CHAPTER – 5

SUMMARY AND CONCLUSION
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Education is a continuous process which begins with the human society and is still continuing and will continue till the end due to its homogenous form is strengthened by our educational system. The main emphasize after independence was to develop the literacy quality of education for the all round development of the personality of the child.

Education includes all those activities, experiences which prepare him to engage himself in all activities of the society responsibly. Munn said “Personality may be defined as the most characteristics, integration of an individual’s, structure, attitudes, capacities, abilities and aptitudes.”

It’s a general belief, that, children are educated in the schools and colleges. Their personality is shaped in a particular way due to these factors as Pestalozzi has rightly said that education is a harmonious progressive and natural development of the child’s innate powers. This helps him to adjust himself to the environment as well as to control it.

It is further said the education is the modification of human behavior through social interaction. Since ancient times man has been thinking about himself. Every person has his/her own identity. Man tries to speak, wear, which may look good to others but he suppresses his/her inner self, thus he cannot understand about himself. Every man differs physically and mentally. He tries to show himself different from others at every step. He feels as if he/she is different he does not try to change herself/himself. A man should change himself and try to know his/her personality and then only he can develop him/her.

Present study aims to determine the personality trait of the female students has been selected from Professional and Non Professional Institutions of Allahabad District. Each female student is seeking to become that individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, an increased participation in social groups, and such other characteristics as enhance personality. At the same time, through its curriculum, the schools and colleges are attempting to develop this person into as efficient learner in the realms of modern living as the capacities of the female permit.

All people enter the world with their own unique traits and, in spite of all the differences there might be difference between all these people, they share some common traits and behaviors. The beauty of this world is that while each unique individual has his/her own personality, a great deal of similarity exists between these personalities. Personality can be defined as the way one talks, thinks, behaves, and feels that shows his or her differences. Interest and curiosity in studying human behavior and personality in different cultures has motivated psychologists to investigate this area.
STATEMENT OF THE PROBLEM

“A COMPARATIVE STUDY OF PERSONALITY TRAITS IN FEMALE STUDENTS OF PROFESSIONAL AND NON PROFESSIONAL INSTITUTIONS OF ALLAHABAD DISTRICT”

OBJECTIVES:

1. To compare the level of personality traits of girl students of first year and final year in Professional Institutions of Allahabad District, Uttar Pradesh.

2. To compare the level of personality traits of girl students of first year and final year in Non Professional Institutions of Allahabad District, Uttar Pradesh.

3. To compare the level of personality traits of first year girl students of Professional and Non Professional Institutions of Allahabad District, Uttar Pradesh.

4. To compare the level of personality traits in final year girl students of Professional and Non Professional Institutions of Allahabad District. Uttar Pradesh.

HYPOTHESES:

1. There is a significant difference in level of personality traits between first and final year in Professional Institutions of Allahabad District.

2. There is a significant difference in level of personality traits between first and final year in Non Professional Institutions of Allahabad District.

3. There is no significant difference in level of personality traits of girl students of first year in Professional and Non Professional Institutions of Allahabad District.

4. There is significant difference in level of personality traits of final year girl students of Professional and Non Professional Institutions of Allahabad District.

MATERIALS AND METHODS

This chapter deals with the detailed description of the study area, sampling design of the study and analytical tools employed. The details are:-
RESEARCH METHOD

Descriptive survey method was used in the present study and is closely connected with the normative survey method of research. The population for the present study has been defined as all the Professional and Non-Professional Institutions of Allahabad district it includes degree colleges of Allahabad University study centre of SHIATS, Institute of engineering and rural technology, United technical Institutions, Allahabad University.

Only final year undergraduate students have been considered as sample of the population. Total samples of 500 students from nine colleges were eligible to participate.

Population of the Study: All the U.G female students studying in Professional and Non Professional Institutions of Allahabad District.

Sampling Technique multi stage sampling technique was used.

SIZE OF THE SAMPLE

The present study comprises of 500 girl students of Professional & Non Professional colleges of Allahabad District.

DESCRIPTION OF THE STUDY AREA

The present study was carried out in Allahabad District of Uttar Pradesh .Allahabad District was purposively selected for the study. It is one among the 70 district of Uttar Pradesh. Allahabad district in Uttar Pradesh situated at the confluence of three rivers- Ganga Yamuna, Saraswati, the ancient name of Allahabad is Prayag. The districts surrounding Allahabad are pratapgarh,jaunpur, Sant Ravidas Nagar , chitrakoot, kaushambhi, .the land of the mixed culture of the Hindus, Muslims, Jains, Chirstians, the district is both significant and famous historically, culturally, educationally, as well as economically.

Allahabad is also one of historically important place of India. This city has played important role in the country’s struggle for Independence Chandra shekhar Azad Park, Swaraj Bhawan, Anand Bhawan etc, bears testimony to that.

The district of Allahabad has been a centre of literacy, academic as well as educational activities. It has produced poets, writer, academicians like Mahadevi Verma Surya kant Tripathi Nirala, etc. university of Allahabad also known as Oxford of the east ,Allahabad Agricultural Institute deemed university also attracts students from all over the world. Allahabad spreads up to 63 kilometers from east to west and 109 kilometers from north to south. It is situated in the eastern region of the state.

SAMPLING DESIGN AND DATA
Stage I - selection of the District
Stage II - selection of the Institutions
Stage III - selection of Sample respondents

COLLEGES OF ALLAHABAD DISTRICT

Allahabad district has a number of colleges which provide a great platform for higher Education in the field of higher education like:- engineering, arts, social sciences, medical sciences, etc. Here is complete and update information of various colleges in Allahabad district.

1. State Unani Medical College.
2. B.B.S College of Engineering and Technology Allahabad.
3. Allahabad University
5. IIIT Allahabad
6. Institute of Engineering and Rural Technology Allahabad.
7. Sam Higginbottom Institute of Technology and Sciences Allahabad.
8. LDC Institute of Technical Studies Allahabad
9. Motilal Medical College Allahabad.
10. K.D.A College
11. Kesari Ram Jhuradevi Mahavidhyalaya
12. L.L.N College Sirsa
13. Maa Gayatri Mahavidhyalaya
15. Maryadadevi Kanya Degree College
16. S.S Khanna Degree College Allahabad
17. Nyayamurti Raja Chandrashekhar Singh Degree College
18. Prayag Mahila Vidhyapeeth Degree College Allahabad
19. Sardar Patel Mahavidyalaya
20. Degree College Allahabad
22. Jagantaran Mahavidyalaya Degree College Allahabad.

SELECTION OF THE SAMPLE FOR THE PRESENT STUDY

The seven Institutions were preferred due to the convenience of the data collection, because most of the directors and staff members of these Institutions are familiar and available in the Institutions.

For the present study the data collection was done from these Institutions:-

SHIATS, Allahabad.
Prayag Mahiyla Vidhyapeet College.
Khanna Degree College
Arykanya Degree College.
United Technical Institution.
Institute of Engineering and Rural Technology.
Mahila Sewa Sadhan College.

SELECTION OF DISTRICT

Allahabad district was selected purposively for the present study because Allahabad had produced eminent saints, sages, politicians, scholars, historians, artists, musicians, journalists, educators and lawyers and it is called a seat of learning. The district of Allahabad has been a centre of literacy, academic as well as educational activities. Allahabad also known as Oxford of the east, Allahabad Agricultural Institute deemed university also attracts students from all over the world. Allahabad.
DELIMITATION OF THE PROBLEM

This study has been delimited with respect to the following:

1. Geographically it is confined to Allahabad District.

2. It is confined to only female students.

3. It is confined to only Professional and Non Professional Institutions of Allahabad District.

4. It is conducted on the sample of 500 students. 50% female chosen from the Professional and 50% from Non Professional Institutions.

5. The study was limited to participants in under graduated program.

DESCRIPTION OF THE TEST

6 PF Questionnaire Indian Adaptation in Hindi Version. (Indian Print) Form A, B, C, D & E S. D. Kapoor Description of the Tool. Each measuring the same 16 personality dimension. It has 16 primary scales and other numerous derivative scales. A test of normal adult personality the 16 PF, Form A measure levels of (i) warmth, (ii) intelligence, (iii) emotional maturity, (iv) dominance, (v) impulsivity, (vi) super ego strength, (vii) boldness, (viii) sensitivity, (ix) trust, (x) imagination, (xi) shrewdness, (xii) confidence, (xiii) radicalism, (xiv) self sufficiency, (xv) self sentiment, and (xvi) tension. Additional derived scales include five second order factors—extraversion, anxiety, tough poise, independent and social control plus composite scores for creativity, adjustment, leadership and numerous other criteria related scales. It is widely used in industry and business for selection, placement, training and promotion of personnel. It also facilitates accurate diagnosis and effective treatment. In Form A there are 187 items, untimed, requires 45-60 minutes. The 16PF Questionnaire has been revised four times: in 1956, in 1962, in 1968, and the current version was developed in 1993. The test was also re-standardized in 2002, along with the development of forms for children and teenagers. The questionnaire has been adapted into more than 35 languages.

The two A and B forms are certainly the most appropriate forms for literate adults. Forms C, D and E of the 16 Personality Factors are specially designed for adults of limited education and literacy. Form A was used for the present study.

HISTORY AND OVERVIEW

In 1949, Raymond Cattell published the first edition of his 16 Personality Factor Questionnaire. It was a revolutionary concept: measuring the whole of human personality using structure discovered through factor analysis. The 16PF Fifth Edition Questionnaire represents a controlled,
natural evolution of the 16PF Questionnaire, enhanced and updated to reflect the changes in today's society.

DATA ANALYSIS

The mean and standard deviation were found from the personality traits of the female students and whether the difference between means is significant or knows that was tested by T-test.

PROCEDURE: (Administration of the test)

Permission was taken from the director of the school and the test was administered in the classroom. The first 250 Professional and 250 Non-Professional female students covering were picked up from the attendance register and were asked to assemble in the classroom. Participants signed the consent forms that indicated that all data furnished by them would be kept strictly confidential. The students were then asked to mention their graduation discipline, and their age on the 16 PF questionnaires. The students were further instructed to read the instructions printed on the questionnaire and were asked to give the first response that comes to their mind. Simple and clear instructions are printed for the subject on the cover page of the test booklet. Answer are always made on a separate answer sheet, never on the reusable test booklet student enter her name etc; at the top of the answer sheet, and then asked them to read the instructions on the cover page. Any doubts raised by the students were clarified by the researchers before they started answering the questionnaire.

SCORING THE TEST

The answer sheets were collected and subjected for scoring and interpretation. The raw scores were calculated using the stencils. As per the manual, scores ranging from 1 to 4 were considered as low, 5 to 6 were considered as average and scores from 7 to 10 were considered as high scores. Raw scores were converted into sten scores with the help of the tabular supplement no.1 norms for 16 pf.

STATISTICAL TREATMENT USED FOR THE ANALYSIS OF THE DATA

For the analysis of the data Mean, S.D and T-test were used.

FINDINGS:

- Group of Professional Institutions of female students of final year score high in all the factors A,B,C,E,F,G,H,I,L,M,N,O,Q1,Q2,Q3,Q4 than the group of Professional first year female students.
Result indicates that significant difference is found in personality traits of female students of first and final year in Professional Institutions of Allahabad District.

Group of Non-Professional Institutions of female students of final year score high in factor A,B,C,F,G,H,I,M,N,Q1,Q2,Q3,Q4. Than the group of Non Professional first year of female students of Allahabad District.

Result indicates that significant difference is found in personality traits A,B,C,F,G,H,I,M,N,Q1,Q2,Q3,Q4 of non-Professional female students in first and final year.

Non-Professional female students of first year differ not significantly on 3 factors (E, L, O). out of 13 factors.

Group of Non-Professional and Professional first year students are equally practical in 14 factors B,C,E,F,G,H,I,L,M,O,Q1,Q2,Q3,Q4. Non-Professional female students of first year differ on 2 factors (A warmth and N privateness) out of 16 personality factors.

Result indicates that significant difference is found in 14 personality traits between Professional and Non-Professional first year female students.

Non-Professional female student of first year differ not significantly on 2 factors (A warmth and N privateness) out of 16 personality factors.

Group of Non-Professional female students are differ on 3 factors they have low score in N, Q1, Q2. There is no change on factors A,B, C, E, F, G, H, I, L, M, O, Q3, Q4, of personality traits of Professional and Non-Professional final female students.

Result indicates that significant difference is found in Professional and Non-Professional final year female students on 13 factors.

Non-Professional female students are differ not significantly in 3 factors N, Q1, Q2 out of 16 personality factors. These 3 factors are less.

LIMITATIONS & SUGGESTIONS FOR THE FURTHER STUDY
The present study was limited only to the small sample belonging to Allahabad district. Due to the paucity of time sample was taken small in number only from a few college. The study may be extending more as:

In the view of the importance of the educational problems more future research should be conducted in the field with more number of variables.
Study may be conducted in other districts of Uttar Pradesh as well as in other states also.
Study may be conducted with the other disciplines and level also.
Study may be conducted on 16 personality factors with different disciplines (nursing, Law etc) and in different groups with male and Female.
Study may be extended to the different university.
Study may be conducted in personality with the relation of other variables

Educational Implication

Research on the basic 16 traits has shown to be useful in understanding and predicting a wide range of real life behaviors. For example, the traits have been used in educational settings to study and predict such things as achievement motivation, learning style or creativity, and compatible career choices; in work or employment settings to predict such things as leadership style, interpersonal skills, creativity, conscientiousness, stress-management, and interpersonal needs, frustration tolerance, and openness to change; in research settings to predict a wide range of dimensions such as aggression, conformity, and authoritarianism.

Students differ in their personal values; they receive and process information differently; their personality trait is different and hence, so also is their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Educators, researchers, and psychologists have been constantly searching for parsimonious set of variables that predicts patterns of students’ behaviors and their relationship to academic achievement.

Present study shows that personality factors like reserved, bright, self control and independence were associated with professional students. Such qualities need to be strengthened/nurtured among professional students and the factors which lead to low personality need to be minimized. There is a need for guidance and counselling for parents, teachers and students to enable them to imbibe these qualities. The personality traits reasoning, abstract reasoning and space relations were related with professional students. This implies that students need to be identified by counselling and guiding for their career. This would be helpful to both student and teacher in effective participation in educational programmes. It could ease the learning in students and in imparting education by the teacher.