CHAPTER – 1

INTRODUCTION
A Study of Personality Traits in Female students of Professional and Non - Professional Institutions of Allahabad District

INTRODUCTION

*People differ from each other…the important differences between us are our natural birthright, arising in just a few distinctive patterns. Recognizing these patterns can vastly enrich our sense of who we are, of who others are, and of how much we can learn from one another about the problem of life.* — David Keirsey

Education is a continuous process which begins with the human society and is still continuing and will continue till the end. It is a cultural society and 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. Since the school represents society at large, the learner’s adjustment problems can be regarded as one phase in the development of growing individuals and, hence, of society.
1.1 MEANING OF PERSONALITY

The word personality has been derived from the Latin word ‘persona’ which was the mask which Greek actors wore while acting. This however is not the meaning taken in the modern word personality. Thus personality is not a fixed state but a dynamic totality which is continuously changing due to interaction with the environment.

Personality is known by the conduct, behavior, activities, movements and everything else concerning the individual. It is the way of responding to the environment. Various psychologists and educationalist have defined value through various definitions few of them here are quoted here. In the words of Munn, “Personality may be defined as the most characteristics, integration of an individual’s, structure, attitudes, capacities, abilities and aptitudes.”

Behavior requires integration. Thus integration of various traits is found differently in different persons. As a general rule every healthy individual has some sort of integration. The peculiar forms of integration in a particular individual are his/her personality traits. Personality is the most characteristics integration of an individual. It is personality which makes is distinction is one man and another. In the words of Allport (1937), “Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.”

The personality is the organization of the internal and external activities. It includes the external appearance, qualities, aptitudes and capacities, etc. It is the result of the interaction of the individual with the environment. It is not a collection of the traits, but a particular organization of them. It is the total quality of the individual’s behaviour.

Psychology of personality is of recent growth. Personality is a jigsaw puzzle as the whole individual is to be studied as a whole. As we know a person, either younger or older than ourselves, we begin to recognize and expect certain characteristics ways of behaving that distinguishes this unique individual from all other people.

As we observe a particular person over a period of time, we notice how temperament, interests, and attitudes are developing, and how his behavior tends to take more or less a consistent direction. As Vernon defines ‘personality is an organized system of traits, sentiments, complexes and habits that distinguishes the individual, as we see him, from other individuals’. Cattel’s defines “Personality is that which permits a prediction of what a person will do in a given situation”.

1.2 PERSONALITY

If you have anything really valuable to contribute to the world it will come through the expression of your own personality, that single spark of divinity that sets you off and makes you different from every other living creature. — Bruce Barton
All people enter the world with their own unique traits and, in spite of all the differences there might be 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.

Humans are always known by the personal characteristics that they present. In simple words, having a good personality means that people is warm, friendly, and optimistic. On the other hand, being mean, cruel, and selfish is addressed as having a bad personality. There are several definitions based on personality. According to Allport (1948), “personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment.” Funder (2001, p.2) has defined personality as " individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns". Pervin (1975) also defines personality as the way people interact with each other or even in roles that are associated and practiced by individuals in the community.

Many psychologists are interested in investigating and studying individual personality which leads to the emergence of many approaches and theories regarding personality differences. Clinical psychology and psychiatry made early approaches in the study of personality. Both fields tried to address psychopathology by insisting upon the significance of the role of personality in abnormal functioning. Sigmund Freud emphasized the importance of inner psychic forces that were unique to each individual and their relationship with behavior.

After Freud, Alfred Adler, Karen Horney, and Carl Jung, among others, promoted the idea that there are individual differences in psychopathology that contributed to each person is unique psychological makeup Allport pioneered the belief that the influence of personality is not limited.

1.3 DEFINITION OF PERSONALITY

Over six billion people live on this planet, yet no two of us are alike. Our differences are predominantly reflected in our distinctive actions and our personal appearances. For centuries, people have wondered what makes each of us act the way we do. During this wonderment, people have come to the conclusion that actions reveal our character traits, which in turn reveal our personality. Our personality makes us unique. Furthermore, people distinguish themselves from others by their personal blend of characteristics and the level of emphasis placed on each trait. This distinction reflects our personality and makes us who we are: one in six billion.
Personality is defined as a unique blend of traits characterizing individuals, and influencing their interaction with their environment.

The terms personality, characteristics and traits are used interchangeably throughout this paper. They refer to those variables judged to be most important and relevant to a variety of human functions of an individual’s personal traits. According to Watson “Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information”.

The term personality has several meanings of personality psychology is a discipline that seeks to establish better ways of understanding people through the use of different research strategies (Gatchel & Mears, 1982)

Personality psychology is that area of psychology that strives to find answers to questions such as the following:

- Which elements are essential for a description of the structure of personality?
- In what respect are people similar and yet different?
- How does the human personality functions?
- How personality does develop and how does individuality arise?
- Why do individuals behave consistently?

1.4 MEANING OF TRAITS

Trait is a quality of characteristics mode of behavior which is consistently seen in an individual’s behavior over a long period of time.

Trait defined as a quality of behavior which characterizes the individual in a wide range of the activities and is fairly consistent over a period of time.

The traits approach assumes we can identify individual differences in behaviors that are relatively stable across situations and over time (Burger 1993)

1.5 R.B.CATTELL’S CLASSIFICATION OF TRAIT THEORY OF PERSONALITY

He classified traits into four categories:

[a] Common Traits: These traits are found in almost everybody. It may be honesty, cooperation and aggression.

[b] Unique Traits: It is rarely seen with the individual and uncommon, unique in nature.

[c] Surface Traits: It is found out easily on the basis of the manifestation of outward/over behavior, such as, curiosity and integrity, etc.

[d] Source Traits: It is those traits which determine the behavior of the individual.
The 16PF model is hierarchical. When the 16 primary traits were factor-analyzed, they revealed five Global Factors, which describe personality at a broader level. These Global Factors, which help to show the degree of relationships among the 16 primary scales, are:

**16PF GLOBAL AND PRIMARY FACTORS**

<table>
<thead>
<tr>
<th>Extraversion/Introversion</th>
<th>High Anxiety/Low Anxiety</th>
<th>Tough-Mindedness/Receptivity</th>
<th>Independence/Accommodation</th>
<th>Self-Control/Lack of Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Reserved/Warm</td>
<td>C: Emotionally Stable/Reactive</td>
<td>A: Warm/Reserved</td>
<td>E: Deferential/Dominant</td>
<td>F: Serious/Lively</td>
</tr>
<tr>
<td>F: Serious/Lively</td>
<td>L: Trusting/Vigilant</td>
<td>I: Sensitive/Unsentimental</td>
<td>H: Shy/Bold</td>
<td>G: Expedient/Rule-Conscious</td>
</tr>
<tr>
<td>H: Shy/Bold</td>
<td>O: Self-Assured/Apprehensive</td>
<td>M: Abstracted/Practical</td>
<td>L: Trusting/Vigilant</td>
<td>M: Abstracted/Practical</td>
</tr>
<tr>
<td>N: Private/Forthright</td>
<td>Q4: Relaxed/Tense</td>
<td>Q1: Open-to-Change/Non Professional</td>
<td>Q1: Non Professional/Open-to-Change</td>
<td>Q3: Tolerates Disorder/Perfectionistic</td>
</tr>
<tr>
<td>Q2: Self-Reliant/Group-Oriented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Big Five personal traits were given four different adjectives related to the specific trait. The adjectives used in the questionnaire are similar to those in the research by Costa et al. (2001) and are as follows:

[a] **Emotional stability** is measured by testing if the participants are spontaneous, thoughtful, facile and vulnerable.

[b] **Introversion** is measured by investigating if the participants are extroverted, determined, adventure-loving and positive attitude.

[c] **Openness/Intellect** is measured by investigating if the participants are problem-solving, emotional, and creative and initiator.

[d] **Agreeableness** is measured by testing if the participants are straightforward, compliance, regardful and credulous.
**Conscientiousness** is measured by investigating if the participants are self-disciplined, striving to reach goals, dutiful and delegating.

The factors affecting personality can be divided into two classes:

[A] Biological  [B] Social

The biological factors affecting the development of personality are of three types:


**1.6 ENDOCRINE GLANDS**

Ductless glands send their secretions directly to the blood without ducts. Their secretions are called hormones. These hormones are responsible for many changes in the personality. Different glands secrete one or more types of hormones. A description of the affect of some of the ductless glands will show the extent to which personality is influenced by them.

**Pancreas:** Pancreas sends insulin to the blood. The amount of sugar in the blood depends upon the amount of insulin in it. When the deficiency of insulin i.e., sugar, is in the body the mental powers are weekend and his personality of the individual seems less balanced.

**Thyroid Gland:** Thyroid gland has a very important function in the development of physical structures as well as mental development. If it is absent since the very birth the intellect of the child does not improve. Cretins, imbeciles, etc., are the result of the absence of thyroid gland. Its destruction causes a disease known as myxoedema. These diseases create laziness in man. The activities of the mind as well as those of muscles are slackened. But this does not mean that the increase and decrease of the activity in the body is always due to the effect of thyroid gland. Occasionally it might be due to other causes as well, but thyroid gland does play an important part in them.

**Adrenal Gland:** This gland is also an important influence upon personality. Its excess creates the sexual traits in men and women. The excess of adrenal causes rapid heart-beat, high blood pressure and the postponement of the activity of the intestines.

**Gonads:** The secretion of the glands i.e., Sex glands, is an important factor influencing personality. Gonads secrete sex hormones. In adolescence there is a special increment in sex hormones.
**Pituitary Glands:** The hormones secreted by the pituitary glands control other glands. The hormones created by the back part of pituitary glands control the blood pressure and the metabolism of water in the physical activities or influencing personality.

**1.7 SOCIAL DETERMINANTS**

**Influence of Home on Personality**

The environment of home has a wide influence on the development of the personality. This influence, as a general rule, is according to the patterns found in a particular culture. In the family the relation of child with the parents is the most intimate. The cultural development of the child is very much influenced by the behavior of the parents. According to Sigmund Freud, the tendency to depend upon the parents in the child hood is manifested in the tendency to depend upon the leader in the adult age. Adler has truly said that the individual develops his of life from the patterns of his early life in the family, but there are no grounds to suppose that this style of remains unchanged in future.

**Influence of School on Personality**

School also has an important influence on the personality of the child. In school both the teachers and class fellows mould his personality. Besides the teacher, the classmates and playmates exercise important influence on the personality of the child. These constitute a group in which every child has his own particular status and roles corresponding to it. The development of the personality is a complex process and serious changes are affected in circumstances which the individual has to face.

**Influence of Society on personality**

Society is a web of social relationships. These social relationships connect men and women with one another. These interpersonal relations influence and mould the personality of the individual.

**1.8 STAGES OF PERSONALITY DEVELOPMENT**

- In the different stages of the development of personality different stages are visible in the personality of individual.
- Puberty and adolescence is the stage of development of human personality. Puberty is a physiological condition, in which the maturation of sexual activities takes place.
- Adolescence is a stage in the development of personality and development is a continuous process in which infancy affects adolescence and adolescence effects adulthood.
In the beginning of adulthood many studies and researches have revealed that equilibrium
is at low ebb and just before old age, between them there being comparatively better
adjustment.

After adolescence upon entering adulthood a person adopts some permanent occupation,
gets married and develops family. All these three tasks demand extensive adjustment and
a lot of changes are brought in the personality.

1.9 Development of Women’s Education

This study is confined to only girls’ students. Because a woman plays a very important role in
making good citizens and thus making a nation strong. A woman is an idol of compassion,
kindness, charity and self control. In our Indian society a woman enjoys several positions. She is
a mother, a daughter, a sister, and a savior of the family. She will do a great benefit to the nation.
The child learns the best lesson of citizenship in the lap of his mother. The first educational
institution for women was established in India the year 1849 by Mr. D.W. Bethune, then legal
advisor to the Government of India. Different missionaries opened Institutions for women’s
education. By 1851 nearly 371 educational Institutions for girls had been opened in India of
which 86 were residential Institutions. The half of the 19th century that is prior to the revolution
in 1857 facilities for the education of as many as 11,193 girls existed in the country. After the
revolution in 1857 the pace of women’s education expansion slowed down and no remarkable
progress was made.

The first 15 or 16 years of the 20th century are particularly important from the point of view of
women’s education. In 1904 Mrs. Annie Besant established the great Institution named Central
Hindu Girls School at Varanasi and in 1916 the first women’s College, namely the Lady Harding
Medical College was opened at Delhi; both the Government and the public showed keen interest
in women’s education.

Mahatma Gandhi and other leaders and some prominent women organizations continued to
agitate for more education and freedom to women. Their efforts produced good results and at the
time of independence as many as 32, 14,860 girls were receiving education in the individual
India. Of these, 16,284 were studying in the ordinary colleges while 40,843 were studying in
industrial and medical colleges. Thus the pace of progress of women education remained
satisfactory and the number of school-going girls increased three-fold during thirty years.

In India before independence, in ancient period no emphasis was given to women education. In
medieval they used to remain in four walls of household work. In British period Hunter
commission (1882-83) recommended that public funds and liberal grants in aid should be
provided for setting up of new girls schools. After attaining freedom it was thought that women should be brought out of the bondage for the betterment of the society and nation a large. The only way to remove the backwardness and social evil is to encourage women's education so that they realized their responsibility and made efforts to regain their proper place in society. It shows that what is needed for the progress of women is education, and through that, they can achieve their lost position in the society.

**Napoleon** once had said for women that “give me one hundred educated women and I will give you a good and strong nation.”

**Abraham Lincoln** also had said, “Whatever I am and whatever I would be, I owe to my angel like mother.”

**Pt. Jawaharlal Nehru** had said “Education of boy is the education of one person, but education of a girl is the education of the entire family.”

**Kothari Commission (1964-1966)** has also said that “Full development of the human resources, the improvement of human beings and for molding the character of children during the most impressionable years of infancy, the education of women is of greater importance than that of men”.

It has been observed that now women are taking more interest in Professional as well as Non Professional subjects than ever before. The desire to have economic independence and of earning money appears to be in the background of this growing trend for Professional and Non Professional education. Female students are found in all Professional training, but mostly they are found in the teaching profession. After the profession of teaching comes the subjects of fine arts, nursing and medical education.

It is known fact that human beings differ from one to another. But when the differences between two or more than two individuals are studied it is called Inter-Individual differences. In this study the personality of different two groups of female students in Professional and Non Professional Institutions of Allahabad district are compared and it has been found that. Each group of female have individual and different types of abilities, Interests, and personality Traits.

*Some are born great, some achieve greatness, and some have greatness thrust upon them.* — **William Shakespeare**

Knowledge should not be as a courtesan, for pleasure and vanity only, or as a bond-woman, to acquire and gain to her master’s use; but as a spouse, for generation, fruit and comfort. (Francis Bacon) 1

The academy is racist and class-biased as well as sexist and is an institution serving an exploitative economic system… neither… women’s courses, nor any women’s program, nor can
all the affirmative action in the world ever save that institution… (Which could) never meet the really human needs. (Sally Miller Gearhart) 2

A women’s university cannot be that ‘happy ever after’, harmonious, feminine utopia some of us might dream of. It can never become comfortable enough to be someone’s ideal, because when that happens, a shift in perspective is needed. The challenge will be to keep moving those at the centre to the margins of social life. (Victoria Leto De Francisco) 3

1.10 HISTORICAL BACKGROUND OF HIGHER EDUCATION OF WOMEN’S:

During Vedic Period: Women’s education received better attention during Vedic age with the result that women became Rishikas.

During Post Vedic Period: the women in post Vedic period did not enjoy the social and educational privileges as they did in Vedic age, but they were authorized to gain higher education and spiritual knowledge.

During Buddhist Period: Women’s education was not given much importance as it was during Vedic period.

During Medieval Period: In medieval period the female literacy rate in India was lower than the male literacy rate. Women education in medieval India suffered a lot.

During British Period: Women’s education was encouraged during this period through separate curriculum and through opening Purdah schools for young girls. This is the cause they started improving their personality. They took keen interest in attending the school and participating in other activities.

Radhakrishan commission observed, ‘There cannot be educated people without educated women. If general education had to be limited to men or women, that opportunity should be given to women, for then it would surely be passed on to the next generation.’

1.11 IMPORTANCE OF WOMEN’S EDUCATION

Since independence some progress has been made in the field of women’s education, but this progress is not satisfactory and much has yet to be achieved. Indian women at present are far behind when compared to their counterparts in U.S.A., Russia and Germany; much of the responsibility for this state of backwardness rest on the programmes and policies of the Government.
The Radhakrishnan Commission (1948-1949) in its report has laid particular emphasis on women’s education and has observed that Indian women can work like men in all spheres. Various scientific and psychological experiments have proved that men and women can do equally good work in many spheres.

The cause of backwardness of Indian women lies in the inherent flows of Indian society and its conservative outlook. So the society has to be purged of these evils and thus reformed early. A large section of Indian society considers the home to be the only field of women’s activities.

Some people hold the view that unemployment will increase if women’s education spreads. All these views are misleading. For the national development along with the women’s education, the old values of the society will have to be changed. It is also necessary to change the present system of women’s education and make it more fruitful.

For development of women’s education the Government of India appointed in 1958 a National women’s Education Committee and on the basis of its recommendations established a National Women’s Education Council for the study of problems related to women’s education and proper guidance. According to the recommendations of this council the setting up of a separate unit of women’s education in the state education department, appointment of a Joint Director of Education for Women and the establishment of an advisory council on women’s education have been some of the major achievements in the development of Women’s education.

112 HIGHER EDUCATION FOR FEMALE

Some progress has been reported during the First Five Year Plan in the field of higher education for women. The number of students which was 14,754 prior to 6th Plan went 34,856. While satisfaction may be expressed on this achievement, but it cannot be called enough as this number is only one percent of the total strength of the women in that age group. More progress has been made during the successive Plan periods, and by the end of 1992, the number of female students in higher educational Institution rose to 61.97 millions.

In future more subjects of women’s interest will have to be included in the curriculum of women’s higher education for the sake of expansion of women’s education. At present colleges teaching domestic science, music, dance and other vocations comparatively attract more students. More such Institutions for women are needed in the country.

1.13 NEED AND JUSTIFICATION AND ITS IMPORTANCE

The need to study the personality traits in female students of Professional and Non Professional Institutions of Allahabad district is required to understand the effect of change in personality traits before and after pursuing in Professional and Non Professional Institutions. This study will help in understanding the reasons of changes based upon the various recommendations and
personality kits will be developed for Professional as well as Non Professional students so as to bring them at par with others and reduce the gap in personality traits if there are any.

*Without an understanding of the unique meanings existing for the individual, the problems of helping him effectively are almost insurmountable.*  --*Arthur Combs*

Educators do not believe that all learners are the same. Yet visits to schools throughout the world might convince us otherwise. Too often, educators continue to treat all learners alike while paying lip service to the principle of diversity. Teachers know that students learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation.

We also know that an individual learner's culture, family background and socioeconomic status affect his or her learning. The context in which someone grows and develops has an important impact on learning. These beliefs, principles and theories have an important impact on the opportunities for success for every student in our Institutions.

**1.4 OBJECTIVES OF THE PRESENT STUDY**

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

2. To compare the level of personality traits of female 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 female students of Professional and Non Professional Institutions of Allahabad District, Uttar Pradesh.

4. To compare the level of personality traits in final year female students of Professional and Non Professional Institutions of Allahabad District, Uttar Pradesh.
1.14 HYPOTHESES OF THE STUDY

Based on the above objectives following hypotheses were proposed:

- There is a significant difference in level of personality traits between first and final year in Professional Institutions of Allahabad District.
- There is a significant difference in level of personality traits between first and final year in Non Professional Intuitions of Allahabad District.
- There is no significant difference in level of personality traits of female students of first year in Professional and Non Professional Institutions of Allahabad District.
- There is significant difference in level of personality traits of final year female students of Professional and Non Professional Institutions of Allahabad District.

1.15 DELIMITATION OF THE PROBLEM

This study has been delimited with respect to the following:

- Geographically it is confined to Allahabad District.
- It is confined to only female students.
- It is confined to only Professional and Non Professional Institutions of Allahabad District.
- It is conducted on the sample of 500 students. 50% females chosen from the Professional and 50% from Non Professional Institutions.
- The study was limited to participants in under graduated program.

1.16 OPERATIONAL DEFINITIONS

MEANING OF PERSONALITY TRAITS

The early research on the structure of personality revolved around attempts to identify and label enduring characteristics that describe and individual behavior popular characteristics include shyness, aggressive, submissive, laziness, ambitious, loyalty and tidiness. Those characteristics when they are exhibited in a large number of situations are called Personality Traits. A trait of personality means such a distinctive character of a person’s thoughts, feelings and actions as marked him off from other persons.

Professional Course(s) is a course that prepares people for specific trade craft, and career at various levels from different professions like engineering, medicine, and teaching etc. A
Professional course leads to a specific profession where as technical qualifications are highly paid. The term Professional has a lot of different sense or meaning but in our research the Professional means some courses you have pursued at university and got a degree.

**Non- Professional Course(s)**
Not Professional or not engaged in a profession or engaging in as a profession or for gain.
Non- Professional Course(s):
- B.A.
- M.A
- B.Com
- M. Com
- B. Sc.
- M.Sc.