

A study on Personality of B.Ed. Students in Nagaland

*¹Chideno Shitire and ²Dr. Surendra Yadav

¹Research scholar, Department of Teacher Education, Nagaland University, Meriema campus-797004

²Assistant Professor, Department of Teacher Education, Nagaland University, Meriema campus-797004

Abstract

The current study attempts to find out the significant difference on dimensions of Personality of B.Ed. students with regard to gender. The sample comprised of 110 B.Ed. students from private and government B.Ed. institutions of Nagaland. Samples were randomly selected. The investigator used standardized tool on big five dimensions of Personality called BFI developed and standardized by John et al. (1991) which comprises of five dimensions viz. extroversion, agreeableness, conscientiousness, emotional stability and openness to experience. Statistical techniques like mean, standard deviation and t-test were used to find out the significant differences on dimensions of Personality. All the dimensions were compared separately. Significant differences were found between male and female B.Ed. students on emotional stability dimensions of Personality with female B.Ed. students having higher mean scores compared to male counterparts.

Keywords: Personality dimensions, B.Ed. students, Gender

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*Author's Correspondence

 Chideno Shitire

 Research scholar, Department of Teacher Education, Nagaland University, Meriema campus-797004

 chideno.shitiri@gmail.com

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Introduction

Personality, which is derived from Latin word 'persona' indicates a mask people wear. Personality is something which is complex, specific and unique for every individual. The traits, patterns, characteristics, dispositions and characteristics individual possesses that makes him unique and stand out from the rest is personality. For Allport, personality is dynamic organization within the individual that determine his characteristics, behavior and thoughts (Allport, 1961, p.28). For Weinberg and Gould, personality is the blend of characteristics that make a person unique. According to Brody (1972), collection of traits is personality. A person's behaviour, cognitions, emotions and motivation are deeply influenced by personality.

In educational process, teachers are considered to be the most important element. Therefore, it has become quite demanding to be a teacher. Teachers are expected to endure difficult tasks and execute proper planning without negligence to stay relevant in this 21st century. Apart from teaching and other related duties and activities that a teacher needs to fulfill, he also needs to possess an attitude and behaviour that will impact the learner in one way or around. Learners' accomplishment relies heavily on teachers. A teacher's personality sets the tone for the classroom atmosphere. His personality can positively or negatively affect the students for he is considered students role model. Any action and reaction of teachers towards the students can greatly impact learner's behavior. Teachers that are approachable, empathetic and supportive tend to build strong connections with students fostering trust, respect and sense of belongingness. Therefore, Teacher's personality bears huge impact on students. For students there is no better role model better than a teacher (Kumar, 2018). Teachers' personality traits and behavior can influence student's behaviour, values and aspirations. Teaching is not only the verbal transfer of information, but also creation of knowledge and building of healthy attitude and personality.

Therefore, there is a need to know the Personality of B.Ed. students as it affects students' behaviour and attitude towards learning.

Feingold (1994) analyzed gender differences in personality and found out that males have higher self-esteem and are more assertive compared to females. With regard to extraversion, tenderness, anxiety and trust females were higher than males.

Nagarjuna & Mamidenna (2008) investigated Personality of 200 MBA students and found out that that there is no significant difference between male and female MBA students on personality.

Kaur & Kaur (2011) conducted personality of 200 B.Ed. students and found out significant difference between male and female on psychoticism of personality with males having higher mean scores compared to female B.Ed. students indicating that males are more aggressive, egocentric, impersonal and tough-minded.

Khedkar (2023) investigated personality of male and female teachers using NEO five factor inventory. Samples were selected using incidental sampling technique. The study found out that there are significant differences between male and female teachers on neuroticism, extraversion, agreeableness and conscientiousness dimensions of personality.

Objective of the study

1. To compare the dimensions of Personality of B.Ed. students on the basis of gender.

Hypotheses

2. There is no significant difference between male and female B.Ed. students on extroversion dimension of Personality.
3. There is no significant difference between male and female B.Ed. students on agreeableness dimension of Personality.
4. There is no significant difference between male and female B.Ed. students on conscientiousness dimension of Personality.
5. There is no significant difference between male and female B.Ed. students on emotional stability dimension of Personality.
6. There is no significant difference between male and female B.Ed. students on openness to experience dimension of Personality.

Methodology of the study

The population of the study comprised of B.Ed. Students undergoing B.Ed. course from Nagaland. 110 B.Ed. students were randomly selected as respondents which comprises of 39 male and 71 female B.Ed. students. Descriptive survey method was used for the study. The investigator used big five dimensions of Personality called BFI developed and standardized by John et al. (1991) comprising of 5 dimensions viz. extroversion, agreeableness, conscientiousness, emotional stability and openness to experience. Statistical techniques like frequency, mean, standard deviation and t-test were used to find out the significant differences of each dimension with regard to gender. For the purpose of data analysis of the study, the investigator used SPSS software.

Analysis and interpretation of the study

1. To compare the dimensions of Personality of B.Ed. students on the basis of gender.

Table 1: Comparisons of dimensions of Personality by Gender

Dimensions of Personality	Gender	N	M(SD)	't' value	Remarks
Extroversion	Male	39	30.41 (3.298)	.698	Not Sig.
	Female	71	29.93 (3.359)		
Agreeableness	Male	39	35.59 (3.346)	.644	Not Sig.
	Female	71	35.21 (2.709)		
Conscientiousness	Male	39	32.03 (3.056)	.496	Not Sig.
	Female	71	31.68 (3.557)		
Emotional Stability	Male	39	24.18 (3.506)	2.856*	Sig.
	Female	71	26.24 (5.535)		
Openness to experience	Male	39	24.18 (3.672)	.981	Not Sig.
	Female	71	26.24 (6.062)		

*Value of significance at 0.05 level.

Table 1 shows that there is no significant difference between male and female B.Ed. students on extroversion dimensions of Personality. Therefore, the stated hypothesis, **“There is no significant difference between male and female B.Ed. students on extroversion dimension of Personality”** is accepted.

Table 1 indicates that there is no significant difference between male and female B.Ed. students on agreeableness dimensions of Personality. Therefore, the stated hypothesis **“There is no significant difference between male and female B.Ed. students on agreeableness dimension of Personality”** is accepted.

It is shown in table 1 that there is no significant difference between male and female B.Ed. students on conscientiousness dimensions of Personality. Therefore, the stated hypothesis **“There is no significant difference between male and female B.Ed. students on conscientiousness dimension of Personality”** is accepted.

Table 1 reveals that there is significant difference between male and female B.Ed. students on emotional stability dimensions of Personality with female students having higher mean scores as compared to male students indicating that female B.Ed. students are more emotionally stable. Therefore, the stated hypothesis **“There is no significant difference between male and female B.Ed. students on emotional stability dimension of Personality”** is rejected.

Table 1 indicates that there is no significant difference between male and female B.Ed. students on openness to experience dimensions of Personality. Therefore, the stated hypothesis **“There is no significant difference between male and female B.Ed. students on openness to experience dimension of Personality”** is accepted.

Findings

The Personality of B.Ed. students in Nagaland has been presented in this paper. The results of the study show that

1. There is no significant difference between male and female B.Ed. students on extroversion dimensions of Personality.
2. There is no significant difference between male and female B.Ed. students on agreeableness dimensions of Personality.
3. There is no significant difference between male and female B.Ed. students on conscientiousness dimensions of Personality.
4. There is significant difference between male and female B.Ed. students on emotional stability dimensions of Personality with female students having higher mean scores as compared to male students indicating that female B.Ed. students are more emotionally stable compared to male counterparts.

5. There is no significant difference between male and female B.Ed. students on openness to experience dimensions of Personality.

Discussion and conclusion

The current study aims to find out the significant difference between male and female B.Ed. students on the five dimensions of Personality namely extroversion, agreeableness, conscientiousness, emotional stability and openness to experience. The results of the study show that with regard to emotional stability dimension of Personality, significant differences were found between male and female B.Ed. students of Nagaland with female students displaying more emotional stability compared to male B.Ed. students. On dimensions such as extroversion, agreeableness, conscientiousness and openness to experience, no significant difference was found between male and female B.Ed. students.

To create positive learning environment, active learning and building positive relationship with students, teachers should be encouraged to attend more workshops and seminars that are designed to cultivate skills related to positive learning environments. Teachers can adopt positive approach to encourage students learning by incorporating both intrinsic and extrinsic factors. Educational institutions should also see to it that mental health and well being of teachers are prioritized.

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