EFFECT OF PERSONALITY TRAITS ON ACHIEVEMENT OF WORKING AND NON-WORKING WOMEN TEACHERS TRAINEES IN MALDA DISTRICT OF WEST BENGAL

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This paper is devoted towards study the effect of "**EFFECT OF PERSONALITY TRAITS ON ACHIEVEMENT OF WORKING AND NON-WORKING TEACHERS TRAINEES IN MALDA DISTRICT OF WEST BENGAL**" in Indian situation and may be acceptable in global context. With certain delimitation the study result with some variables with their interactional effect on personality, achievement with respect to working and non-working women teachers trainees at bachelor level. Four hundred teachers' trainees at B.Ed. level were selected randomly from different teachers trainees Colleges from Malda district of Western West Bengal division and on the basis of the gender with employed and non-employed basis data were collected with respect to personality and achievement of the trainees. Personality was measured **16PF** developed by S. D. Kapoor (1970) and the achievement test was taken their overall performance made by their performance test by the college. It was found that, personalities with extrovert in nature are achieving more with respect to their working group women. It is found that, effect of working on the basis of extrovert nature effect achievement of the teacher's trainees. The percentage analysis pointed out higher than that of respect categories. It shows working helps achievement with the nature of the personality of teachers trainees.

KEY WORDS: Personality, Working women, Non-working women, achievement, Teachers trainees

1.0.0 INTRODUCTION

Education is the nuclear part of our present technological based society. Society without technical knowledge, power of reasoning, scientific inquiry mind is the society

without soul. The solution of competitiveness among the individual and their ballistic approach for solving day to day life problems required scientific, reason based approach in each and every span of life. The modern world is moving world different concepts and changes are appearing in one day to day life. As for our traditional way of thinking is concerned, it is past oriented and at some extent it deals present burning problems, but there is a lack of future awareness in our society. Specially in our school going students. If there is lack of futuristic aspect in any concept it can't be serve properly to the mankind.

The Process of Learning

The process of learning is highly complex, involving interactions among many variables. The most significant among them are the learner, the teacher, the learning material and the learning context. Outcome of interaction of these variables is learning. Active experiences are fundamental to learning for acquiring different types of knowledge required by a person to go through the stages of coping and adaptation. These cyclic experiences develop new knowledge, skill, and attitude, and at the same time relate it to the stored knowledge, skills and attitude which are already a part of our mental process. This learning cycle goes through concrete experiences, reflective observation, abstract conceptualization and active experimentation offering valuable experiences and insights. Thus, the process of learning produces experiential learning. Those experiential learning can be cognitive and affective type or both, depending upon the quality of individuals or their mental apparatus. And this experiential learning results in reflective observation which is a focal and vital point of the learning process. Games have an important place in the learning theory which supports their potential as a form of communication and device of learning.

1.3.0 ABOUT PERSONALITY AND ACHIEVEMENT DIFINITIONS OF TERMS

Personality

Personality refers to "that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is to establish laws about, what different will do in all kinds of social and general environmental situations. Personality is concerned with all the behaviour of the individual both over and under the skin." (R.B. Cattle)

It is not to be expected that his Roman biographers would treat Hannibal impartially, but Polybius and Dio Cassius give the least-biased accounts. In spite of the charges of Hannibal's cruelty put forth by the Roman authors, he did enter into agreement with Fabius for the return of prisoners and treated with respect the bodies of Tiberius Sempronius Gracchus (consul 215) and Lucius Aemilius Paulus (216), the fallen enemy generals. Of avarice, the other charge commonly laid against him, no direct evidence is found other than the practices necessary for a general to finance a war—indeed, he spared Fabius's farm.

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A rare mental disorder in which two or more independent and distinct personality systems develop in the same individual. Each of these personalities may alternately inhabit the person's conscious awareness to the exclusion of the others. In some cases all of the personalities remain mutually unaware of the others' existence. In a more common form of the disorder, there is one personality that basically dominates the person's conscious awareness. This personality cannot remember what happens during the time a subordinate personality is in control (amnesia), but a subordinate personality may be aware of the dominant personality's existence and actions and may even comment upon and criticize the dominant personality as if it were another person. Usually the various personalities markedly differ from one another in outlook, temperament, and body language and give themselves different first names. The various personalities may also exhibit different handwriting and electroencephalogram readings and perform differently on projective tests.

1.4.0 <u>ACHIEVEMENT</u> <u>AND</u> <u>PERSONALITY</u>

Physically attractive, endowed with an acute and unscrupulous intelligence, a brilliant strategist and competent statesman, Robert had begun to organize a state composed of diverse ethnic and civil groups: Latin and Germanic in Lombard territories and Greek in Byzantine domains. The new political structure was built on a monarchial-feudal framework characteristic of the time, but it was controlled by the energetic and uncompromising Robert, who tried touse his ducal power to create a powerful and prosperous state. The other base on which he built was Roman Catholicism, the religion of the conquerors and most of the conquered, which he used to reconcile the subjected peoples. An extremely religious man, Robert was distrustful of the Greek clergy because of their ties with Byzantium. On the other hand, his generosity toward the Latin church was bountiful. He endowed it with territories and clerical immunities in order to tie it firmly to the feudal system. Splendid cathedrals and Benedictine abbeys were built in the hope that they would consolidate and diffuse Latin language and culture among the heterogeneous people and tie them into a new, unified state. Robert was kept from realizing this political vision only by his death.

As educational achievement is one of the important variable in the present study, a brief discussion of this is given in the following section; Achievements.

1.5.0 <u>METHODOLOGY</u>

The Present Study

The present study is primarily a survey on Teachers Trainees B.Ed. Colleges of Malda district of Western West Bengal. An attempt has been made to examine the Personality trades achievement Irrespective of Colleges categories, social, economic and biological differences. Personalities among   B.Ed. Teachers Trainees   has been examined with standard test.

1.5.1 Area of the Study :

Malda district of Western West Bengal is purposively selected for area of the study.

1.5.2 Universe of the Study :

All the enrolled B.Ed. Colleges, enrolled Teachers Trainees, of Malda district of Western West Bengal were the universe of the study.

1.5.3 Unit of the Study:

Each respondent was the unit of the study.

1.5.4 Sampling design :

There are seven blocks in the district Malda district of Western West Bengal. All the Teachers Trainees B.Ed. Colleges were grouped into a cluster. Seven clusters were formed from each block. One B.Ed. Colleges was selected from random clusters. From each College thus selected 10 Teachers Trainees Malda district of Western West Bengal state.

1.6.0 SOURCES

Since the coverage of the study is wide in nature and information is diverse so to arrive at a viable conclusion various sources were explored for obtaining data, the facts and the classes consulted were:

1.6.1 APPROACH

Taking into consideration the objectives of the present study, a combination of both quantitative and qualitative approaches have been followed in the context of Colleges teachers trainees groups who have unique contribution towards value of the Teachers Trainees ' education system.

1.7.0 TOOLS AND TECHNIQUES

Standard Tool and questionnaire developed by the researcher with proper procedure for establishing reliability and validity specific to expert opinion were taken for the study. For measuring personality and achievement of the B.Ed. teachers trainees standard tools were used and details about the tools are given below;

Personality Test(16PF)

The test was developed by S. D. Kapoor (1970). It is an objectively scorable test. There are 186 items in all, and the responses are categories under three heads, 1. Yes, 2. Doubtful and 3. No. The time limit for completion of test is 45 minutes. It measures 16 factors of personality, named as A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4. The description of symbols are given below :

A	-	Reserved / Out going.
B	-	Less Intelligence / High Intelligence.
C	-	Affected by Feelings / emotionally stable.
E	-	Submissiveness / Dominance.
F	-	Sober / Happy – go – lucky.
G	-	Weaker Superego strength / stronger highegostyle.
H	-	Shy / Bold.
I	-	Tough Minded / Tender Minded.
L	-	Trusting / Suspicious.
M	-	Practical / Imaginative.
N	-	Forth Sight / Shrewdness.
O	-	Confident / Depressive.
Q1	-	Conservative / Experimental.
Q2	-	Group Dependent / Self Sufficient.
Q3	-	High Self Concept / Low Self Concept.
Q4	-	Relaxed / Tensed.

Test Retest reliability coefficient ranged from .76 to .90. The Spearman Brown coefficient ranges from .10 to .78. The equivalence coefficient ranges from .34 to .76. Validity coefficients range from .74 to .92.

1.8.0. COLLECTION OF DATA

The field work conducted for collection of data was carried out in two phases. The investigator had to visit the seven blocks of the district from 2014 to 2015. Since most of the areas under investigation were not approachable with good roads, the investigator had to move on foot in order to up- date the qualitative data. The phase-wise field work completed twice between September 2015 and November 2016 has been presented below.

1.9.0 ANALYSIS AND INTERPRETATION

PERSONALITY TRAITS OF THE OF WORKING & NON-WORKING WOMEN TEACHER TRAINEES TEACHERS TRAINEES

To find out differences between the of working and non-working educated Women Teacher Trainees on personality traits, t-test was applied. Summary of t-test is presented in table- 1.1.

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Table 1.1: **Difference between the working and non-working educated Women Teacher Trainees on personality traits**

Personality traits	Symbol	Non-working Women Teacher Trainees N=50		Working Women Teacher Trainees N=50		t-test
		Mean	S.D.	Mean	S.D.	
Reserved out going	A	8.818	2.594	10.250	2.64	2.754**
Less intelligent more intelligent	B	5.773	1.926	6.391	1.372	2.817**
Affected by feeling emotionally stable	C	10.455	2.773	11.582	3.268	1.86
Humble –Assertive	D	10.273	2.374	10.309	2.301	0.079
Sober-Happy-go-lucky	E	11.136	3.314	13.114	2.810	3.220**
Shy-ventures one	G	9.773	3.070	9.937	2.333	0.437
Tough minded-tender minded	H	11.045	2.572	12.608	2.253	3.233**
Trusting suspicious	L	10.148	2.097	9.944	2.900	0.404
Practical Imagination	M	9.545	3.391	9.549	2.895	0.010
Forthright-shrewd	N	8.182	2.085	8.580	1.948	0.987
Placid-Apprehensive	O	9.982	2.914	9.500	4.134	0.674
Conservation Experimenting	Q1	10.318	1.973	10.788	2.347	1.381
Group dependent self sufficient	Q2	10.773	3.422	11.386	3.040	0.947
Undisciplined Controlled	Q3	10.545	2.176	11.957	3.202	2.358
Relaxed Tense	Q4	9.500	3.377	10.046	3.517	0.792

* p<0.05 ** p <0.01

INTNTERPRETATION

It is evident from table 1.1 that t-value for factors A (2.754), B (2.817), F (3.220), H (3.233) are higher than table value (2.72) for significance at 0.01 level. It is also evident from this table that t- value for factor V3 (2.358) is more than table value (2.03) for significance at 0.05 levels. It indicates means that the of working and non-working Women Teacher Trainees differ significantly on personality traits A, B, p'', 03, and H. The t-values Obtained for personality traits, C, E, G, L, M, N, O, Q1, Q2 & Q4 are less than table value (2.02) for

significance at 0.05 level. Indicates that the of working and non-working Women Teacher Trainees does not differ significantly on personality traits C, E, G, L, M, N, O, Q1, Q2 and Q4.

Therefore null hypotheses that "there is no significant difference between the of working and non-working educated Women Teacher Trainees on personality traits" is rejected for personality traits A, B, F, H at 0.01 level -and for traits 03 at 0.05 level where as this hypothesis is accepted for traits C, E, G, L, M, N, O, Q1, Q2 and Q4.

1.10.0 EDUCATIONAL ACHIEVEMENT OF THE OF WORKING AND NON-WORKING WOMEN TEACHER TRAINEES

To study the difference between the of working and non-working educated Women Teacher Trainees on educational achievement, t-test was applied. Summary of T-test is presented in table 1.2

Table 1.2: Difference between working and non-working Women Teacher Trainees on educational achievement

Group	N	Mean	S.D.	df	t-value
Working Women Teacher Trainees	50	348	55.42		
Non-working Women Teacher Trainees	50	320	48.64	98	2.685*

INTERPRETATION

It is evident from .table 1.2 that t-value was found to be significant at 0.01 level. It leads to inference that of working and non-working Women Teacher Trainees differ significantly on their educational achievement. Since mean of the of working Women Teacher Trainees was higher than that of the of non-working, it may be stated that the of working Women Teacher Trainees have achieved more than that of the of non-working Women Teacher Trainees.

1.11.0 DISCUSSIONS AND CONCLUSION

This paper is devoted towards study the effect of "**EFFECT OF PERSONALITY TRAITS ON ACHIEVEMENT OF WORKING AND NON-WORKING TEACHERS TRAINEES IN MALDA DISTRICT OF WEST BENGAL**" in Indian situation and may be acceptable in global context. With certain delimitation the study result with some variables with their interactional effect on personality, achievement with respect to working and non-working women teachers trainees at bachelor level. Four hundred teachers' trainees at B.Ed. level were selected randomly from different teachers trainees Colleges from Malda district of Western West Bengal

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