etc.... There isn't a single holistic definition till date. Hence, it would be incorrect if measured on the basis of one component. The study is aimed at analysing certain important dimensions of the personality, especially six dimensions as high/low self concept, Intro/ extroversion, Dependence/ independence, Balance/imbalance, Temperament, adjustment ability and Anxiety. The investigation is focused on the levels or nature of personality dimensions among trainee teachers in relation to gender. Multidimensional Personality Inventory (MPI) constructed by Manjurani Agrawal was used to collect the data. The study conducted on a sample size of 100 trainee teachers including 48 male and 52 female, revealed that the female trainee teachers possess higher level of introversion than their male counterparts but teacher trainees fall in the category of individuals with ambivert nature. Insignificant difference occurred among trainee teachers when compared on the grounds of self concept, Temperament and adjustment ability. Both males and females were with moderate anxiety level. The level of Depending attitude was low i.e it didn't offer any scope for difference with respect to gender among trainee teachers.

Keywords: *Multidimensional Personality, Introversion- Extroversion, Ambivert, self concept, Depending ability, Temperament, Adjustment ability, Anxiety.*

Researches on personality confirm that the concept is a complex one. The concept of personality covers many aspects. It is used to describe those traits which make people attractive or unattractive to other people. Psychologists have used this term to denote considerably more than mere social attractiveness. Defining personality and its measurement is not an easy task. As personality is an integration of number of constituent components, it would be incorrect if measured on the basis of one component. Personality, in broad sense, is a dynamic organization of those psycho-physical system within the individual that determines his unique adjustment to his environment-Allport. According to Norman Mann, Personality

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is the overall integration of one's structure, mode of behavior, interest, attitude, intellectual abilities and many other distinguishable characteristics. Mortien Prince describes personality as the sum total of all the biological innate dispositions, tendencies, appetites, instincts and the dispositions of tendencies acquired through experiences. The word personality has been coined from latin language 'Persona' having a meaning 'Mask'. Behavioristic psychologist J. B. Watson defines personality as the sum of activities that can be discovered by actual observations over a long period. No. of psychologist have defined the term personality by giving importance to one or other component. Iyesenk gives priority to character and temperament, Catell and Kimball underlines durable behavioral patterns of an individual. Traxler, Guilford, May, Adams, Vernon, Rexrod etc have tried to define personality on the basis of their researches. It becomes clear that the term personality encompasses physique, intellect, temperament, attitude, aptitude, character, social emotional peculiarities etc.... There isn't a single holistic definition till date. Personality is a dynamic, integrated and it is product of Heridity and social interaction to which a person come across with.

Karl Jung, Chreshmer, Gallen, Spranger Sheilden etc classified personality on different bases. Present paper is an attempt to measure the personality of teacher aspirants in multidimensional way along with its constituent factors.

Significance

Personality is a multifactorial psycho-bio-social concept. Personality has an important role in determining behavior in of an individual. Assessment of personality help the individual in modification of behavior. Knowing personality factors in two ways - nature and level , help B.Ed. students to give their best potentials in the classroom, considering formative age . Students form positive self image as learner, friends and family members in psychologically safe environment that offer opportunities to form psychologically meaningful relationships needed for successful interaction. The personal and social competencies do not develop in a vacuum. The socialization agents as school and family play a vital role in developing personality among individuals. With the exposures and opportunities provided by teachers, teen ager friends and parents respectively, the children would be properly moulded to acquire the aptitudes and skills required to be developed personnels to face the competitive world. Teaching is an ideal type of interactive communication. Teaching during training period needs many abilities to form the professional foundation. Personality in balanced state is one of the most important abilities in ones life.

Need and Importance of the Study:

Personality at work place is considered to be more important in case of professionals as well as students. An individual with better personality gains confidence with which one can work healthier in team and in solace. The level of EQ can be predictor variable for the teacher trainees success for motivating them as nation builders of the future. It is evident from the review of related literature that study on B.Ed. teacher trainees is not carried out taking into consideration their possible future contribution.

Objectives:

An dimensionwise analytical study of personality in trainee teachers was aimed at-

- Finding the impact of gender on the levels of self concept, depending ability and anxiety
- Understanding the nature of adjustment ability, temperament and intro /extroversionness among male and female trainee teachers.

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Hypotheses of the study:

The study was designed to test the following hypotheses-

- H1. There will be significant difference in the nature of intro/extroversionness in male and trainee teachers.
- H2. There will be significant difference in the level of Self concept of trainee teachers with respect to gender.
- H3. There will be insignificant difference in the nature of temperament in male and trainee teachers.
- H4. There will be significant difference in the adjustment nature in male and trainee teachers.
- H5. There will be insignificant difference in the anxiety level of male and female trainee teachers.
- H6. There will be insignificant difference in the dependence level of male and female trainee teachers.

Tool used for the study:

Multidimensional Personality Inventory (MPI) developed and standardized by Ms. Majurani Agrawal was used to collect the data for present study. It is a three point rating scale consisting of 20 items, covering six dimensions of personality. The personality dimensions are as- high/low self concept, Intro/ extroversionness, Dependence/ independence, Temperament, adjustment ability and Anxiety. The reliability coefficient of the used tool is calculated by both test-retest and split-half method and validity is measured on the basis of the content.

Methodology of the study:

The analytical study regarding dimension wise multipersonality in teacher aspirants was carried out by adopting descriptive survey method of research. The score of each teacher trainee was calculated according to the norms given in the manual of the tool.

Sample and sampling technique:

The sample of 100 trainee teachers comprising 52 female and 48 male, from four B.Ed. colleges in the nearby area were selected for the present study. The sample were selected by following random sampling technique.

Statistical Analysis:

To meet the predetermined objectives the data was analysed for mean, standard deviation for each category under investigation. To test the hypotheses t-test was applied at 0.05 level of significance for one tailed test as the hypotheses are directional.

RESULTS AND DISCUSSION:

As shown in table no. 1 the gender wise mean of intro/extroversionness factor of MPI scores of teacher trainees. Which is high in females according to norms. The value of t is with standard deviation (SD) and standard error of mean (SEM) are as follows.

Table No. 1. Intro/ Extroversion dimension MPI score of B.Ed. Trainee teachers

Gender	M	SD	SEM	t-value
Male	44.40	5.05	.796	1.361*
Female	47.28	4.50	.654	

*<CR table value 1.645 for df= 98 at .05 level of significance

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From table no.1 it is evident that the gender difference has significant impact on the introversion/ extroversion dimension of MPI in B.Ed. teacher trainees. Female trainee teachers have higher scores than male counterparts. But both of them have ambivert nature.

The table no. 2 illustrates the means of Self concept of MPI scores of male and female B.Ed. teacher trainee

Gender	M	SD	SEM	t-value
Male	43.68	5.39	1.171	1.124*
Female	43.00	5.31	.900	

*<CR table value 1.645 for df= 98 at .05 level of significance

From table no.2 it is found that the gender difference has insignificant impact on the self concept dimension of MPI in B.Ed. teacher trainees. Female and male B.Ed. teacher trainees have higher self concept.

Table No. 3. Score of Depending Attitude of MPI of Trainee teachers

Gender	M	SD	SEM	t-value
Male	48.52	5.2	1.13	1.334*
Female	46.85	6.2	1.05	

*<CR table value 1.645 for df= 98 at .05 level of significance

From table no.3 it is found that, as per norms laid down in tool used, level of Depending attitude in both the male and female trainee aspirants was low. i.e it didn't offer any scope for difference with respect to gender among trainee teachers.

Table No. 4. MPI score of Trainee teachers with respect to their temperament nature

Gender	M	SD	SEM	t-value
Male	43.68	5.39	.260	1.172*
Female	43.00	5.31	0.08	

*<CR table value 1.645 for df= 98 at .05 level of significance

From table no.4 it is observed that the trainee teachers (male and female) are having good temperament.

Table No. 5. MPI score of Trainee teachers with respect to their Anxiety

Gender	M	SD	SEM	t-value
Male	46.41	1.55	1.171	1.105*
Female	43.57	1.15	.900	

*<CR table value 1.645 for df= 98 at .05 level of significance

From table no.5 it is evident that the trainee teachers anxiety level do not affect on the gender basis. B.Ed. teacher trainees bear moderate anxiety.

Table No. 6. Score of Adjustment Ability of MPI of Trainee teachers

Gender	M	SD	SEM	t-value
Male	48.52	5.2	1.13	0.989*
Female	46.85	6.2	1.05	

*<CR table value 1.645 for df= 98 at .05 level of significance

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From table no.6 it is found that, as per norms laid down in tool used, nature of adjustment ability in both the male and female trainee aspirants was good. i.e it didn't offer any scope for difference with respect to gender among trainee teachers.

Hypotheses Testings:

The findings of different dimensions of Multidimensional Personality Inventory are tabulated as follows, in order to test the hypotheses.

Table No. 7

Sr. No.	Dimension of MPI	Findings	Calculated 't' value	Hypothesis Accepted or Rejected
1	Intro/Extroversionness	Ambivert	1.361	Rejected
2	Self Concept	Higher	1.124	Rejected
3	Temperament	Good	1.172	Accepted
4	Adjustment Ability	Good	0.989	rejected
5	Anxiety Level	Moderate	1.105	Accepted
6	Depending Attitude	Low	1.334	Accepted

(For df=98 ,Table CR value-1.645)

H1. There will be significant difference in the nature of intro/extroversionness in male and trainee teachers.

The mean of Intro/Extroversionness dimension of MPI of teacher trainees was 46.42(M) which reflects ambivert nature according to the inventory norms. At prima facia, females show higher scores than males but the difference is found to be insignificant. The calculated 't' is smaller when compared with table 't' values at 0.05 level of significance. Hence hypothesis (H1) is rejected.

H2. There will be significant difference in the level of Self concept of trainee teachers with respect to gender.

The score means of both males and females represents higher Self concept level in teacher trainees. The calculated t-value is not greater than critical value at.05 level of significance. The hypothesis (H2) is rejected.

H3. There will be insignificant difference in the nature of temperament in male and trainee teachers.

The means of scores of Temperament dimension of trainee teachers exhibit good nature. The calculated t-value is smaller than critical value at.05 level of significance. The hypothesis (H3) is accepted.

H4. There will be significant difference in the adjustment nature in male and trainee teachers.

The means of scores exhibit good nature of Adjustment ability dimension of trainee teachers. The calculated t-value is smaller than critical value at.05 level of significance. The hypothesis (H4) is rejected.

H5. There will be insignificant difference in the anxiety level of male and female trainee teachers.

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The means of male and female scores of trainee teachers exhibit moderate leveled anxiety in them. The calculated t-value is smaller than critical value at.05 level of significance. The hypothesis (H5) is accepted.

H6. There will be insignificant difference in the dependence level of male and female trainee teachers.

The male and female trainee teachers represent, with their score means, lower depending attitude among them. The calculated t-value is smaller than critical value at.05 level of significance. The hypothesis (H5) is accepted.

FINDINGS

The findings of the present study which was conducted on 48 male and 52 female teacher trainees are as-

1. The female trainee teachers possess higher level of introversionness than their male counterparts but teacher trainees fall in the category of individuals with ambivert nature.
2. Insignificant difference occurred between male and female teacher trainees with respect to self concept dimension of MPI. All teacher trainees have higher level of self concept.
3. There is no significant gender difference found in teacher trainees, when evaluated in terms of temperament. Teacher trainees possess good temperament.
4. The depending attitude is found to be of lower level , with insignificant difference on gender basis.
5. The negligible difference occurred among teacher trainees on the basis of anxiety level. The moderate level of anxiety is found to be prevalent in sample under study. It is found in the present study that gender has no scope for creation of difference in individuals under study.
6. When examined on adjustment ability grounds, teacher trainees represented no difference in the nature. All teacher trainees shown good nature as far as adjustment ability is concerned. Gender has nothing to make any difference with respect to adjustment ability.

CONCLUSION

1. The levels of depending attitude, Anxiety and self concept are low, moderate and higher respectively among trainee teachers. It is concluded that impact of gender is not observed in trainee teachers.
2. The trainee teachers exhibit good nature with respect to temperament and adjustment ability. These aspects of personality ignores gender criterion.
3. Gender didn't offer any scope for difference in intro/extroversion nature of trainee teachers. It is concluded that inseparable blend of introversion and extroversion is observed among trainees under study.

EDUCATIONAL IMPLICATIONS

The findings of the present analytical study were implicated for B.Ed. teacher trainees for professional guidance, personality development. The findings of the present study were utilized to anxiety with resource orientation. They were guided for conserving and nurturing independency, temperament as well as self concept. B.Ed. trainee teachers were also counselled for cooperation among themselves as well as following the principle of equality.

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Some programmes for developing extroversion nature owing to ambivert nature can also be undertaken for trainee teachers.

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Conflict of Interest

There is no conflict of interest.

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