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RESEARCH PAPER

## A Study of Personality Traits of Secondary School Teachers in Context of Certain Variables

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**Key words:** *Personality, harmonious development, personality traits etc.*

### *Abstract*

*According to Education Commission 1964 –66, Dr. D.S. Kothari started his report with the statement that, “The destiny of India is now being shaped in her class room”. It is true, because the future of any nation depends upon its students, because students are the pillars of the nation. No child is born with skill that enables him to function in his particular roll. Thus school plays an important role in all round development of the child.*

*The present study aims at findings out the study of personality traits of secondary school teachers in context of certain variables. Self developed tool was administered on a convenient sample 200 secondary school teachers. This study clearly indicates about the personality among the secondary school teachers. Personality of girls and boys are common. Rural and Urban area personality are more or less common.*

### **Introduction**

Education is a fundamental means to bring any desired change in society. This can be attended only if schools but also determines his future. Recent psychological researcher has shown that favourable attitude towards life helps development in the earliest stages of child’s growth. On the harmonious development of the individual and character formation as the educational aim.

So some knowledge of psychology of personality and its role as an educational foundation is essential for the working teachers and prospective teachers. It is clear that development of personality and character formation are the aim of education is to draw the best out of man. It is to help in the all round development of

wholesome and well integrated personality. It is also to help in the formation of desirable moral and national character in the school children. Some of the educationists went to the extent of insisting closely related to the educating process. Teachers, who are charged with responsibility of bringing about the all round development in the students under their custody, should rightly know about the nature, cause and effect, factors involved and educational implications of personality development and character formation to be able to plan the educational plans and programmes wisely and intelligently.

Personality enters into, at least, three aspects of education, namely, administration, instruction and achievement. Administration involves relationship among persons and the relationships are not only within one level but between different levels in the hierarchy of a school organization. Dominance of one over another and rivalry to win the praise of the boss (or) of students frequently bring about stressful situation in the administration. How individuals handle such stress depends partly on their personalities. The way they cope with the anxiety has already been referred to. But this effect the teacher's behaviour in relation to other teachers and what is more important; it affect his teaching and his behaviour towards students. The teacher may lose temper or may not respond with his usual warm feelings to his students, thereby disrupting the educational climate of the classroom conducive to effective learning.

### **Objectives of the Study**

Main objectives of the study are as follows:

- 1.To compare the personality traits of male and female teachers.
- 2.To compare the personality traits of rural and urban area teachers.

### **Hypotheses of the Study**

Main hypothesis of the study as follows:

- Ho<sub>1</sub> There will be no significant difference between the mean scores of the personality traits between male and female teachers.
- Ho<sub>2</sub> There will be no significant difference between the mean scores of personality traits between Urban and Rural area teachers.

### **Limitations of the Study**

- 1.This study is restricted to secondary school teachers of Ahmedabad City.
- 2.This study is one on Gujarati Medium Teachers.

**Method of Research**

In the present study, survey method was used because it is proper and feasible too.

**Variables of the study**

1.Independent Variables



2.Dependent Variables – Personality

3.Controlled Variables : Gujarat Medium

Ahmedabad City

**Sample**

In the present study, the researcher has selected secondary school teachers of Gujarati Medium for the stratified random sampling. There were 200 teachers from the selected 04 secondary schools of Ahmedabad city by random sampling.

**Tool**

Researcher has used a self made measurement test of personality.

**Data Analysis and Interpretation**

Ho<sub>1</sub> There will be no significant difference between the mean scores of the personality traits between male and female teachers.

**Table-4.1**

**Analysis of Personality Traits of Male and Female Teachers**

<b>G e n d e r</b>	<b>N</b>	<b>M e a n</b>	<b>S . D .</b>	<b>T - V a l u e</b>	<b>S / N S</b>
B o y s	1 0 0	2 3 3 . 6 9	1 9 . 2 5	2 3 . 6 6	0 . 0 1
G i r l s	1 0 0	1 8 2 . 8 2	1 7 . 3 9		

**Interpretation:**

From the above table, it is observed that the  $t_{cal} = (23.66)$  is more than  $0.01 = t_{2.58}$ . Thus the difference is significant and hence, the hypothesis may be rejected. Thus, the hypothesis that “There will be no significant difference between the mean scores of the speed and accuracy between male and female teachers” will be rejected at 0.01 level. Further looking to the table,

the mean of male teachers score is 233.69 which is more than the mean scores of female teachers is 182.82.

Thus, it is clear that the male teachers having more personality traits than female teachers.

Ho<sub>2</sub> There will be no significant difference between the mean scores of the personality traits between urban and rural area teachers.

**Table-4.2**

**Analysis of Personality Traits of Urban and Rural area Teachers**

<b>G e n d e r</b>	<b>N</b>	<b>M e a n</b>	<b>S . D .</b>	<b>T - V a l u e</b>	<b>S / N S</b>
U r b a n	1 0 0	8 2 . 3 9	1 0 . 3 0	1 . 2 3	0 . 9 1
R u r a l	1 0 0	8 1 . 1 6	8 . 8 3		

**Interpretation:**

From the above table, it is observed that the tcal = (1.23) is more than t 0.05 = (1.69). Thus the difference is significant and hence, the hypothesis may be rejected. Thus, the hypothesis that “There will be no significant difference between the mean scores of the speed and accuracy between urban and rural area teachers” will be rejected at 0.05 level. Further looking to the table, the mean of urban area teachers score is 10.30 which is more than the mean scores of rural area teachers score is 8.83.

Thus, it is clear that the urban area teachers having more personality traits than rural area teachers.

**Findings**

The researcher has presented the above findings. After interpreting data, getting through the information according to the collected data which were as under:

1. There is no difference in personality trait between male and female teachers.
2. There is difference in personality traits between urban area teachers more than rural areas teachers.

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