Assessment of Personality of College Students belonging to the Meitei Community of Manipur

Details

Parent Category: Volume 2 || Issue 1 - Jan. 2013
Category: English

Assessment of Personality of College Students belonging to the Meitei Community of Manipur

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Abstract

The present research has been taken up keeping in focus the importance of personality in an individual’s life. The objectives of the study were to assess the personality types (Type A, Type B, and Type AB) of the students, and to find out whether there exists any relationship between the personality types and the educational level of the parents, and the area of residence of the students. Data were collected from a sample of 267 meitei college students in the age group 18-24. Type A/B Behavioural Pattern Scale was administered to the students. Data were statistically analysed using Chi-square test. Results indicated that majority of the students belong to Type AB personality. No relationship has been found between the personality types and the educational level of the parents. There is no relationship between the personality types and the area of residence of the students also.

Key Words: Personality, Type A, Type B, Students, Meitei Community

Introduction

Personality is a person’s enduring set of habits of thinking, feeling and acting. It is the “style” we carry through time (Schafer 2004:178). Personality is one of our most important assets and it helps in determining the limits of success, happiness, and fulfillment in our life. The achievement in our life, career, family life, and our state of remaining healthy can be influenced by our personality and the personalities of people with whom we interact (Schultz and Schultz 2007:4).
Personality is not easily defined. Commonly personality is being understood as an individual’s social effectiveness. It means people react positively to that person. Another common definition of personality is based on an individual’s most striking characteristics, like referring to someone as having an “aggressive personality” or a “shy personality”. So personality can be defined as the characteristic patterns of behaviour and modes of thinking that determine a person’s adjustment to the environment (Hilgard, Atkinson, & Atkinson 1975:366).

It was in 1974 that Friedman and Rosenman has described a pattern of behaviour linked to coronary heart disease. They suggested that virtually all individuals could be classified into what they referred to as “Type A” or “Type B” behaviour patterns (Smither 1994:474). Personality traits that are typical of Type A individuals include hostility, irritability, competitiveness, and a strong sense of time urgency. Typical Type A behaviours include a high activity level, explosive speech patterns, and visible displays of arrogance and impatience either when interrupted or when slowed down (i.e., stuck in traffic). (Jex 1998:79). On the other hand, Type B personality is not concerned about time, is patient, does not brag, plays for fun, not to win, relaxes without guilt, has no pressing deadlines, is mild mannered, and is never in a hurry (Dhar & Jain 2001:7).

**Objectives of the Study**

1) To assess the types of personality of college students.

2) To know the influence of rural-urban character on student’s personality.

3) To know the influence of educational level of parents on student’s personality.

**Methodology**

It is a descriptive survey method. The students belonging to the 14 (fourteen) general colleges and 8 (eight) professional colleges constituted the universe of the study. The data were collected from a sample of 267 Meitei college students.

**Tool Used**

In the present study Type A/B Behavioural Pattern Scale developed by Upinder Dhar and Manisha Jain has been used to collect the relevant information from the subjects. The scale has two parts-Form A and Form B. Form A consists of 17 items and Form B consists of 16 items which is a total of 33 items.

**Rationale of the Study**

The present study has been taken up keeping in view the important role played by personality in one’s life. Sensing the importance of personality in shaping one’s life, the researcher has specially
chosen personality as her area of study. It is the general practical experiences in Manipur that the majority of the boys and girls in the age group 16-25 years seem to be unstable in their personality traits as evident from their overt behaviour. Most particularly, they appear to be impatient, domineering, aggressive, anxious, restless, tense, easygoing, non-assertive and so forth, we, however, have no evidence to prove that they are emotionally stable or unstable since no study in this direction has so far been done in Manipur. In the proposed problem, strenuous efforts has been made to explore the personality of boys and girls with reference to the types of personality i.e.; Type A/Type B/Type AB.

Results and Discussion

Table 1. Showing the Distribution of Personality Types of the Students

<table>
<thead>
<tr>
<th>Type of Personality</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12</td>
<td>4.5</td>
</tr>
<tr>
<td>B</td>
<td>97</td>
<td>36.3</td>
</tr>
<tr>
<td>AB</td>
<td>158</td>
<td>59.2</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from Table 1 that a high percentage of the students belong to Personality Type AB which is a mixture of Type A and Type B. As given in the table1, 4.5% of the students belong to Type A personality. It does not mean that the 4.5% students are not having any characteristics of Type B personality. There is a possibility that along with Type A characteristics they have some of the characteristics of Type B personality because most of the personalities have some of the characteristics of both the personality types (Dhar & Jain 2001:9). One thing that can be noted here is that a small percentage of the Meitei students belong to Type A personality. It is one good thing because many researchers noted that Type As are more than twice as likely to suffer serious heart attacks as Type Bs (Baron 2008:480).

Table 2. Showing the Relation Between The Personality Types And The Area Of Residence Of The Students.

<table>
<thead>
<tr>
<th>Area of residence</th>
<th>Type of personality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Rural</td>
<td>8</td>
</tr>
<tr>
<td>Urban</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Chi-square=.642, df=2

The data suggested that there is no relationship between the area of residence and the personality types as the p value is less than the critical value at 0.05 level of significance. It is supported by a finding by Khalane & Borse (2010). According to them, there is no impact of area of residence on the personality types. A contradictory result has been found by Yadav & Yadav (2010) where the area of residence affects the personality of failed high school students. An important issue among
personality theorists is whether personality is shaped by inheritance or environment (Schultz & Schultz 2007:36-37). Humans are born with inherited traits and some they develop in the environment in which they live. The manner in which they are exposed to the various situations of life, the different kinds of people they interact with, the kind of relationship they have with his/her family members and other members of the society shaped one’s personality. In this present study, the investigator has come up with a finding that there is no relationship between the area of residence and the personality types. This may be acceptable as there is no definite theory of the predominant influence of inheritance or environment in shaping one’s personality. Some theorists hold that the predominant influence is inheritance in shaping one’s personality while others hold the opposite view (Schultz & Schultz 2007:36-37).

Table 3. Showing The Relation Between The Personality Types And The Educational Level Of The Parents Of The Students.

<table>
<thead>
<tr>
<th>Educational Level Of The Parents</th>
<th>Type of personality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Literate Father</td>
<td>2</td>
</tr>
<tr>
<td>Literate Mother</td>
<td>2</td>
</tr>
<tr>
<td>Both Literate</td>
<td>8</td>
</tr>
<tr>
<td>Both Illiterate</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Chi-square=11.486, df=6

The data suggested that there is no relationship between the personality types and the educational level of the parents as p value is less than the critical value. Jung & Verma (2001) has come out with a contradictory result in which Type A behaviour in females was a function of father’s education while in males it was influenced by mother’s education. Bilquis & Mayuri (2000) has also found that there is a significant influence of parental education on the personality development of children. The manner in which a child is brought up by his/parents and the kind of training given to the child does have an influence on the development of the personality of the child no doubt. But Eysenck believed that the effects of the environmental and situational influences on personality, such as family interactions in childhood were limited and according to him, personality owes more to our genetic inheritance than to our environment (Schultz & Schultz 2007:292). We also cannot deny the fact that irrespective of the educational level of the parents many outstanding personalities are produced.

Conclusion

As seen from the results, majority of the students belong to Type AB personality. There is no relationship between the personality types and the educational level of the parents.
relationship between the personality types and the area of residence of the students.

Implications

The findings of the study may be of significant value not only to the teachers, educational administrators, planners, and policy makers but also to the law enforcing authorities, clinical psychologists, counsellors, etc in taking up the necessary remedial measures.

The study has been delimited and conducted only in the government colleges both general and professional located in the valley districts of Manipur. Also, it has been confined only to the Meitei students. For future implications, the study can be done in private colleges, universities, other communities also.

References