



A STUDY OF B. Ed. STUDENT TEACHERS DIFFERENTIAL PERSONALITY

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Introduction

Personality is understood as dynamic organisation of traits which determine person's unique adjustment to his environment. Traits, thus constitute the most important parts of personality. Traits refer to observed consistency of behaviour. According to Eysenck, trait is "an observed constellation of individual action tendencies". Traits are not directly observed rather inferred from behaviour of person. General cues to the traits are what the person does, how he does it and how well he does it.

Several traits together constitute a dimension of personality which helps us in making distinction among persons. Trait theory studies personality by its location or position on a number of scales, each of which represents a trait.

Need and Importance

B. Ed. Student Teachers is differential Personality and multi dimensions, a study to B.Ed. Student Teacher's heterogeneous measure of personality which now measures ten dimensions of personality.

Objectives of Research:

1. To study the differential factors of personality of B. Ed. student teachers.
2. To study the Decisiveness, Responsibility, Emotional stability, Masculinity, Friendliness, Hetero sexuality, Ego-strength, Curiosity, Dominance, Self-Concept (10) factors of B.Ed student teachers.
3. To find out the Decisiveness, Responsibility, Emotional stability, Masculinity, Friendliness, Hetero sexuality, Ego-strength, Curiosity, Dominance, Self-Concept (10) dimensions which helps for distinction among B.Ed student teachers.
4. To give the suggestion to B.Ed student teachers for these personality development.

Scope and limitations

- 1) This study was conducted on the student teachers studying in SVCS B.Ed. College Solapur in 2012- 13 batch.
- 2) Singh's Differential Personality Inventory was used to collect the necessary data.

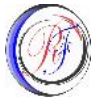
Research procedure

The present Researchers have used **Singh's Differential Personality Inventory** which is a standard test for collecting the necessary data. The Inventory was administered on 30 B.Ed. Student Teachers studying in 2012-13 batch of SVCS B.Ed. College, Solapur.

Method of Research: As the main objective of this study was to find out the present status of different personality factors of B.Ed. Student Teachers therefore **School Survey** under **Descriptive Method** was

Tool

Singh's Differential Personality Inventory (SDPI) a Standard Test containing different Personality Factors likes stability, Masculinity, Friendliness, Hetero sexuality, Ego-



strength, Curiosity, Dominance, Self-Concept was used to collect the data from the respondents.

Sample

The Present research is based on data collected from 30 student teachers of B.Ed. Batch 2012-13 of SVCS B.Ed. College Solapur.

Analysis and interpretation of data: As follows,

Distribution and Collection of test
Collection of marks as factors
Percentile of every factor

Qualitative Interpretation:

Above P ₇₅ :	Very high
In between P ₅₀ and P ₇₄ :	Moderate
In between P ₂₅ and P ₄₉ :	Low
At or Below P ₂₄ :	Unsatisfactory

Findings:

In case of Decisiveness 3.33% of the respondents were very high & 43.3% were Unsatisfactory.
 In case of Responsibility 30.00% of the respondents were very high & 36.7% were Unsatisfactory.
 In case of Emotional Stability 26.6% respondents were very high & 10.00% were Unsatisfactory.
 In case of Masculinity 10.00% respondents were very high & 46.6% were Unsatisfactory.
 In case of Friendliness 43.30% respondents were very high & 16.6% were Unsatisfactory.
 In case of Heterosexuality 3.33% respondents were very high & 66.66% were Unsatisfactory.
 In case of Ego-Strength 16.7% respondents were very high & 53.3% were Unsatisfactory.
 In case of Curiosity 20.00% respondents were very high & 50.0% were Unsatisfactory.
 In case of Dominance 33.33% respondents were very high & 30.0% were Unsatisfactory.
 In case of Self-Concept 6.66% respondents were very high & 36.66% were Unsatisfactory.

Conclusions

From the above findings, it can be concluded that, Majority of the respondents (43.3%) are very high in the personality dimension of FRIENDLINESS. Majority of the respondents (66.66%) are UNSATISFACTORY in the dimension of HETEROSEXUALITY. If institution provides proper guidance to students teachers, we can develop their personality.

REFERENCES

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