SUMMARY OF THE THESIS

TITLE: An Investigation into the Problems of Students in Professional Courses of Medicine, Law, Engineering and Education in Relation to Personality Factors

In the gigantic task of national reconstruction and development the professional institutions preparing doctors, lawyers, engineers and teachers etc. have a vital role of special significance. During post independence era professional education has increased appreciably but unfortunately the escalation is rather more of quantitative than of qualitative nature. Whatever qualitative improvement has been made it is more in the form of improvement in professional courses to the changing needs of modern India and to improve upon the technique or methodology of teaching. But its personal aspect i.e., personality interaction of a student with his personal and professional situations has not, so far, caught the desired attention. Therefore, the improvement in professional education should be sought in the growth of the students as a specialist as well as a person. Hence certain professional and personal attitudes and qualities should be given weightage as an important aspect of training.

In view of the complex and fluid state of affairs in society the student community in general, and of the
professional courses in particular, is confronted with problems regarding education, career, sex and marriage, interpersonal and intrapersonal relations, financial difficulties, mounting unemployment and underemployment which keep him constantly under stress and strain. It interferes with his academic pursuits and also affects his psychological adjustment and behaviour. It is generally being felt that those who live on border line of adjustment fail to meet even the slightest challenge of life with courage and fortitude. Thus, it indicates that there may be a significant relationship between the personality of an individual and the amount and intensity of the problems experienced by him and his manner of dealing with them. It has been felt that the students' problems should be analysed in the context of their personality orientation.

Thus, the present study was undertaken to investigate into the nature of the problems of students in the professional courses of Medicine, Law, Engg. and Education in relation to their personality factors.

OBJECTIVES OF THE STUDY

The Study was conducted with the following objectives in view:

(i) To identify the problems and to assess the degree of Personality adjustment, Self Concept (Self acceptance), level of aspiration and creative potential of the students
studying in the professional courses of Medicine, Law, Engineering and Education.

(ii) To locate high and low groups on the variables of 
(a) Problems, (b) Personality adjustment, (c) Self Concept 
(Self acceptance), (d) Level of aspiration and, (e) Creative 
potential in each profession and of the whole group. 

(iii) To test the significance of difference among the 
students of different professions with regard to problems, 
personality adjustment, self concept (self acceptance), 
level of aspiration and creative potentiality. 

(iv) To test the significance of difference between high 
and low problem groups on the variables of (a) Personality 
adjustment, (b) Self concept (Self acceptance), (c) Level 
of aspiration and, (d) Creative potential of the students 
of different professions and of the whole sample. 

(v) To test the significance of difference between high 
and low groups on all the four personality variables with 
regard to their problems professionwise and of the whole 
sample. 

(vi) (a) To test the significance of difference between 
the percentages of students of different professions in 
high and low groups on problems and all the four personality 
variables. 

(b) To test the significance of difference between 
means of different groups on problems and all the four 
personality variables.
(vii) To determine the significance of difference among different areas of problems in different professional groups and the whole sample.
(viii) To test whether different types of problems are independent of different professional groups.
(ix) To find out whether problems are equally distributed among different professions.
(x) To determine the degree of relationship between problems and each of the four personality variables.
(xi) To know whether the four personality variables are interrelated.
(xii) To prepare Personality Profiles of the highest and the lowest achievers on the problem variable in each profession.

HYPOTHESES

The following hypotheses were formulated before starting the study:
(i) There is a professionwise significant difference among the students on the variables of problems, personality adjustment, self concept, level of aspiration and creative potential.
(ii) There is a professionwise significant difference among the percentages of the students in high and low groups on problems and the four personality variables.
(iii) There is a significant difference between high and low problem groups of students of different professions and of the whole sample on the variables of personality.
adjustment, self concept (self acceptance), level of aspiration and creative potential.

(iv) There is a profession wise significant difference in the problems of the students of high and low groups on different personality variables.

(v) Different professional groups and the whole sample differed significantly with regard to different types of problems.

(vi) Different types of problems are not dependent on professional groups but have an independent existence.

(vii) There is a significant correlation between problems and different personality variables.

(viii) There is a significant intercorrelation among different personality factors.

THE METHOD AND THE PROCEDURE

The Normative Survey Method of research covering the following phases was adopted:

(1) In order to identify the students' problems, students' problem checklist was administered to the total sample and the problem wise and profession wise significance of difference was determined.

(2) In order to measure personality factors of personality adjustment, self concept (self acceptance), level of aspiration and creative potential, Personality Adjustment Inventory, L.A. Coding Test, S.A. Test, Ideational Tendency
(3) In order to determine the professionwise significance of difference between problems and the four personality factors the following steps were taken:

(a) Two extreme groups on each of the variables were located which are given as under:

(i) Highly adjusted group: Highly maladjusted group;
(ii) Highly Self accepting group: Low Self accepting group;
(iii) Highly aspiring group: Low aspiring group;
(iv) Highly creative group: Low creative group;
(v) High Problem group: Low Problem group.

(b) The significance of difference between the problems of high and low groups on each of the four personality factors in different professions and of the whole sample was determined.

(c) The significance of difference between different personality factors of high and low problem groups of different professions and of the whole sample was determined.

(d) The significance of difference between areawise problems of different professions and of the whole sample was determined.

(e) The degree of equal distribution of areawise problems in different professions was determined.

(f) The independence of problems of different professional groups was determined.
The extent of correlation between:
(a) The Students' problems and their personality adjustment;
(b) The students' problems and degree of self acceptance;
(c) The students' problems and their level of aspiration;
(d) The students' problems and creative potential was determined.

The degree of intercorrelation between different personality factors was determined.

The Personality Profiles of the highest and the lowest achievers on Problems were compared.

**SAMPLE**

The sample consisted of 800 students both boys and girls, finally selected out of 1100 students, preparing for the first professional degree that is Bachelor in Medicine (M.B., B.S.), Bachelor in Law (LL.B.), Bachelor in Engineering (B.E.) and Bachelor in Education (B.Ed.) who were studying in Aligarh Muslim University and all the three colleges in Aligarh City affiliated to Agra University.

**TOOLS**

The following inventories and tests were used in the present study:

(1) A Students' Problem Checklist standardised by Educational and Vocational Guidance Centre, A.M.U., Aligarh.

(2) Jamil Qadri's Personality Adjustment Inventory.
(3) Ansari and Ansari L.A. Coding Test.
(4) G.A. Ansari S.A. Scale.
(5) Sajida Zaidi Ideational Tendency Scale.

ANALYSIS OF DATA

A comparative study of the Problems, Personality adjustment, Self concept (self acceptance), Level of aspiration and Creative potentiality of the students of different professions was made by comparing the mean value of each variable among different professions. Their 't' values were calculated and the differences were tested at .05 and .01 levels of confidence. High and Low groups on all the five variables of each profession and of the total sample were located by including all the cases obtaining scores one standard deviation above the mean in the high groups and one standard deviation below the mean in the low groups. The differences in the mean scores on each personality variable between high problem and low problem groups were calculated and their significance of difference was tested with the help of 't' test professionwise and of the total sample. Similarly, the means of problems of high and low groups on each of the four personality variables were compared.

All the four professions were further compared on each of the ten areas of the problems. The differences in the mean scores of the problems on each of the ten areas
were tested among different professions and the total sample by applying 't' Test. Chi-square as a test of significance was also applied to differentiate the distributions of the problems in different professional groups and to test the independence of problems of different professional groups.

The degree of relationship between problems and each of the four personality variables was determined through computing correlation by Pearson's Product moment formula. Similarly, intercorrelations among different personality variables were calculated.

The Personality Profiles of the highest and the lowest achievers on Problems were compared professionwise by converting their raw scores into Z-scores on each personality test.

CONCLUSIONS

The salient features of the results indicate that:

1. The students in the professions of Engg., Law, Medical and Teaching experienced a large number of problems in different problem areas.

2. The number of problems varied from profession to profession with Medical having the lowest and Law the highest number of problems in almost all the ten areas of problems. Both Engg. and Teaching, occupying almost middle
position, did not significantly differ from one another in all the areas except in Personal and Psychological Relations and Vocational and Future Plan areas wherein Teaching group (5.72, 6.62) had more problems than Engg. group (4.90, 5.73) and in Moral and Religious Problems Engg. students (5.59) had more problems than Teaching group (4.71).

(3) Different Professions differed with regard to personality variables. Medical students, in general, have been found to be the highest on Personality adjustment (19.86)\(^1\); Creative potentiality (132.10) and lowest on problems (34.10); Self acceptance (22.27)\(^2\) and Level of aspiration (5.77). On the other hand, Law students were found to be the highest on problems (56.86); Self acceptance (20.43) and Level of aspiration (7.75) but lowest on Personality adjustment (23.50) and Creative potentiality (77.79). Both Engg. and Teaching occupied middle position and did not differ significantly from one another in all the personality variables except Self-acceptance where Engg. group (20.28) was found to be more self accepting than Teaching group (23.53).

(4) The percentages of High and Low number of cases on different variables differed from profession to profession with Medical group having lowest percentage of High Problem (5.71), Highly maladjusted (3.00), High aspiring (5.14) and Low creative (0.57) students and the highest percentages of Low problem (24.00), Highly adjusted (22.86), Low aspiring

1. The higher the score the lesser the Personality adjustment and vice versa.
2. The higher the score the lesser the self-acceptance and vice versa.
(10.29), Low accepting (22.29) and High creative students (47.43). The Law group presents reverse position in the case of most of the variables except in self acceptance and partially in Level of aspiration (Low aspiring cases). Both Engg. and Teaching groups were found to be placed in the middle with slight variation in the case of some variables such as Problems wherein Teaching (18.26, 16.21) had significantly higher percentages of high problems and Low Problems cases than Engg. (11.28, 8.72) and self acceptance wherein Engg. group (18.97) had significantly highest percentage of high self accepting students.

(5) High Problem students, in general, were found to have lower Personality adjustment, high level of aspiration, lower creative potentiality than Low Problem students. In the case of Self-acceptance the trend was disturbed (High Problem students were high on Self acceptance).

(6) Highly maladjusted, Low accepting, High aspiring and Low creatives were mostly found to have significantly higher number of problems than Highly adjusted, High accepting, Low aspiring and High creative students.

(7) Problems were found to be negatively correlated with Personality adjustment (−.85), Level of aspiration (−.49) and Creative potentiality (−.44) which indicates that problems tend to increase with (a) considerable decrease with Personality adjustment, (b) modest decrease with Level of aspiration and Creative potential and vice versa. But the trend was disturbed in the case of self acceptance (.43) where
problems tend to increase with increase in self acceptance or vice versa.

(8) All the Personality variables of Personality adjustment, self acceptance, Level of aspiration and Creative potential were found to be significantly intercorrelated among themselves except Self acceptance and Level of aspiration (-0.16) and Level of aspiration and Creative potentiality (.12). The correlation between Personality adjustment and Self-acceptance (-.24) and Personality adjustment and Creative potentiality (-.28) were found to be low and negative. The correlation between Self-acceptance and Creative potentiality (-.39) was moderate and negative.

(9) The highest achievers on problems of all the professional groups tended to be less adjusted and less creative than the lowest one except Engg. where opposite was the trend. On Self-acceptance both the highest and the lowest achievers did not differ in Engg. group but the highest was less Self accepting in Law and more Self accepting in both Medical and Teaching groups. The highest achievers of all the professional groups were found to be slightly lower on Level of aspiration than the lowest one except Medical group where the highest achiever was moderately higher on Level of aspiration than its counterpart.

(10) The students preparing for the four different professions manifested some distinguishing characteristics. Engg. students, in general, were found to be the adults of normal adjustment.
with greater number of high Self-accepting and high aspiring students having adequate creative potentiality. They experienced less number of problems but greater than medical students. Law students as a group were found to be satisfactorily adjusted with higher percentage of high self accepting and high aspiring students but possessed least creative potentiality of all professional groups. They experienced the highest number of problems. Medical students were found to be the adults of well adjusted personality but were least self accepting and least aspiring with the highest creative potentiality but least number of problems. Teaching students were found to be at par with Engg. students in Personality adjustment and Creative potentiality having equal number of problems. They were moderately high in Level of aspiration but were found to be less self accepting like Medical students.)