A STUDY OF PERSONALITY TYPES OF THE TEACHER TRAINERS OF JAMMU

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ABSTRACT

A Study of Personality of teacher trainers of Jammu district was undertaken to examine the unique contribution of personality traits (extrovert, ambivert and introvert) of both the sexes. A sample of eighty teacher trainers (40 males and 40 females) was selected from S.M.S. college of education of the district Jammu. The personality types of the teacher trainers’ students were assessed by using the Personality Test (Introversion–Extroversion) by Dr. Sharma, A. and Dr. Aggarwal, M. (1974). The data collected was statistically analyzed using chi square (to assess the significant difference in personality types exhibited by teacher trainers). Majority of the male students exhibited extrovert personality types. In our research, 13 female students exhibit ambivert personality, 15 exhibited extrovert personality and only 15 female’s exhibit introvert personality. The significance difference was found in personality types exhibited by male and female students.

Keywords: Personality type, Teacher trainer, Extrovert, Ambivert and Introvert, Gender difference.

INTRODUCTION

Personality has been recognized as a determining factor on how people learn (Lawrence, 1997; Myer et al, 1998). College students tend to prefer learning environments consistent with their own personality type preference. Extroverts are more confident about their performance than introverts because introverts feel shy in front of other students and introverts tend to be less confident about their performance. Students
need to recognize and understand relevance of the differences between introvert and extrovert personality types prior to choosing their intended subjects. Introvert personality types are typically more reserved and quiet than their extrovert counterparts, and introverts’ body language will reflect their need to keep to themselves. Extroverts, on the other hand, engage others with lively talks and a more open body posturing.

The importance of personality increases as social life becomes more complex. A pleasing personality has a marketable value in this complex society and is highly prized and sought after. Students with different personality traits show different levels of performance in examinations. It is because of their different level of intelligence, study habits, interest etc. In the same way some traits such as sociability, self-confidence and ambitiousness are associated with academic achievement of students. These personality traits work in a musical and effective manner for the development of individual. Personality is of great significance in all nearly aspects of our life.

Meaning Of Personality

Personality is a criterion reference for knowing, understanding or evaluating any person. Personality depends on the psychophysical development of a person. It includes a person’s nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc. Personality of an individual is strongly determined by the genetic factors. But the environmental factors cannot be ignored. The early experience at home, neighbourhood and school lay foundations for the personality. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individual’s typical manner of personal and social adjustment. Each cultural group has established behavioural patterns appropriate for the members of two sexes. Since personality is a product of cultural influences and is shaped by pressures from the social group, the individual normally comes to think of himself as a member of a particular group and his confirming behaviour becomes habitual.

Characteristics of Personality

- The personality is something unique and specific. Every one of us has a unique pattern in himself. No two individuals, not even identical twins, behave in precisely the same way over any period of time. Every one of us has specific characteristics for making adjustments.
- Personality includes everything about a person. It is all that a person has about him. It includes all the behaviour patterns i.e., co native, cognitive and affective and covers not only the conscious activities but goes deeper to semi-conscious and unconscious also.
- It is not just a collection of so many traits or characteristics which is known as personality.
- It is organization of some psycho-physical systems or some behavior characteristics and functions as a unified whole.
- Personality is not static. It is dynamic and ever in process of change and modification. The process of making adjustment to environment is continuous. One has to struggle against the environment as well as the inner forces throughout the span of his life.
Every type of personality is the product of heredity and environment.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability. The other understands how the various parts of a person come together as a whole.

DEFINITIONS OF PERSONALITY

Jung, C. (1934). Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination.

Views of Allport (1937) – defines “Personality is the dynamic organization within the individual of those psychophysical systems that determine the unique adjustment to their environment.”


Eysenk (1952) states personality is more or less stable and enduring organization of a person’s character, temperament, intellect and physique that determines one's unique adjustment to the environment. In the views of Mann (1959) “Personality is the most characteristic integration of an individual’s structure, mode of interests, attitudes, behaviour, capacities, abilities and attitudes”. Personality is more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to the environment.

Hurlock, (1978) according to him the personality comes from the Latin word "Persona" meaning mask. According to this root, personality is the impression we make on others; the mask we present to the world.

Carver & Scheier (2000,) suggest that the word personality conveys a sense of consistency, internal causality, and personal distinctiveness. This issue of personal distinctiveness is very important. There are certain universal characteristics of the human race and particular features of individuals. We all for example experience stress and the elevated cortical that goes with it, and we all suffer the immune suppressive effects thereof. But each one of us is unique as well.
Personality defined by Sharma and Aggarwal in a test introversion and extroversion. Sharma, A. and Aggarwal, M. (1974). It is the effective way to assess the personality type of the student in the classroom and on their basis one can show their relation with the performance of students in the class. Personality is of three types as under:

- Extrovert.
- Introvert.
- Ambivert.

**TYPES OF PERSONALITY**

The different types of personalities affect classroom participation according to the situation.

**Extroversion:** Extroversion is the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions and tend to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. Politics, teaching, sales, managing, and brokering are fields that favour extroversion. An extrovert person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves.

**Introversion:** Introversion is "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life “Some popular writers have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction. This is similar to Jung's view, although he focused on psychic energy rather than physical energy. Few modern conceptions make this distinction.

The common modern perception is that introverts tend to be more reserved and less outspoken in groups. They often take pleasure in solitary activities such as reading, writing, using computers, hiking, and fishing. An introvert is likely to enjoy time spent alone and finds less reward in time spent with large groups of people, though he or she may enjoy interactions with close friends. Trust is usually an issue of significance: a virtue of utmost importance to an introvert in choosing a worthy companion. They prefer to concentrate on a single activity at a time and like to observe situations before they participate, especially observed in developing children and adolescents. They are more analytical before speaking. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagement, introversion having even been defined by some in terms of a preference for a quiet, more minimally stimulating environment.

**Ambiversion:** Although many people view being introverted or extroverted as a question with only two possible answers, most contemporary trait theories measure levels of extraversion-introversion as part of a single, continuous dimension of personality, with some scores near one end, and others near the halfway mark. Ambiversion is falling more or less directly in the middle. An ambivert is moderately comfortable with groups and social interaction, but also can enjoy time alone, away from a crowd. A ‘mixed type’ the ambivert has been recognized and most individuals belong to this mixed type and are
called ambivert, *(Heidbreder (1926))*

Ambiverts are common social persons possess some traits of introverts and some of extroverts.

**DIFFERENCE BETWEEN EXTROVERT AND INTROVERT PERSONALITY:**

Extroverts are directed towards the objective world whereas introverts are directed towards the subjective world. The most common differences between extroverts and introverts are shown below:

<table>
<thead>
<tr>
<th>s.no.</th>
<th>EXTROVERTS</th>
<th>INTROVERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They are interested in what is happening around them.</td>
<td>They are interested in their own thoughts and feelings.</td>
</tr>
<tr>
<td>2</td>
<td>They are open and often talkative.</td>
<td>They need to have own territory.</td>
</tr>
<tr>
<td>3</td>
<td>They compare their own opinions with the opinions of others.</td>
<td>They often appear reserved, quite and thoughtful.</td>
</tr>
<tr>
<td>4</td>
<td>They like action and initiative.</td>
<td>They usually do not have many friends.</td>
</tr>
<tr>
<td>5</td>
<td>They easily make new friends or adapt to a new group.</td>
<td>They have difficulty in making new contacts.</td>
</tr>
<tr>
<td>6</td>
<td>They say what they think.</td>
<td>They like concentration and quiet.</td>
</tr>
<tr>
<td>7</td>
<td>They are interested in new people.</td>
<td>They do not like unexpected visits and therefore do not make them.</td>
</tr>
<tr>
<td>8</td>
<td>They easily break unwanted relations.</td>
<td>They work well alone.</td>
</tr>
</tbody>
</table>

**RATIONALE**

Education is a right of every child irrespective of his caste, creed, sex, and culture. The different agencies and individuals concerned have no right to categorize his future citizens on the basis of gender differences, personality traits. This piece of research is an attempt to assess the personality types of the male and female teacher trainers. The study was undertaken to analyze the personality differences between male and female teacher trainers of Jammu. This paper also concludes about the implications of personality type on the performance.

**REVIEW OF LITERATURE**

Review of related literature helps to sharpen and define understanding of existing knowledge in the problem areas and provide a background for research project.

The review of literature in this area of personality of college students reviewed and is presented under the following headings.

- Personality
- Relation between personality and students
- Gender difference and personality
Personality: Studies conducted in the area of personality are as under:

Myers (1962). Extroverts are more interactive than that of introvert students in class room because introverts like to have few friends in the class but extroverts keep on enhancing their company. Myers (1962) suggests that extroverts tend to prefer learning situations that afford interaction, while introverts tend to prefer small groups.

Carskadon (1978) concluded that extroverts, though have few thoughts, they act more than that of introverts who have more thinking power but act less than extroverts. Extrovert students usually produce more action with fewer thoughts whereas introvert students produce various thoughts with little action.

Diener, Larsen and Emmons (1984) in a study found that extraverts seek social situations more often than introverts, especially when engaging in recreational activities. It was found that extraverts were happier than introverts even when alone. Specifically, extraverts tend to be happier regardless of whether they live alone or with others, or whether they live in a vibrant city or quiet rural environment.

Argyle and Lu (1990) suggested that extraverts were found to be less likely to avoid participation in noisy social activities, and to be more likely to participate in social activities such as: party games, jokes, or going to the cinema.

In a review done by Bass’s, results linking Extraversion to leadership were inconsistent. In early studies, Extraversion was positively related to leadership in five studies and negatively related in three, and there was no relation in four. Other reviews, however, suggest that extraverts should be more likely to emerge as leaders in groups.

Furnham and Brewin's study (1990) suggested that extraverts enjoy and participate more in social activities than introverts, and as a result extraverts report higher level of happiness.

Eysenck & Chan (1991) it is possible to identify idealized types. "Extraverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk–takers, like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement.

Larsen and Ketelaar (1991) showed that extraverts respond more to positive affect than to negative effect, since they exhibit more positive-affect reactivity to the positive-affect induction, yet they do not react more negatively to the negative-affect induction.

Kirkpatrick and Locke (1991) commented that, “Leaders are more likely than non-leaders to have a high level of energy and stamina and to be generally active, lively, and often restless”.

Diener, Sandvik, Pavot, and Fujita (1992) showed that although extraverts chose social jobs relatively more frequently (51%) than nonsocial jobs when compared to introverts (38%), they were happier than introverts regardless of whether their occupations had social or nonsocial character. Secondly, it was found that extraverts only sometimes reported greater amounts of social activity than introverts but in general extraverts and introverts do not differ in the quantity of their socialization.

Feingold (1994) did research in the domain of personality traits and gender differences and found that males tend to show higher level of assertiveness, aggressiveness and self-esteem but their level of trust, anxiety and tender mindedness is low than female.
Hogan, R. et al. (1994) illustrated that Extraversion is related to being perceived as leader like and extraverts tend to be energetic, lively people. 

Galvan and Fukada (1997/1998) found that extrovert students participated more than introverts. The participants who self-reported as having passive learners were least likely to initiate a question or volunteer an answer to a teacher’s question. Additionally, knowledge of personal preferences can help teachers and administrators understand and predict student performance so they can restructure the situation to facilitate more student participation.

Kuppens (2008) showed that extraverts and introverts engage in different behaviors when feeling pleasant, which could be a potential explanation for underestimating the frequency and intensity of happiness exhibited by introverts.

**Gender Difference and Personality:** In addition to the relationship between personalities traits, our research also supports the possible influence of gender. Studies conducted in the area are as follows: Males are more likely to be extrovert than females are. But the real difference is in how it plays out. For males it can be a little bit more difficult, because there are cultural demands for males to be very dominant that is why males seem more extrovert than females. Literature from multiple disciplines documents gender differences in personality traits. Different opinions of gender proposed by scholars and researchers are as follows:

Srivastava, K.D. (1971), study on personality of U.P. higher Secondary of 17+ and concluded that females fared intellectually better than males and females epitomized large heartedness, catholicity and sacrificing and hesitant to react to novelties is as often as males.

Maccoby and Jacklin (1974) found higher mathematical and spatial ability in men and higher levels of language ability and compliance in women.

Parmeshs (1976) in a study revealed that personality dimensions did not affect scholastic achievement. He conducted a study on dimensions of personality and achievement in scholastic subjects. The Eysenck personality inventory was administered to 155 high school males with a mean age of 16.14. On the basis of the median scores they were divided in to 4 groups representing EN, En, eN and en levels of extroversion and neuroticism. The scholastic achievement of these subjects as represented by their marks in the curriculum subjects obtained at the secondary school leaving certificate public examination was analyzed as related to the personality dimensions.

Krishna (1981) conducted a study on risk taking and adolescent personality. Two hundred adolescent (100 males and 100 females) in Bihar were administered the choice dilemma questionnaire, Eysenck personality inventory, security-insecurity inventory, Comprehensive test of anxiety and Gordon personal profile. The findings revealed that sex contributed significantly to variation in risk taking scores: Riskiness for males, exhibited significant positive relationship with extroversion, ascendancy and responsibility dimensions, while for females if showed significantly negative association with personality.

Ajwany and Upadhyay (1982) conducted a study on personality as a determinant of problem solving behavior. A group of 800 males and females from each of the three age groups 10-11 years (5th class), 14-16 years (10th class) and 19-23 years (final graduation and post-graduation classes) was selected as the primary sample for the present study. These 2400 subjects were given Cattle’s personality questionnaires suitable for the respective age group (16 PF, HSPQ or CPQ). The results showed that high scholastic mental capacity (Factor B high), high ego strength (Factor C high) practicability (Factor I low) untroubled adequacy
with a mature and anxiety free confidence (Factor O low), low agric tension (Factor Q4 low) and tendency of being regulated by external realities (Factor M low) were found to facilitate the problem solving behaviour considerably while the opposite traits were observed to hinder problem solving behaviour.

Goyal (1984) conducted a study on personality correlation of creativity in secondary school teachers under training. The subjects were 500 teacher trainers, 200 males and 300 females enrolled in the B.Ed. course and result indicated that personality is also an important factor which discriminated between high and low creative.

Desprez-Bouan Chaud, Doolouge, and ruprecht (1987) define “the term gender refers to economic social, political and cultural attributes and opportunities, associated with being male and female.” In the majority of community male and female’s access to recourse is different. They differ in the type of activities they do and the decision making they participate in.

Costa, Terracciano and McCrae (2001) considering the gender differences in performance and personality traits, gender should be taken into consideration to more accurately examine the relationship between personality and performance of the students.

Begum and Phukan (2001) conducted a study to know the relation between academic achievement and intelligence in both males and females separately. Studying in English medium schools at Jorhat district, Assam, The sample consisted of 180 students of class IX out of which 118 were male and 62 were female.

Costa and McCrae, (2001) found that gender difference in personality traits of college age students and adult which reported that women are higher in agreeableness, warmth and openness to feelings while men scored higher in assertiveness and openness to ideas.

Abele (2003); Wang, Heppner and Berry (1997). Studies on gender and personality consistently describe the assertive and dominant disposition of extroversion as a male-stereotyped trait Thus, the traditional gender-stereotyped personality seems to explain the significant influence of extroversion in the male group.

Khuffash (2012) conducted a study on a sample of 275 adolescents in the age group of 18-22 years, studying in Tafila Technical University to determine the significant difference between high and low achievers specific to gender on personality traits. The results indicated that high achievers were affectothymic than low achievers, high achieving females are more affectothymic, have highest scholastic capacity than high achieving males and low achieving males as well as females. It is also indicated that high achievers are more intelligent, bright, emotionally calm, and stable and face reality appropriately than low achievers. But no difference was found between high and low achievers in excitability.

RESEARCH METHODOLOGY

Methodology is the backbone of a scientific research. It defines the objectives and research questions, illustrates sampling plan and procedure for data collection. It further illustrates the procedure for statistical analysis of data. Methodology also prepares an investigator to adopt techniques to neutralize the effects of sampling and statistical errors and finally enable the investigator to conclude the study.

Objectives

1. To study the personality type of male teacher trainers.
2. To study the personality type of female students teacher trainers.
3. To study the significance of difference of personality types exhibited by the male and female teacher trainers.

Hypothesis
1. The male students will exhibit extrovert personality types.
2. The female students will exhibit introvert personality types.
3. There will be a significant difference in personality types exhibited by the male and female teacher trainers.

Variables
➢ The Personality type of the teacher trainers.
• Extrovert personality.
• Introvert personality.
• Ambivert personality.
➢ Gender
• Male
• Female

SAMPLE
As Sampling is known as the soul of all kind of research and the researcher can never collect data from whole population in any research but at the same time all members of the population have an "equal and independent" chance of being included in the sample. As such each member of the population has been assigned a distinct number then by using the table of random numbers, the members of the population are selected for the sample. And this type of sampling is called as probability random sampling.

In this research the sample of 80 students (40 female students and 40 male students in Sant Mela Singh College of Education are selected to undertake the study).

TOOLS USED

To make a research scientific tool with high reliability and validity is used for collecting the relevant data required to study any problem. There are numerous tools available for the social scientists to uncover truths, find explanations for the occurrence of a phenomenon and to facilitate the understanding of problems and situation. It requires extensive and imaginative planning, careful analysis and interpretation of data gathered. To undertake the present study following tools was used.

Personality Test- Introversion–Extroversion by Dr. Sharma, A. & Dr. Aggarwal, M. (1974) is used to undertake the study. This test measures following variables:
Extroversion (E) is defined as getting energy from active involvement in events and having a lot of different activities:
• Seen as “outgoing” or as a “people’s person”.
- Comfortable in groups and like working with them.
- Have a wide range of friends and know lots of people.
- Jump quickly into an activity and does not allow enough time to think it over.

**Introversion (I)** is defined as getting energy from dealing with the ideas, pictures, memories and reactions that are inside held, in inner world.
- Seen as “reflective” or “reserved”.
- Feel comfortable being alone and like things one can do one’s own.
- Prefer to know just a few people well.
- Spend too much time reflecting and don’t move into action quickly enough.

**Ambiversion:** The ambivert has been recognised as “mixed types”. They are common social persons possesses some traits of introverts and some of extroverts.

**Statistics**
- **Mean:** To assess the major personality types exhibited by the male and female students in the teacher training programme.
- **Chi-square Test:** To study the difference between personality types of females and male students in the teacher training programme.

**TABULATION AND ANALYSIS**

The collected data as such has no sense unless analyzed and interpreted by using suitable scientific methods. Analysis of data means putting the numbers in the categories to be compared and tabulate them in order to determine meaning. It involves breaking up of complex factors into simpler part and putting them in new arrangements for the purpose of interpretation. Collection of data has no meaning unless it is tabulated properly, analyzed and interpreted by sophisticated statistical technique. A systematic and sufficient treatment of tabulated data is essential for drawing valid conclusions.

**TABLE NO. 1:- SHOWING DIFFERENT PERSONALITY TYPES EXHIBITED BY MALE AND FEMALE TEACHER TRAINERS**

<table>
<thead>
<tr>
<th></th>
<th>MOST INTROVERT</th>
<th>INTROVERT</th>
<th>AMBIVERT</th>
<th>EXTROVERT</th>
<th>MOST EXTROVERT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALES</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>12</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>FEMALES</td>
<td>1</td>
<td>15</td>
<td>13</td>
<td>7</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>24</td>
<td>80</td>
</tr>
</tbody>
</table>

The present Table indicates categorization of sample in accordance to their personality types viz most introvert, introvert, ambivert, extrovert and most extroverts.
Fig: Graph showing personality types exhibited by Male and Female students in the Teacher Training programme under study

**TABLE NO.2:- CALCULATION OF CHI SQUARE FOR TESTING THE SIGNIFICANCE DIFFERENCE IN PERSONALITY TYPES EXHIBITED BY MALE AND FEMALE STUDENTS:**

**STEP-1 CALCULATION OF EXPECTED FREQUENCY**

<table>
<thead>
<tr>
<th></th>
<th>MOST EXTROVERT</th>
<th>EXTROVERT</th>
<th>AMBIVERT</th>
<th>INTROVERT</th>
<th>MOST INTROVERT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males (Fe)</td>
<td>20 (12)</td>
<td>12 (9.5)</td>
<td>5 (9)</td>
<td>3 (9)</td>
<td>0 (1)</td>
<td>40</td>
</tr>
<tr>
<td>Females (Fe)</td>
<td>4 (12)</td>
<td>7 (9.5)</td>
<td>13 (9)</td>
<td>15 (9)</td>
<td>1 (1)</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>2</td>
<td>80</td>
</tr>
</tbody>
</table>
**STEP -2**

<table>
<thead>
<tr>
<th>MALES</th>
<th>MOST EXTROVERT</th>
<th>EXTROVERT</th>
<th>AMBIVERT</th>
<th>INTROVERT</th>
<th>MOST INTROVERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fo</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Fe</td>
<td>12</td>
<td>9.5</td>
<td>9</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Fo-Fe</td>
<td>8</td>
<td>2.5</td>
<td>-4</td>
<td>-6</td>
<td>-1</td>
</tr>
<tr>
<td>(Fo-Fe)^2</td>
<td>64</td>
<td>6.25</td>
<td>16</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>(Fo-Fe)^2/Fe</td>
<td>5.3</td>
<td>0.65</td>
<td>1.7</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEMALES</th>
<th>MOST EXTROVERT</th>
<th>EXTROVERT</th>
<th>AMBIVERT</th>
<th>INTROVERT</th>
<th>MOST INTROVERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fo</td>
<td>4</td>
<td>7</td>
<td>13</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Fe</td>
<td>12</td>
<td>9.5</td>
<td>9</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Fo-Fe</td>
<td>8</td>
<td>2.5</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>(Fo-Fe)^2</td>
<td>64</td>
<td>6.25</td>
<td>16</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>(Fo-Fe)^2/Fe</td>
<td>5.3</td>
<td>0.65</td>
<td>1.7</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \text{CHI}^2 = 5.3 + 0.65 + 1.7 + 4 + 1 + 5.3 + 0.65 + 1.7 + 4 + 0 = 24.3 \]

\[ \text{CHI}^2 = 24.3 \]

**STEP-3 CALCULATION OF DEGREE OF FREEDOM**

\[ \text{df} = (\text{row}-1)(\text{column}-1) \]
\[ = (2-1)(5-1) = 1 \times 4 = 4 \]

Calculated value of \( \text{chi}^2 \) = 24.3 with df 4

Table value of \( \text{chi}^2 \) at (0.5 level) = 9.48

= (0.1 level) = 13.28

The higher calculated chi-square value in comparison to the critical chi-square value reveals that there exists a significant difference in personality types exhibited by both male and female students.
Interpretation & Discussions

As indicated in Table No.1, majority of the male students of our sample exhibited extrovert personality type. The table shows that in male’s category, there are 20 male students in most extrovert category and 12 are having extrovert personality, 5 males having ambivert personality and only 3 males have introvert personality out of the total sample of 40 males, 32 males are having extrovert personality. Therefore our hypothesis-(1) which states ‘the male student’s exhibit extrovert personality’ is accepted. The men folk exhibit extrovert personality and such a personality results in predominant male traits like risk taking ability etc. Such findings are enumerated in a study by Krishna (1981) who conducted a study on risk taking ability and adolescent personality. Two hundred adolescent (100 males and 100 females) in Bihar were administered the choice dilemma questionnaire, Eysenk personality inventory, security-insecurity inventory, Comprehensive test of anxiety and Gordon’s personal profile. The findings reveal that sex contributed significantly to variation in risk taking scores. Riskiness for males, exhibited significant positive relationship with extroversion, and responsibility dimensions. While, for females it showed significant negative association with personality.

From Table No. 1: it is also found that 4 female students exhibit most extrovert personality, 7 exhibit extrovert personality, 13 female students exhibit ambivert personality, 15 exhibit introvert personality and only one girl exhibits most introvert personality. As such, we can conclude that the hypothesis-(2) which states that the female students exhibit introvert personality, is partially accepted because out of 40 females, only 15 females are introvert and 13 are ambivert and 12 are extrovert. The probable explanations to the findings can be attributed to the fact that in the present era, the female folks are performing numerous tasks in addition to the house hold responsibilities which is contributing to the change in their personality traits as well.

Table No. 2: states the significance of difference in personality types exhibited by the male and female students. The chi-square is used to assess the difference in their means, calculated chi-square value is 24.3 and where as critical chi square value at 0.5 level of significance are 9.48 and at 0.1 level of significance are13.28. Since calculated value is more than critical value, hence it can be interpreted that the difference is highly significant and therefore the hypothesis-(3) that there is a significant difference in personality types exhibited by male and female students is accepted. Since males are given more exposure to outer world also livelihood earning responsibility largely lies on because of which they tend to interact with outer world and hence are more extrovert whereas females because of their lack of interaction with the outer world and more domestic duties assigned to them tend to exhibit introvert personality types. That is why there is a significant difference in personality types exhibited by male and female students. It can also be attributed to the reason that we live in a male dominated society where males are considered to be future assets of a family where as females occupy only subordinate position which makes males more outward looking and females inwardly oriented.
Limitations: This study of research has some limitations which are as follows:
- Sample size selected for the research is small to make generalizations.
- This research study is confined to one college only.
- This personality test used only two types of personality.

CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

CONCLUSION
From the results of present study one may conclude that
- The large number of male students in B.Ed. College exhibit extrovert personality type.
- Female students showed various personality traits like ambivert, extrovert and introvert in their behavior.
- The male and female students showed significant difference in their personality types exhibited.

EDUCATIONAL IMPLICATIONS
“Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught “
The belief that all introverts are lethargic and cannot compete with extrovert has been proved wrong. As such the teachers and parents will have to change their views about their myth and should provide congenial atmosphere and bring positive results out of the usual ignored lot. Moreover the gender difference cannot be a hurdle in making one’s behavior: extrovert or introvert. What matters is the environment provided by home, society and educational institutions. This study go long way in changing the approach of parents and teachers towards their children’s on the basis of gender differences and personality traits.

SUGGESTIONS FOR FURTHER RESEARCH
The following suggestions may be incorporated for further research:
- The study can be conducted on larger samples to make generalization.
- Similar study can be conducted on different B.Ed. Colleges of Jammu region, since the present is confined to one college only.
- Similar study can be conducted on academic colleges of Jammu region since present study is confined to professional college in Jammu.
- Similar study can be conducted to study the comparison between males and females students of rural and urban areas.
- This study can also be conducted in other regions of J&K state involving colleges selected on random basis.
- Similar study can be taken up on different educational issues pertaining to students of different castes, different economic backgrounds, ward of literate and illiterate parents and wards of serving and non-serving parents etc.
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