

INTRODUCTION

The promise of excellence in education rests on the willingness of the nation to support a comprehensive programme of educational research & development to improve schools.

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CHAPTER – 1

INTRODUCTION

It is a well-known fact that no two individuals are alike. Individuals differ from one another in various aspects. They differ physically as well as psychologically. Individual differences are caused due to the differences in capacities and capabilities, potentialities and propensities, attitudes and aptitudes, interests and sentiments, temperaments and traits, age and sex etc. All these factors influence the personality and aptitude of an individual.

Personality and aptitude of an individual are effected by two factors principally:

1. Heredity
2. Environment

Heredity provides basis or potential for the development of a child. Training and experiences in the environment contribute to the development of a child. Heredity influences physique, motor-sensory equipment and level of intelligence, certain diseases and temperament characteristics. Bad environment can suppress good inheritance but good environment is not a substitute for bad heredity. Heredity sets the limit of the maximum development of a characteristic, which cannot be crossed by providing best environment. Good training and experiences definitely improve the performance of children.

General behavior of a child is highly affected by his environment. In a country like ours, the school and the home environments are mainly considered. The child tries to imitate his parents at home and at school, his target is his teacher. Automatically, there comes a reflection of the teacher's personality and aptitude in child's personality and aptitude.

The future of any country depends upon the development of the youths. The development of youths depends on their teachers. It is the teacher who has to provide leaders to the country and society for the future. The personality and aptitude of a child is highly influenced by the personality and aptitude of his teacher. So we can say that teachers are in fact nation builders and today's pupils would be teachers or would be nation builders. Every child must be given suitable opportunities to develop his potentialities in a reasonable way.

The welfare of our country, may be of the whole humanity, depends upon a few creative and imaginative individuals called teachers.

In general the personality and aptitude of an individual get influenced by the atmosphere of his society or company in school. It is general public opinion that there is a lot of difference between the personality and teaching aptitude of government and private school teachers. Private school teachers are found to be co-operative, outgoing, warmhearted and helpful. Need affiliation and nurturance are found in majority of such teachers. On the other hand most of the government school teachers are reserved, shy and obedient. But reverse cases are also found. Some private school teachers are found be very jealous, tense and emotionally unstable. The combination of all these traits frames the personality and aptitude of an individual.

The essence of this science of personality and aptitude are the consistencies and stabilities of the person. Consistency could be considered at several levels of analysis. Consistency of expression or style and the consistency of underlying structure of personality and aptitude can be identified by influences from behaviour. In the same way behaviour can refer to consistent pattern of action, expression or underlying depth characteristics of the personality and aptitude. The behaviour of a person is predicted on the basis of personality traits and aptitude that a person possesses. It has to do with the problem of anticipating or predicting what an individual may do in the future on the basis of what we know about him in the past.

The advancement in educational technology has made the teaching learning process more achievement oriented and effective, thus helping teachers to become better teachers. Good teachers always command respect rather than demanding respect from their students.

It has been observed that teachers who can communicate effectively in the class room interaction by using certain skills are respected by the students because their teaching helps in better achievement and future of the students.

The main aim of students in attending the classes at the school or college level is to have better future. It is also said that the destiny of a nation is shaped in the class room. Effective teachers can make a nation better by

inculcating human values, personality and aptitude among their students through their teaching and preaching.

The researches have revealed that the developed countries of the world spend more on education in comparison to the developing countries of the world. Achievement of 100 percent literacy by Kerala State has shown the way to the country in eradicating illiteracy. Kerala State earns from its human resources because of better education and this state spends the maximum on the expansion of education in comparison to the other states of the country. After the economic depression in the early 1930 in USA, a new concept “Education as an Investment” emerged which made investment in education is bound to bring rich dividends, like the trades, but it is not easy to calculate the investment and return from education. Also, it is a lengthy process. Education as an investment has two aspects (i) Private Aspect (ii) Social Aspect. The private aspect deals with cost spent by the individual on education and the benefits to the individual. The social aspect deals with the cost and benefits in relation to the society and it refers to the benefits the individual is going to give to the society after getting education.

The eminent economists of the world like ‘Marshal’, ‘Schuntz’, ‘Adam Smith’, ‘Vaizey’, ‘Dennison’, ‘Myers’, ‘V.K.R.V. Rao’ emphasized investment on human resources for development as to why people want to send their children to public schools, medical colleges or to some technical institutions. Although the expenditure on education in these institutions is much more yet the returns are also very high in comparison to other profession. The more we invest in education the more we get from education.

A research conducted by ‘Levis & Anderson’ in Jamaica revealed a high correlation between education and the earnings. This has been proved beyond doubt that better education is very important for making better human beings and for making the nation better, with higher earning and understanding.

Teachers are like the water fountains for quenching the thirst of knowledge of the students. If the water is contaminated, it is bound to influence the students who will have the effect upon the entire generation. Therefore, for the qualitative improvement in teacher education, it is essential to improve the quality of the teacher education, it is essential to improve the quality of teachers,

who have a tremendous influence upon the students at all levels and at all stages in the educational ladder.

Teachers are the hopes of the nation and the builders of tomorrow. But there are a few researches have been conducted in the area of Personality and Aptitude of teachers.

1.1. The Goal of Education:

Man is a gregarious animal. A sense of stability, of security, of belongingness is necessary for his happiness and tranquility. He must have his morning somewhere, in home, in the love and affection of his friends, teachers and other relatives. When this sense of belongingness, this sense of harmony is lost for one reason or the other, man suffers a feeling of insecurity, lack the ability of reasoning and loss of confidence. He feels orphaned, defrauded and at bay without proper education and the way of bringing up.

-O. Neill

It is very difficult to give just one single definition of the term 'education'. Different philosophers, educationists, thinkers, statesmen, politicians, merchants, artisans and priests have given different definitions of education from time to time. The reason is that though education seems to be an abstract entity, its concept is dynamic. It has passed through many ages and stages in the process of evolution and at every stage; it had a different meaning according to the conditions then prevailing. Being dynamic in nature, the concept of education is always in the process of evolution that may never come to an end. It must continuously grow and change as ever.

Plato, the great Greek philosopher, held that the purpose of education is "not as it is to fill an empty vessel but to turn the eye of the soul toward light". Our vision should be turned towards light. He also elaborates that education is the capacity to feel pleasure and pain at the right moment. It develops in the pupil all the beauty and all the perfection, which he is capable. Other famous Western educational thinkers also interpret 'education' in their own respective ways. Pestalozzie says, "Education is the natural, harmonious and progressive development of man's innate powers". While to Froebel, "Education is unfoldment of what is already enfolded in the germ" according to behaviourists like Thompson, "It is the influence of the environment on the individual with a

view of producing a permanent change in his habits, behaviour, of thought and of attitude”.

In the Indian context as to Rig Veda, “Education is something which makes man self-reliant”, to Sankaracharya, “Education is the realization of self”, and to Vivekananda, “One essential and binding feature of human relationship is to be a man of culture. If education produces such a man, it does its job nicely. A man of culture is an invaluable asset to society. Education develops social efficiency in people, which implies social awareness, economic productivity, cultural and moral refinement.”

Education makes people fit for life. Fitting of the individual for a life with other fellow beings means that a man should be a good thinker, a good worker and a good companion. It is well said, “sow a thought, reap an action, reap a habit, sow a habit, reap a destiny”. Such men will create a new heaven and a new earth. Education tells how “to play the game of life wisely and well, on three grounds – the play ground of the senses, the play ground of the skills and the play ground of the soul”.

According to Safaya and Shaida (1975), “Education is the deliberate and systematic influence exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human being, according to individual and social needs and directed towards the union of the education with his creator as the final end”.

Education is very much a part of growing, and means opening, receiving, assimilating, integrating, listening and sacrificing.

Thus education should have aim at teaching every one to avoid exploitation of the weak and the uneducated in society.

Education is perceived to be a universal phenomenon, adequately organized and regulated through formal institutions like schools, colleges and universities. In all formal institutions, teachers have an important role to play in making education relevant to the needs of the emerging society. The whole system of education revolves around the teacher. Only enlightened, competent and emancipated teachers can meet the aspirations of the society by providing quality education to learners. The American Commission on the teacher

education remarked, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively but in a critical measure, upon the quality of their education. The quality of their education depends, more than any other single factor, upon quality of their teachers”.

It is generally agreed that the “goodness” of an educational system, to a great extent, is dependent only on the quality of teachers available to implement it. A school may have excellent material resources, equipments, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable education goals.

1.2. The Role of Teacher:

“The only true teacher is he who can immediately come down to the level of students and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind”.

-Swami Vivekanand

The term ‘teacher’ is generally reserved for the persons whose primary profession and occupational function is to help others, learn and develop new ways. While in educational learning and teaching can and do, take place in many different settings, most societies realize the education is too important to be left to a mere chance. Consequently, they establish schools to facilitate learning and to help people live a better and happier life. Schools are created to provide a certain type of educational experience, which can be called the curriculum. Teachers are trained and hired by society to help facilitate the intellectual, personal and social development of members of society who attend schools.

The quality of a nation depends upon the quality of its citizens. The quality of its citizens not exclusively, but in a critical measure depends upon the quality of their education. The quality of their education depends mainly upon the quality of their teacher. Ours being a democratic country, needs a large army of efficient and competent teachers for universal, compulsory and free education of our children, so the quality of a teacher in an educational system

is a more important factor than all other educational factors put together. Hence a pre-training selection thoroughly conducted on scientific lines, becomes a pre-requisite condition for building up a proper educational system, which can help in building up a proper educational system, which can help in building the nation through the teaching competence of a teacher having healthy professional attitudes and desirable teacher depends to a great extent on his personality and aptitude towards teaching.

The teacher plays a dominant role in the implementation of all the educational programmes. According to UNESCO – ILO Document on status of teacher (1967) “It should be recognized that advance in education depends largely on the qualifications and ability of the teaching staff in general and on human, pedagogical and technical qualities of the individual teacher in particular.”

In view of the recent technological developments, complexity of society and increase in the employment of both parents, schools have been forced to assume enhanced functions and therefore, teachers have taken new roles of custodians or parents for the children. They are expected to initiate and to bring social change for the modernization of the society.

The Education Commission (1964-66) begins with the statement that the destiny of India is now being shaped in the class rooms, which itself emphasizes the importance of teacher’s contribution in the development of individuals, society and the nation”. It is rightly remarked that ‘as is the teacher, so is the nation’. The report of the Education Commission (1964-66) further emphasis that “on all the different factors, which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.”

The basic question that emerges is whether the teachers are playing the desired role to the satisfaction and aspiration of people or not. Deterioration in the academic standards, fall in the pass percentage of the students, growing student unrest and increasing indiscipline in the temples of learning is an indication and alarm that the present day teacher is performing much below

the expectations of the society and the nation. A change in the value system of society in general and the teachers in particular appears to have taken place. There are instances of teachers conducting themselves in a manner not befitting to the profession. Such a variation in the behaviour and performance of teachers needs appropriate examination and explanation. One's ability to perform skilled tasks is strongly effected by practice and by the degree of personality and aptitude.

Teachers are selected only on the basis of their qualifications, but change is required in the selection procedure and it should be based upon testing their personality and aptitude.

Personality and aptitude towards teaching are very significant variables for determining task orientations and better future.

Teacher's behaviour in the class is a function of the various traits of the personality especially, his liking and disliking, his thinking and reaction to the various situations of reasoning, problem solving attitude, co-operation and helping attitude towards the students. The present study has been conducted to find out the prediction of certain very valuable personality traits and teaching aptitude.

For the establishment of a socialistic pattern of society in our country, we need duty conscious teachers, who can participate in the national progress and can contribute in a better way in the functioning of the democratic form of government, to help the nation to provide the basic necessities of life to the people that is, food, shelter and clothes to all the needy and poor people living in the country. We have a normative pattern of society in our country, in which we have certain norms and the religious group dominates in our normative pattern of society and causes many ethnic violence and communal riots. Teacher's role is very significant in teaching these various religious groups to live in peace and to shed communal hatred.

The cultural wing of UNO, UNESCO has recommended "Education as Human Right", which means that the people living in a particular country have the right like the other fundamental rights, to get education. It is the duty of the government to make arrangement for the education of all the people living in the country. Elementary education shall be free, compulsory and

universal, so that everyone within a specific age group may receive his universal, free and compulsory primary education to eradicate illiteracy. In making this venture a success, the role of teachers is very important. Kerala state has achieved 100% literacy due to the efforts of devoted teachers and workers.

In order to solve our national problems mainly, the problems of population, poverty, ignorance and illiteracy, the role of teacher in helping to solve these problems is very significant at the micro and macro levels. Our government as planned through S.S.A. to provide education for all by the year 2010 A.D. and we cannot educate the masses without the active help and effective participation of the teachers to eradicate illiteracy and to educate all, at least at the primary level within the age group of 6 – 14 years. Our programmes of Adult Education, Continuing Education, and National Literacy Mission cannot achieve the desired aims, unless the role of the teachers is positive and teacher's role can be positive only, when they have good personality and a better aptitude towards teaching. Teachers have to become active in the participation of national academic stream and shall have to prepare the instructional material for the students of Primary Level, if we intend to achieve the minimum levels of learning at the primary level.

The new education policy while discussing the various aspects of education has shown great trust in the teaching community. The competency of the teacher, his accountability, aptitude and favourable attitude to the teaching profession are to be ensured before the recruitment of the teachers takes place. The new education policy also lays more stress on the recruitment of competent teachers and in-service programmees, which may refresh their knowledge once again. The role of the teacher in the education context mainly requires three aspects. Training in academic inputs, training in psychological inputs and competencies in researches and innovations. It is also essential for the teacher to possess vital traits of personality for motivating the students.

Researcher, psychologists and educators have emphasized that total effectiveness of teaching depends upon the self concept and emotional adjustment of teachers, interaction in the formal discharge of their professional responsibilities are very significant for assessing the functional and professional qualities of the teacher's self concept. It is an important mental apparatus of a

teacher, which guides his aptitude and influences his attitude at every step of his life. All these personality traits help the teacher in logical ability, reasoning, decision-making, acquisition of good speed, efficiency, accuracy and in the professional discharge of the duties.

The programme of action has observed that, 'the system of teacher education will be overhauled'. One of the basic features, which need urgent attention to overhaul teacher education, is to attract better and suitable persons to the teaching profession. It has been emphasized again and again that candidates with aptitude for teaching may be admitted to the teaching profession. Only then he can be made a successful teacher.

Education should change according to the changing needs, circumstances, aspirations and values of the nation. Today when we are entering in the 21st Century, an era of radical change, we are in dire need of an education which may help us to compete at the national as well as the international level, meet the challenges of new education and help us to adjust in the new circumstances. Who will prepare us meet the challenge of the 21st Century? Answer is that the responsibility lies with the teachers. Therefore, teachers have to prepare themselves for the new communication skills, techniques and technological devices so that they may interact with the students effectively and may communicate the idea to them in a very interesting and simple language for better comprehension by students. The vital point is that for the progress of the nation, the effective teachers with better teaching aptitude, positive attitudes towards teaching and human values are must. We can improve the nation if we improve the teachers at all levels. Therefore, it is essential to have dedicated teachers to make the national progress and the educational process dynamic.

Hence, the present study is very important not only in the present circumstances but also in the times come as it will continue to inspire the teachers for discharging their duties with good personality, teaching aptitude, a positive attitude towards teaching, whole hearted participation, co-operation, dedication and devotion.

1.3. An Effective Teacher:

According to Southern (1974), an effective teacher is the one who has a sense of humour, ability to understand the students and their problems,

ability to explain things clearly so the students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need, and ability to be as fair as possible in dealing with students.

The acronym used by Priam Singh (1998) for the teacher spells out certain attributes of an effective teacher such as: T for Temperance; E for Empathy; A for Academic Aristocracy; C for Commitment; H for Humour; E for Ethics; R for Reflection.

Although this acronym does suggest some characteristic of a good teacher, it is not comprehensive enough to enliven the teacher to his ground level task of teaching in the classroom.

In the words of Anderson (1991), “An effective teacher is the one who quite consistently achieves goals, which, either directly or indirectly, focus in the learning of their students”.

Fullan (1990) wanted to understand what it is about such teacher that makes them effective. The knowledge and skills being taught to teachers are linked with what they already know and can do, teachers are encouraged to apply what they have learnt from their in-service experiences in their own classroom; actually, teachers should be encouraged to “try, evaluate, modify, try again”.

The National Policy on Education (1986) has also highly stressed the significant role that teachers need play in the improvement of the educational system and in the development and growth of education. The teacher’s role is viewed in terms of mediator, a facilitator and a director of learning; a helper and controller of the learning behaviour of the learner; a dispenser of knowledge; a counselor; an evaluator of the learner’s performance in the academic field; an expert in class management activities; and a link between school, parents, community and society. In fact, this policy perspective gives a very comprehensive operational definition of the role and performance of teacher’s vis-à-vis what really makes them effective teachers in the context of the new emerging social order and the building of a learning society in this age of global communication and software technology in education and teaching.

1.4. The Profession of Teaching:

Teaching is the most complex profession in our society, and also an important job. Yet teachers are often overworked, underpaid and underappreciated. There is a common bond, which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When we achieve this goal, when we see student's growth as a result of our teaching, we know that all training and handwork have been worth the effort.

Thus, teaching is a behaviour, an organized set of cognitive acts or operations of teaching, both overt and covert, organized logically and meaningfully. It has a configuration, which can be analysed, reasoned out, described, explained and changed for improvement. These behaviours can be systematically and hierarchically arranged in categories called taxonomy. The effectiveness of teaching is the competence of a teacher, the attributes of instructional process and the teacher impact on pupil's behaviour. The growth of all these dimensions of this broad and diverse discipline of teacher education is, like any other discipline, extensive research survey in search of what really contributes to effective teaching.

1.5. Effective Teaching:

It is very difficult to define good teaching. This term is so value-laden that good teaching by one person may be considered poor teaching by another, because each one's values differently on the process of teaching – its techniques, outcomes or methods. One teacher may run the classroom in an organized, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally. One observer, because of one's personal values in favour of more intellectual attainment as the end of teaching, may identify the first teacher as a 'good' teacher, while criticizing the second teacher for running "too loose a ship" Sheerly to cater for individual interest in the name of education. Another observer may come to the opposite conclusion with respect to which teacher is better; again, because of a different set of values that govern one's choice.

While it remains difficult to agree on what constitutes “good” teaching, “effective” teaching can nearly be demonstrated in terms of what is really intended as the outcome of teaching. An effective teacher is able to bring about intended learning outcomes, though the nature of learning is still more important. The two different teachers, as in the example above, may strive for and achieve different outcomes and both be judged effective. The two critical dimensions of effective teaching are ‘intent’ and ‘achievement’. Without intent, student achievement becomes random and accidental. However, intent is not enough by itself. If students do not achieve their intended learning goals, the teacher cannot be truly effective. Thus, effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. This, once again, refers to the role performance of teacher’s vis-à-vis the making of good and effective teachers.

Ryans, puts it this way: “Teaching can be effective to the extent the teacher acts in ways that are favourable to the development of basic skills, understandings, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils”. But such a definition is very general and abstract because a teacher’s role may vary in relation to the characteristics of the pupils, to grade level, and to the field of learning, that is, of the subject matter. For example, an aloof academic teacher might be liked by students who are bright and academically-minded. But such a teacher is not suited to teach those students who need sympathy and understanding about every thing else. Therefore, according to Ryans, effective teaching should be relative to three major sets of conditions:

- i) The social or cultural group in which the teacher operates, involves social values which frequently differ from person to person, community to community, culture to culture and time to time;
- ii) The grade level and subject matter taught; and
- iii) Intellectual and personal characteristics of the pupils taught.

1.6. Personality:

Attention of psychologist was drawn to the study of personality in the beginning of the Twentieth Century. A new branch of psychology had developed

and it devoted to the study of all aspects of personality. This term is used in so many ways that different psychologists adopt different view to study human personality.

Personality is a fundamental concept in psychology and no experimental or applied psychological personality research comflorish, which does not in corporate concepts related to personality.

1.6.1. Meaning of personality:

The word personality has its origin in the Latin verb 'Personare' which means of 'sound through'. This term was used to describe the voice of an actor speaking through a mask. During Roman times personality was regarded as constituting what 'Person seemed to be.' G.W. Allport (1937), after an exhaustive survey of the literature, found that the word personality by that time had been used in fifty different ways.

The word personality came from the Latin word 'persona' that meant mask. In Ancient Greece the players in theatres used to have mask on their face. The mask was called a 'persona' as the players talked through it. Later on the persona was used for actors and individuals in general. Gullford says that the use of persona for individuals might be influenced by what Shakespear has written "All the world a stage and all the men and women merely players."

Personality is considered integration and is the pattern of organization of one's characteristics. In 1934, personality was defined (from Warren's dictionary) as, "..... the integrated organization of all the cognitive, affective and physical characteristics of an individual as it manifests itself in focal distances from others."

Allport has studies in depth personality because while giving his definitions he has reviewed about half a hundred definitions, which he had come, arose. After a critical summary of these definitions he has classified these definitions in certain categories. Some of definitions refer to the psychological while some others to sociological and slymological meanings of personality. Allport, in his definition of personality has tried to combine the merits of all the previous definitions and has tried to add what he felt had escaped the attention of the thinkers of these definitions.

According to Allport, Personality is the dynamic organization within the individual of those psychological system that determine his unique adjustment to his environment.”

Certain portions of this definition are worth noticing, “Personality is the dynamic organisation emphasises the fact that personality is constantly changing and developing. At the same time it is an organisation which keeps the different parts of personality together. The term psychological reminds us that personality is neither completely psychological nor completely neural. It is rather a combination of the two. It is both body and mind fused together in a single unity. The word ‘determine’ makes it clear that personality is an outcome of certain deterring tendencies, which are within the individual and direct control his behaviour. It can very well be seen that Allport’s definitions of personality is neither the hypothetical construct of an observer nor is it the reaction of an individual in relation to an individual or a group of individuals. It is a real existence and is comprised of natural and psychological components. Moreover, the definitions place a heavy emphasis on the uniqueness of the individual. No two individuals make similar adjustment in the same environment, as the two are different. Allport believes that it is the personality, which mediates between the individual and his physical and psychological environment.

After sometime Allport (1961), modified his definition, the modified definition is, “Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thought.”

The word ‘Unique’ of the previous definitions has been replaced by the word ‘Characteristic’. All behaviour and thought are characteristic of the person. Even the acts and concepts that we appear to share with others are at bottom individual. An analysis of the key words in his definitions will show how comprehensive it is and how much stress Allport placed on motivation.

1.6.2. Definitions of Personality:

According to N.L. Munn, “Personality may be defined as characteristics integration of an individual’s structure, modes of behaviour, interests, attitudes, capacities, abilities and aptitudes.”

According to J.F. Deshiell, “A man’s personality is the total picture of his organized behaviour especially as it can be characterized by his fellow men in a consistent way.”

According to J.B. Watson, “Our personality is thus the result of what we start with and what we have live through. It is the reaction mass as a whole.”

According to R.B. Cattell, “Personality is that which permits a predication of what a person will do in a given situation.”

According to Prof. Murphy, “A good personality mean power of adjustment with environment.”

According to Eysenek, “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.”

According to J.P. Guilford, “Personality is an individual’s unique patterns of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from others.”

1.6.3 Nature of Personality:-

The nature if personality may be described with reference to some key words used in explanation of its structural and functional characteristics. The following is a summary of presenting its nature.

1. Personality is a whole rather than the sum of parts. We cannot say that physique plus intellect plus temperament plus character plus sociability of a person constitute his personality. Instead it is the whole of all these elements put together and made to function in unison, which makes his personality. Just as the various parts of the automobile mechanically joined together do not enable it to perform its function, so is the case with the various ingredients of personality.
2. Personality implies an integration of various traits. All the elements, which are ultimate identified as part of personality structure, get integrated rather than assembled together. Thus, the integration of various traits results into a distinct whole which is known by the nature of personality of an individual.
3. Personality represents a unique integration of traits so as to differentiate one person from another on the basis of this very quality. The unique way in which one says something or does something may be called one’s personality, as it

becomes a determining factor of behaviour in social, cognitive and affective areas. Consequently, it may be observed that the unique way, in which we laugh or smile, weep or cry, talk or lecture, greet or salute to our elders, becomes the watermark of our personality.

4. Personality is the result of both heredity and environment. It is the outcome of the dynamic interaction of an organism with his social, psychological and physical environments. Both hereditary qualities and environmental forces shape the personality structure of a person. Heredity is represented by 'genes' and environment is represented by any stimulation minus genes. Thus we find that our body size, the colour of our skin and the ceiling of our intellectual capacities are all genetically determined but the final shape of our personality emerges through our inter-actions with varied physical, geographical, social and cultural environments which envelope us. Thus the development of personality is a dynamic process.
5. Personality is composed of traits, which are by and large learned or acquired. By the time we become a mature personality, the contribution of learning is so prominent that we often misinterpret personality as equivalence of learning. It is important to note that learning plays a very important role in the making of one's personality. In order to explain the dynamics of one's personality. It is sometimes convenient to refer to the various types of learning or acquisitions, which a person is able to exhibit in his behavioural repertoire.
6. Each personality can be identified with some motive forces. The various theories of motivation provide the basis for explaining the dynamics of personality in closer and clearer terms. The concept of motives as drives – the pushing, the incentives – the pulling force and the ego involved in person, all became relevant in understanding the formation of our personality from early infancy to the adult hood.

1.6.4 Determinants of Personality

Man is the by-product of a complex system of variables, which constantly interact with personality and shape it. Some important determinants among them are genetic, social and cultural determinants.

Although there has been a constant warfare between hereditarians and environmentalists as regards the contribution of these factors in the

development of personality. But various studies have concluded that an individual is the by-product of the constant interaction of hereditary and environmental influences. Heredity provides basis or potential for the development of any personality trait. Training and experiences in the environment contribute to the development of traits. Heredity influences physique, motor-sensory equipment and level of intelligence, certain diseases and temperamental characteristics. Bad environment can suppress good inheritance but good environment is not a substitute for bad heredity. Heredity sets the limit of the maximum development of a characteristic, which cannot be crossed by providing best environment. Good training and experiences definitely improve the performance of children.

But all psychologists have reported that intelligence is influenced by the type of education, occupation of parents and rural urban living etc. culture and environment have positive effect on the development of personality characteristics. Substantial differences in intelligence can be created by providing an appropriate environment in early childhood.

1. Social Determinants:-

Man is a social animal. All men are born alike with respect to their biological needs. Differences are created by social environment in which needs are fulfilled. Social environment of home greatly influences the personality development.

Role of Home:-

The first environment the child moves in his home. His likes, dislikes, stereotypes about people, expectancies of security and conditioned emotional responses all are shaped in early childhood. There are several empirical evidences, which support that childhood experiences are decisive determinants of personality in later life.

Secondly, it has been established by all studies on child development that one major dimension of family life is general moral pattern including good relation between parents and satisfactions with each other. Children coming from homes where good moral pattern dominated were better adjusted, more independent and more satisfactorily related to their parents than were the

average adolescents of the group. While those coming from homes showing family discord pattern were, generally, poor adjusted in their social environment.

Thirdly, Economic factors influence the development of personality. Poverty of parents and lack of money to fulfill the legitimate needs of children leads directly to certain kind of frustrations.

Role of School and Teacher:-

School plays an important role in molding the personality of children because a significant part of a child's life is spent in school between the ages of 6 and 20 years. Here he continues the process of liking and disliking, conforming and rebelling, acquiring a conception of the world and himself.

The way of the teacher carries out his role in the class will affect the emotional climate in the classroom. An authoritarian teacher will establish and autocratic climate which tends to create hostility and aggression in student's behaviour. At the same time, the democratic set up established by a democratic teacher leads to constructive, thoughtful and cooperative behaviour. Generally the quality of work done is better in the democratic group. These were the results of the classical experiment by Lewin, Lippit and White in 1939.

In addition to home and school, many other social factors such as language, social role, self-concept, identification, and interpersonal relationship also influence the development of personality of child.

2. Cultural Determinants:-

E.B. Taylor, famous anthropologist defined culture as, "It is that complex whole which includes knowledge, beliefs, morals, law, custom and many other capabilities and habits acquired by man as a member of society."

Our attitudes, needs, aspirations are regulated by our culture.

C. Kluckohn emphasizing the importance of culture in the life of an individual said, "Culture regulates our lives at every turn". Common characteristics develop in the members of a cultural group on three principles-

- a) Early experiences, which the child gets in a culture.
- b) Child rearing practices are culturally patterned so that children in a society are subjected to similar early experiences.
- c) Similar experiences lead to similar personality configuration.

Culture influences the personality development of an individual in the following ways:-

1. Internationalization of value ideas, beliefs and customs through the process of learning, which creates distinctive personality characteristics in the child.
2. Institutionalization:- Buildings of various religious prayers, books and cultural programmes.

Anthropologists have made the study of the impact of culture on personality development. According to the findings of Margaret Mead, who conducted a study on adolescents in Samoa; a primitive culture, the development of the sense of security seemed to be one of the chief factors determining the formulation of personality.

1.6.5 Approaches to Understanding Personality:-

The individual's common and unique experiences interact with inherited potential to shape personality. How this occurs, and how the resulting personality can best be described, has been the subject of many theories. Most personality theories can be grouped into one of four classes: trait, psychoanalytic, social learning and humanistic.

These theoretical approaches differ markedly in the constructs they propose as forming the structure of personality (e.g. traits, id-ego-superego, learned habits, self-concept) and the way they relate these constructs to behaviour.

The first students of human nature tried to classify kinds of people. One of the earliest "personality theories" attempted to classify individuals into personality types on the basis of body build (Kretschmer, 1925; Sheldon, 1954).

Personality type theories have been based on purely psychological characteristics.

One of Freud's pupils, the Swiss psychiatrist Carl Jung, divided all personalities into introverts and extroverts. Type theories are appealing because they provide a simple way of looking at personality, but, in actuality, personality is far more complex.

Therefore the type theories have not been accepted as true descriptive of human personality. However it does have some historical importance. In

our ancient scriptures also there is a similar description of human personality in terms of four broad types based on the dominance of any one of Rakt, Pit, Kuf, and Vayu (Rakt-active, hopeful; Pit-irritable, easy to anger; Kuf-sluggish, salty; Vayu-melancholic, depressed).

Trait Theory:

Typology and trait approaches are interrelated to each other in the sense that typology includes wide variety of traits in classifying human beings in broad types while in trait approach we label or call a person by a specific mode of behaviour which he shows in a wide variety of circumstances.

In modern psychology, type approach is not so widely used as trait approach to understand the development of personality. In our daily life, we label traits to our friends or other persons as honest, aggressive, fearful, dependent, lazy and dull etc. In the simplest sense by trait we mean a mode of behaviour, which is manifested in number of life situations consistently. It is any distinguishable, relatively enduring way in which one individual varies from other. Trait may be defined, “as a property within the individual that accounts for his unique but relatively stable reactions to environment.”

Walter Michel in his book “Introduction to Personality”, defined, “trait is a continuous dimension on which individual differences may be arranged quantitatively in terms of the amount of the characteristics, the individual has.”

Some Properties of Traits:-

- 1) **Scalability:** Traits are scaleable. They can be measured and scaled quantitatively.
- 2) **Inference from behaviour:** personality traits are not directly observable but they are manifested in a number of activities and verbal expression. We infer a trait from the behaviour of the individual.
- 3) **Flexibility:** Traits are not static in nature. Traits are flexible in childhood. They become stable with the maturity of the person in age but some variability is always there.
- 4) **Universality:** There are certain traits, which are universal in nature as height and weight.

- 5) **Functional unity:** The trait must have functional utility. It means that there must be different indications, which may vary or are manifested consistently in behaviour of the individual.
- 6) **Traits are higher order habits:** Guthrie conceived that a trait is a higher order habit, which recurs in the behaviour frequently.
- 7) **Traits are mental sets:** Some psychologists define trait as a mental set. It is a readiness to respond to any variety of situations in a consistent way. Cason referred that there is generalized tendency in some people to be annoyed easily.
- 8) **Traits are frames of reference:** Personality of an individual is an organized whole of beliefs, emotions etc. about the environment. In this reference, traits are organized frames of references.
- 9) **Traits are learned:** Traits are learned in the interaction with the environmental stimuli. They are biologically determined as neuroticism and other traits, which depend on the disposition and intellectual potentialities of the individual.

* **G.W. Allport's Classification:**

G.W. Allport is one of the most outstanding trait psychologists. His conception and research on trait approach to personality had great influence on psychologists. He has conceived that traits have a real and vital existence. He defined a trait, "as a generalized and focalized neuropsychic system with the capacity to render many stimuli functionally equivalent and to imitate and guide consistent forms of adaptive and expressive behaviour."

The definition given by Allport is comprehensive one. It emphasizes that traits are not linked with a small number of stimuli but they are general and enduring in nature. He classified all human traits into three broad categories as given below:

- 1) **Cardinal trait:** Traits, which appear in most of the behaviour of the organism, are called cardinal. It may be illustrated with the example of achievement in life. Some people are so devoted to achievement that this trait pervades the whole life.
- 2) **Central trait:** Central traits are less pervasive than cardinal traits but are quite generalized dispositions.
- 3) **Secondary dispositions:** Secondary dispositions are specific narrow traits. They are called attitudes. According to Allport, traits differ in intensity and

magnitude in general population from individual to individual. No two individuals are alike in their behaviour. They operate in their unique way in the environment. Each individual is unique in his adjustment.

* **R.B. Cattell's Classifications:-**

Raymond B. Cattell is another ardent proponent of trait theory of personality. The basic structural element for him is the trait. He defined that a trait is structure of the personality inferred from behaviour in different situations. He classified traits into four categories:

- 1) **Common traits:** There are certain traits, which are found widely distributed in general population or among all groups. They are called common traits. Honesty, aggression and cooperation can be called common traits.
- 2) **Unique Traits:** These traits are possessed by particular persons as temperamental traits, emotional reactions, and energy etc.
- 3) **Surface Traits:** Traits, which can be easily recognized by overt manifestation of behaviour, are called surface traits as curiosity, integrity, honesty, tactfulness and dependability.
- 4) **Source Traits:** Source traits are the underlying structures or sources that determine the behaviour of the individual. They are inferred from behaviour. Dominance and emotionality are source traits. Cattell, through factor analytic approach, determined the contribution of hereditary and learning factors in the development of trait in the individual. He emphasized the importance of interaction between hereditary and environment influences in personality development.

* **H.J. Eysenck's Classification:-**

H.J. Eysenck, a British psychologist, devoted much of his research studies to explore the trait dimensions. He conducted extensive research on trait dimensions by applying quantitative technique of factor analysis.

He conducted research on ten thousand soldiers and by statistical analysis isolated two dimensions in personality: (a) Introversion and extroversion (b) Neuroticism.

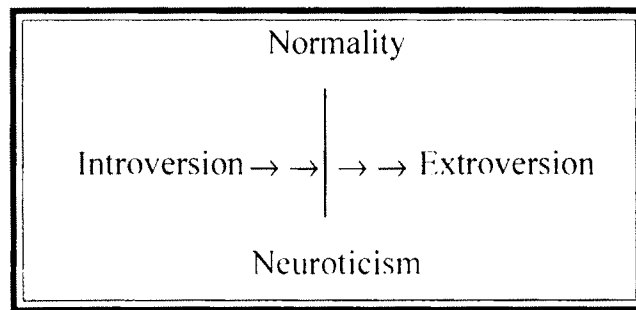
Later on, he isolated another personality dimension as psychoticism. According to Eysenck, psychoticism is an independent dimension of personality. It is quite different from introversion-extroversion, dimension.

Eysenck has found three fundamental dimensions of personality.

- 1) Introversion vs extroversion.
- 2) Normality vs neuroticism.
- 3) Psychoticism.

The first two dimensions given may be taken as the part of normal personality. Their relationship may be shown as below:

Figure No. 1.1



Eysenck developed personality inventory to test the traits of personality. His findings have generated research activities by several psychologists. His most important contribution is that he tried to prove that personality is genetically caused. He traced neuroticism to the autonomic nervous system and introversion-extroversion to central nervous system. He emphasized the importance of heredity in the development of traits of personality as against the concept of American psychologists who are based in favour of environment.

* **Common Features of Trait Theories:**

Though trait theorists disagree as regards the specific content and structures of the traits needed to describe personality but even then there is agreement on general concept of traits:

- 1) **Consistency of traits:** All theorists agree that traits are consistent in an individual's behaviour. They are not temporary dispositions but enduring characteristics of the individual.
- 2) **Traits dimensions:** There is agreement as regards the various dimensions of traits as source traits and surface traits, common and unique, broad and narrow. Traits vary in breadth and generality.

- 3) **Traits are dispositions:** Traits fluctuate or change in a person's position with respect to a disposition. Each psychologist is committed to a search for broad and stable trait.

Trait theory of personality has been criticized by psychologists in recent years. The main points of criticism are as follows:

- 1) There is no agreement among the psychologists as regards the use of the terms.
- 2) There is a view that a trait is a behavioural disposition, which is consistent and does not vary from situation to situation. In daily observation we find that if a man has friendliness as a trait, he does not behave in friendly manner in all the situations of his life. Trait is not a permanent characteristic of the individual because personality is undergoing perpetual change.
- 3) Another difficulty is quantification of human traits because there is no zero reference and equality of units in trait measurement. There is no suitable measuring tool of trait dimensions. Generally traits are measured with the help of paper-pencil tests, which can be manipulated by the subject by giving fake information.
- 4) "Halo effect" operates when a person rates an individual very high on a specific trait. He may rate the same person on other traits equally high.
- 5) Behaviour of an individual cannot be predicted on the basis of scores on trait inventory. Traits are only point of references. Examination of personal traits of an individual enables us to make only probability statements about what individual may do.
- 6) The last criticism against trait theory is whether a trait is viewed as an inner process, which causes differences among the individuals, or it is the situation, which brings into play certain organizational tendencies, which create the behaviour.

Psychoanalytic Theory of Personality:-

Psychoanalytic theory approaches personality from a viewpoint that is very different from that of trait theory. Trait theorists try to find the stable dimensions of personality by studying groups of people, and much of the data is derived from self-reports, in contrast, psychoanalytic theory is based on the in-depth study of individual personalities. And because motivation is believed

to be unconscious, a person's representations of underlying unconscious processes. Freud did so by the method of free association. By analyzing free associations, including the recall of dreams and early childhood memories, Freud sought to puzzle out the basic determinants of personality.

Freud saw personality as composed of three major systems: the id, the ego, and the superego. Each of these systems has its own functions, but three interact to govern behaviour.

The Id:- The id is the original source of personality, present in the new born infant, from which the ego and superego later develop. It consists of every thing that is inherited, including the instinctual drives – sex and aggression. It is closely linked to the biological processes and provides the energy source (libido) for the operation of all three systems. The id, like the new born infant, operates on the pleasure principle.

The Ego:- Mental images do not satisfy needs. Reality must be considered and this is the role of the ego. While id operates on primary process thinking, the ego operates by secondary process thinking, which is the realistic and logical and plans how to achieve satisfaction. The ego is essentially the “executive” of the personality because it decides what actions are appropriate, which instincts will be satisfied and in what manner. The ego mediates between the demands of the id, the realities of the world and the demands of the superego.

The Superego:- It is the internalized representation of the values and morals of society as taught to the child by the parents. The super ego strives for perfection. It is composed of conscience and the ego-ideal the main functions of the superego are (1) to inhibit the impulses of the id (2) to persuade the ego and substitute moralistic goals for realistic ones and (3) to strive for perfection.

The forces of id, the ego and the super ego are constantly at war because of their opposing nature, leading to a wide variety of conflicts in human motives. According to Freud, such conflicts lead to the arousal of anxiety. The two methods of reducing anxiety are through displacement and repression. These methods of anxiety reduction, called defence mechanism are means of defending the personality against painful anxiety. Individuals differ in the balance among id, ego and super ego systems and defence mechanisms. The way in

which a person approaches a problem situation reflects the manner in which he has learned to cope with the conflicting demands of the three parts of his personality.

This theory had an enormous impact on psychological and philosophical conceptions of people. Freud's major contributions are his recognition that unconscious needs and conflicts motivate much of our behaviour and his emphasis on the importance of early childhood experiences in personality development. But many critics think that Freud over emphasized the role of sex in human motivation. Some critics point out; too that Freud's theory of personality is based almost entirely upon his observations of emotionally disturbed individuals. It may not represent an appropriate description of the normal healthy personality. Moreover, it has been seriously questioned as a scientific theory and it makes few predictions that can be empirically verified. Since very different behaviours, according to Freud, may be signs of the same underlying impulse or conflict.

Later psychoanalysts have proposed a number of modifications of Freud's theory. Carl Jung one of Freud's students started his own school of psychoanalysis, which became known analytical psychology. Jung objected Freud's emphasis on sexual impulses and stressed the importance of man's goals and aspirations. Beyond Freud's idea personal unconscious and proposed a collective unconscious, which consists of all the memories and patterns of behaviour inherited from man's ancestral past. Jung had a more positive view of man than Freud and was to some extent a predecessor of the humanistic psychologists.

Other neo-Freudians as Alfred Adler, Karen Horney, Erich Fromm, Harry Stack Sullivan and Erik Erikson are also of the view that Freud placed too much emphasis upon the instinctive and biological aspects of personality. He failed to recognize that people are largely products of the society in which they live. They placed more emphasis on the ego and reality testing than they do on the id. By and large, the neo-Freudians are more optimistic than Freud about the nature of man and his ability to change.

The Humanistic Approach:

The humanistic approach to the study of personality includes a number of theories that, although different in some respects, share a common emphasis on man's potential for self-direction and freedom of choice. They are less concerned with motivational constructs as explanation of behaviour than with the individual's perceptions of himself, immediate experience and his personal view of the world. The basic assumption of Abraham Maslow's theory of self-actualization is that there is a hierarchy of human motives or needs. At the base are the biological needs and the needs for self-actualization. The last need includes needs for perfection, wholeness, uniqueness, self-sufficiency and the values of beauty, goodness and truth.

Similarly Carl Rogers also feels that the basic force motivating an individual is self-actualization. It is based on two basic needs to be found in all individuals, which are directed towards achieving health and wholeness. But for him, the most important aspect of personality is the congruence between the self and the reality, as well as the self and the ideal self. But Roger's innate tendency toward self-actualization often runs into conflict with the learned needs for positive regard and self-regard. Humanistic approaches to assessment include techniques for measuring one's self-concept and degrees of self-disclosure.

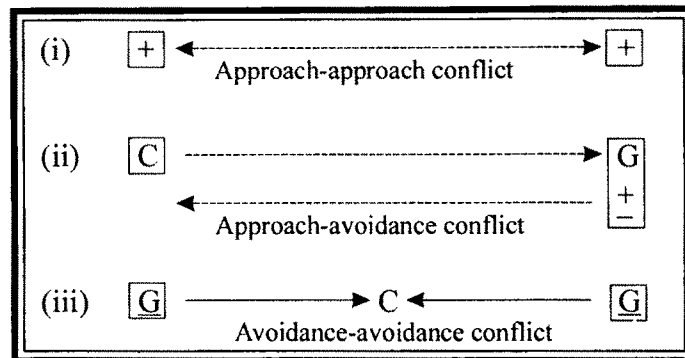
Humanistic personality theories are concerned with the whole healthy person. They stress the individual's private perception of the world, self-concept and the importance of the single motivating force-self-actualization. They give a refreshingly optimistic view of people and the encouragement to view oneself in a positive light. Humanistic emphasis on self-awareness, experiencing and listening to one's inner voice has been helpful in certain kinds of therapy, particularly group therapy. But humanistic concepts, such as the concept of self-actualization are too vaguely defined to be of much value in making precise predictions of behaviour.

* **Kurt Lewin's Field Theory:**

Kurt Lewin proposed the dynamic system of personality development. The individual is continually changing by the internal and the external forces in directing the personality. Needs create tension, and the individual, in order to

reduce tension, moves towards the goal. He tries to return to the equilibrium through the process of psychic energy.

Figure No. 1.2



His important concept in the development of personality is tension, which is reduced by the individual. Tension goals the individual for movement in the life space. The amount of tension differs from individual to individual and its main source is physiological drives. In his system personality is not characterized by any distinct phases of development. The life of the individual begins in an undifferentiated life space. His activity moves from simple to complex. The personality of an individual develops by continuous interaction in the environment. A motive initiates or regulates the behaviour in relation to the goal. When there is a need there is a tension and the individual attempts to reduce the tension. In his system, tension is not only related to physiological factors but it is also psychological in nature. He developed a system of conflicts. In conflict situation of positive and negative valences, the individual finds himself incapable of resolving the tension.

His theory is important to understand the development of behaviour because it lays emphasis on the field forces, social environment and perception of the field. The individual is the by product of the interaction of life space.

Social Behaviouristic Theory:-

Bandura and Walters developed an observational learning theory (Social Learning Theory) of personality, which is quite different from the S – R learning theory of Dollard and Miller. According to Bandura and Walters, the most fundamental and significant principle of social learning is the principle of reinforcement. The scope of responses is the principle of reinforcement. The

scope of responses acquired through reinforcement is unlimited. They emphasize the importance of reinforcement in situations where a person observes the actions of another person (Model) who is reinforced or punished for these actions. Models can be categorized into two broad categories i.e. real life models and symbolic models.

Bandura and Walters use another term, self-reinforcement which operates in observational learning. In many situations the individual sets a standard for self reinforcement, children and adolescents tend to adopt standards of self-reinforcement which matches the standards of the models to which they have been exposed. Four inter-related sub-processes have been emphasized in observational learning as Attentional, Retentional, Motoric reproduction of skills and the Role of reinforcement.

This theory has been criticized on two important points: one is that this theory is an anti trait and anti genetic approach to personality. It lays emphasis on this particular learning history of the individual, which leads an individual to behave in a particular way in a particular situation. It makes no allowance for genotypical influences i.e. those influences, which exist prior to and apart from the social learning process and play an important role in the development of personality. The second criticism has been leveled by Epstein and Frenz (1967) who conducted experiments on the reactions of sport parachutists to the approach-avoidance conflict engendered by a forthcoming jump. Several evidences indicate that novice parachutists are very fearful as they approach the jump situation, which is against the principles of social learning theory. This theory needs modifications in the light of recent investigations conducted by psychologists.

Thus, we see that the problems in formulating a theory of personality are not easily solved. Those theories that give us a framework for viewing the total personality (psychoanalytic and humanistic) are not very amenable to scientific validation, nor are they useful in predicting behaviour those theories that do employ rigorous research methods (trait and social learning) have other limitations. Social learning theory focuses on one individual's specific behaviour without providing a total portrait of him; trait theory attempts a portrait but fails to consider the situation.

But it seems likely that future efforts will focus on two areas of individual functioning that have only recently been considered an important part of the personality sphere. One of these is cognitive process. People differ not only in intelligence and competence but also in the way they perceive events and code them in memory as well as in the strategies they employ in solving problems. The second area is the roles people play in social interactions – the impressions we make on other people and the qualities we attribute to them.

1.6.6 Personality Dimensions:

Every personality is a unique collection of personality traits that permit, comparison among different people. Mischel (1981), considered trait as continuous dimensions on which individual differences are measured in term of quality of a personality characteristic. A trait is an aspect of personality and not the personality itself. Although traits are integrated into a pattern, influenced by the center of personality i.e. the self of consciousness, they become the indicators of the personality.

Traits are a product of learning although the extent to which one can achieve proficiency depends on the character of the nucleus that exists at birth. They grow and can be moulded by environment.

Traits are individual in nature not in the sense that individual possess a peculiar trait of his own but in the sense that their quantity differs from one individual to another.

A nation may have peculiar trait such as generosity or co-operation as in the case of India, but every individual will differ in the quantity to its possession. Most of the persons are revolving around the average of the trait in a socio-cultural environment. Furthermore, these individual traits when developed in interaction not only determine the individual's behaviour but also effect his interests and attitudes. There is a consistency in these traits, which decides that a person behaves in approximately the same way in similar situations, under similar conditions as when he had already acquired some learning or skill.

At present interest is being directed towards an explanation of traits as unitary or specific psychologists usually define a trait as a mode of behaviour.

For example it is an identifiable attribute of the total organism, which is manifested in behaviour. It does not refer to an unchangeable quality or to a mode of behaviour unalterably fixed. Gordon Allport, who supports the biophysical concept of personality organization believes that traits are dynamic and flexible dispositions resulting at least in part from the integration of specific habits, expressing characteristic modes of adaptation to one's surroundings. An industrious person can be expected to be consistently industrious or a sincere person tends to be sincere in all or almost all of his dealings with other people. This point of view may be referred to as the theory of "Unitary" or general traits.

Another explanation of trait functioning is that would place the emphasis for behaviour responses upon the demands of the situation rather than upon any integration of within the individual. Pattern of behaviour become more fixed as they are influenced by the taboos and sanctions set up by society. It probably can be said, therefore, that as an individual develops towards maturity certain characteristics traits tend to become fixed in terms of the kinds of approval to which he is sensitive by the time he has reached actual status his behaviour reflects inner adjustment to life situation that have grown out of his various experience – home, school, religious and social.

These adjustment then directly influence the kind of behaviour that he may be expected to depart from an accustomed behaviour pattern the cause of his actions may be found in the effect upon his toxins, drugs or diseases; of unusual emotional strain; of an environmental upheaval that completely disturbs his attitude towards life with a consequent modification of his unusual behaviour.

Cattell also used factor analysis and method assessment approach to describe personality. It is also based on traits. There are two kinds of traits.

1. **Surface Traits:**

Surface traits are clusters of observable behavioural events. These are less stable.

2. **Source Traits:**

Source traits are stable and extremely important. Source traits are called as primary personality factors. They are internal and have some basis in heredity. Cattell has described sixteen factors of the personality as under:

1. Factor A Sizothymia Vs Affectothymia
2. Factor B Lower scholastic mental capacity Vs Higher scholastic mental capacity
3. Factor C Lower ego strength Vs Higher ego strength
4. Factor E Submissiveness Vs Dominance
5. Factor F Desurgency Vs Surgency
6. Factor G Weaker Superego Strength Vs Stronger Superego strength
7. Factor H Treactia Vs Parmia
8. Factor I Harria Vs Premsia
9. Factor L Alaxia Vs Protension
10. Factor M Praxernia Vs Autia
11. Factor N Artlessness Vs. Shrewdness
12. Factor O Untroubled adequacy Vs Guilt proneness
13. Factor Q1 Conservatism of temperament Vs Radicalism
14. Factor Q2 Group adherence Vs Self-sufficiency
15. Factor Q3 Low integration Vs High strength of self-concept control
16. Factor Q4 Low ergic tension Vs High ergic tension

In the present study, Cattell's (16PF) Questionnaire is used for measuring the personality of teachers.

1.7 **Aptitude:**

Aptitude is next to intelligence and considered to be another important characteristics of an individual, which can predict the future success or failure of an individual in an occupation or areas of occupations. Moreover, aptitudes play a very important role in the development of an individual.

1.7.1. **Meaning of Aptitude:**

The word aptitude has been derived from the word "Aptos" which means 'fitted for'. In this way aptitude is a capacity of an individual quite fit to learn certain skills and abilities, which are necessary for success in a particular field.

The term 'Aptitude' is generally used in either of the two ways -- (i) When we say that a man has a great deal of aptitude for art meaning that he has many of the characteristics which make him for success in artistic activities or (ii) when we say that a person lacks special aptitude, meaning that he lacks

specialized ability which is of great importance in a number of different occupations. In the former instance the word 'aptitude' is used to denote a unitary trait, not even an entity of any sort, but rather a combination of traits and abilities, which result in a person's being qualified for some type of occupation or activity. The word aptitude is also intended to convey the idea of a discrete, unitary characteristic, which is important, in varying degree, in a variety of occupations and activities. Both these concepts of aptitude are important in vocations. In general, counsellors and personnel tend to think in terms of vocations and jobs and therefore they used the term in a broad popular sense, while Psychologists tend to think in terms of individual differences and traits and therefore they use the term in the narrow scientific sense.

In general psychologist use the term in narrow scientific sense whereas counsellors and guidance personnel use the term in broad popular sense.

1.7.2 Definitions of Aptitude:

According to Super, "A scientific definition of aptitude provides for specificity and facilitation of learning of some activity or type of activity."

Aptitude serves as a source of interest. According to Strong, "Interest, reflect inborn abilities. e.g. if an individual has mathematical ability he will get absorbed in mathematical activity with interest and vice versa."

According to Bingham, "An aptitude is a condition symptomatic of a person which one essential aspect is his readiness to acquire his proficiency, his potential ability and another is his readiness to develop an interest in exercising his ability."

"Aptitude refers to acquired skill or ability that is assumed to underlie is conducive to an individual's capacity to learn and attain a level of achievement in a specific field." - International Dictionary of Education

"Aptitude is capacity or talent both innate or developed for successful performance in one or another area and especially for future development of capability in that area. for example individual may have mathematical aptitude, musical aptitude or mechanical aptitude." – The Concise Dictionary of Education.

'Aptitude', as defined in Warren's Dictionary, is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire

with training some knowledge or skill or set of response, such as the ability to speak a language, to produce music etc. It is defined as a condition or set of characteristics indicative of ability learn. This implies that an aptitude is not necessarily an entity but rather a constellation of entities; the set of characteristics, which enables one person to learn something may even, be different from that which enabled another person to learn the some thing.

Traxler says, “An aptitude is a present condition which is indicative of an individual’s potentialities for the future”. He defined it, “as a condition, a quality or set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill such as ability to contribute to art or music, or mechanical ability, mathematical ability, or ability to read and speak a foreign language.”

In the views of Jones, “Aptitude is more than potential ability or ability expectancy. It implies fitness for the job. We call it ‘success expectancy’. Basically, it includes intelligence, abilities of various kinds and personality factors necessary for success; it is dependent upon combination of all these”. He further says, “An aptitude is not ability, but it helps to predict the probable development of certain abilities.”

It is asserted that aptitudes are related to vocational success as intelligence is related to success in general. In general, aptitude implies more than potential abilities in performance. It involves three things:

1. Readiness to acquire proficiency in some skills, knowledge etc.
2. Ability to acquire proficiency in those skills, knowledge etc.
3. Satisfaction from above activities after acquiring them.

All the above definitions reveal the predictive nature of aptitude. It is a capacity to learn certain skills and abilities, which are necessary for success in a particular area of work. Thus, the knowledge of aptitude helps us in predicting the future success or failure of an individual under suitable training or experiences in a particular field of endeavour.

1.7.3 Characteristics of Aptitude:

The main characteristics of aptitude are as under:-

1. It is not a quality possessed by an individual but is an integrative part of his personality.
2. Aptitude is a present condition with a future reference. It means that understanding of an individual's aptitude help us to know what he shall be done in future.
3. In general aptitude involves the three things – (i) Readiness to acquire some skills, knowledge (ii) ability to acquire them & (iii) satisfaction for these skills, knowledge after acquiring them.
4. Aptitude can be both innate and developed through practice and training.
5. An individual may have many aptitudes but all these can't be equally strong.
6. There can be changes in aptitudes of an individual. But that changes are not sudden and takes many years.
7. Any measure of aptitude would only be in terms of probabilities.

1.7.4 Aptitude – It's Classification and Some Other Related Terms:

- (a) **Ability:** Combination of skills, Power to perform responsive acts, which may be complex movements, solution of problem and discrimination. It is concerned with present.
- (b) **Achievement:** Indicates towards what has done, hence it is concerned with past.
- (c) **Capacity:** Potential ability of an individual.
- (d) **Proficiency:** Degree of ability already acquired.
- (e) **Skill:** Ease or precession in performing complex tasks.
- (f) **Talent:** Relatively high order of aptitude.

Psychologists generally classified aptitudes in the following major categories:-

- (i) Artistic Aptitude
- (ii) Musical Aptitude
- (iii) Clerical Aptitude
- (iv) Mechanical Aptitude
- (v) Scientific Aptitude
- (vi) Scholastic Aptitude
- (vii) Teaching Aptitude

1.7.5 Meaning and Definitions of Teaching Aptitude:

When we say that a person has an aptitude for teaching, we mean that he or she has the ability or capacity to acquire proficiency in teaching under appropriate conditions or training. In other words, to become an efficient and effective teacher, a positive teaching aptitude is essential.

Anyone who wants to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of education. Assuming that the candidate is bright, that he learns readily and assimilates thoroughly what he studies, the question still remains as to the likelihood that he can also teach others. This aptitude sometimes reveals itself when classmates come to him for help. If he enjoys explaining difficult points, facts etc. and succeeds in finding ways of clarifying obscurities to make others understand them easily and they increasingly turn to him, this fact alone suggests that he probably has some aptitude for teaching.

As indicated by the name itself, it is an aptitude, which indicates towards one's ability most suited for teaching profession. An individual with right teaching aptitude needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and process of education. In this context Prof. Fyn Corno of Teachers College, Columbia University says, "Teaching aptitude is a complex capability; it includes such assets as "alertness", "witness", a propensity to check sudden understanding continuously in a variety of ways and hesitant attitude about using any one approach with all students".

Teaching aptitude would to a large extent be determined by one's knowledge in the following areas:-

- (i) Educational thought – the contribution of great educators.
- (ii) Standard work on education.
- (iii) Pupil and Teacher relations.
- (iv) Educational practices in general for special subjects.
- (v) Special needs of exceptional children.
- (vi) Teaching techniques.
- (vii) Evaluation and measurement.
- (viii) Planning individual lesson.

- (ix) Institutional planning.
- (x) Role of mass-media in education.
- (xi) Discipline.
- (xii) Parent-teacher relationship.
- (xiii) Home assignment.
- (xiv) Professional growth.
- (xv) Education & Society.

1.7.6 Measurement of an Aptitude:

As aptitude of an individual is abstract in nature, so it is not possible for anybody to measure it in exact term. Aptitude of an individual is always measured in terms of probabilities. Aptitude can be measured through aptitude test. An aptitude test is a test designed to measure a person's potential ability in an activity of a specialised kind & with in a restricted range. Different definitions regarding aptitude test are given as under:-

According to Hull, "An aptitude test is a test designed to discover what potentiality a given persons has for learning some particular vocation or acquiring some particular skills."

"An aptitude test is an examination usually in the form of a standardized multiple choice designed to assess one or more type of aptitude."

"Aptitude test is that which is concerned with spatial & mechanical skill necessary for a particular task."

In this way an aptitude test, is a test that is given to an individual in order to obtain a measure of his promise in a given area. Although these tests make no assumptions regarding the role of "nature versus nurture" in the measurement of aptitudes.

Aptitude tests can be classified in to two broad categories given as under:-

- (a) Differential Aptitude Test.
- (b) Specific Aptitude Test.
- (a) **Differential Aptitude Test:-** These are the aptitude tests which measure an individual's performance with regard to various aspects of intelligence. Thus the differential aptitude tests measure some of the factors of intelligence that are measured in most test of mental ability and some that are not. These test

measure right relatively independent aptitudes, verbal reasoning, abstract reasoning, numerical ability etc. Some important differential aptitude test are as under:-

Differential Aptitude Test developed by Test Division of Psychological Corporation.

California Tests of Mental Ability (CTMM).

General Ability Test Battery (GATB) developed by United Development Services.

(b) **Specific Aptitude Test:-** These are the aptitude tests designed to measure one's ability to a particular task in a particular area. Specific Aptitude Tests are classified as under:-

- | | |
|---------------------------------|--------------------------------|
| (i) Mechanical Aptitude Test. | (ii) Clerical Aptitude Test. |
| (iii) Motor Dexterity Test. | (iv) Artistic Aptitude Test. |
| (v) Musical Aptitude Test. | (vi) Scholastic Aptitude Test. |
| (vii) Scientific Aptitude Test. | (viii) Teaching Aptitude Test. |

1.7.7 Uses of Aptitude Test:

A test of aptitude may reveals abilities as well as skills but the significance of the test is in revealing potential abilities and skills.

Aptitude tests can be used for the purpose of guidance in selecting subjects for studying in schools and colleges. They can be used for helping the individual to select the profession of his choice.

Aptitude tests also help the employer for selecting persons for different jobs.

Aptitude tests can be used in admitting candidates for various types of professional training as teaching, medicine, engineering etc. These tests should be used only as one source of information in a total picture.

1.7.8 Implications of Aptitude for Teachers:

- 1) Aptitude includes both inborn capacity and the effects of environment on the individual.
- 2) Learning in any area is conditioned by the learner's readiness to learn.
- 3) A specific aptitude in the form of talent may show itself early and respond readily to training in future.
- 4) A person who has scholastic aptitude is considered a better teacher.

1.7.9 Teaching Aptitude Tests :

As indicated by the name itself a Teaching aptitude test is the test, which is designed to measure, one's abilities most suited for teaching profession. With the help of teaching aptitude test it is measured or attempt to measure how well or not a person is suited for teaching profession.

A teaching aptitude test may broadly contain three types of test items given as under:-

- (i) Test items relating to knowledge in areas of subjects, general mental ability, teaching efficiency, teacher traits etc.
- (ii) Test items relating to the application of principles in various areas related to teaching.
- (iii) Test items relating to education and allied areas of miscellaneous nature.

SOME IMPORTANT TEACHING APTITUDE TESTS IN INDIA

- (i) Teaching Aptitude Test (TAT) developed by Dr. Jai Prakash and Dr. R.P. Srivastava Test, 1965.
- (ii) M.M. Shah's Teaching Aptitude Test, 1962
- (iii) K.P. Pandey's Teaching Aptitude Test, 1968
- (iv) S.N. Sharma's Teaching Aptitude Test, 1968
- (v) B.M. Upadhyay's Teaching Aptitude Test, 1976
- (vi) D.P. Patel's Teaching Aptitude Test, 1980

In the present study, Teaching Aptitude Test (TAT) constructed by Dr. Jai Prakash and R.P. Srivastava is used for measuring the aptitude towards teaching profession.

1.8 Significance of the Study:

In order to understand an individual awareness about his personality and aptitude is must. Personality and aptitude are the ornaments of the people by which their behaviour are known and this behaviour has impact upon their life. Personality and aptitude are the part of an individual's inner life, expressed through behaviour. Personality and aptitude determine the meaning of every event and every action. They are very important for an individual as they provide the keys to have an indepth understanding of man in society. Hence, they need investigation.

Every point of educational system revolves around the teachers. The qualities and drawbacks of the teachers have a long lasting impression in the minds of young generations. In the educational systems, the teacher occupies the pivotal role. He is at the core of the process who can “Mend or End “ the future of individual, the society and the nation. But teacher’s thinking, feelings and actions are guided by his personality and teaching aptitude toward the profession. In the field of education teachers personality and teaching aptitude are the most important spheres of their behaviour and are essential for the purpose of effective teaching-learning process. Thus, efficient teaching, to some extent, is the result of teacher’s personality and teaching aptitude. It cannot be denied that the personality and teaching aptitude go hand in hand with the magnitude of their work motivation. There is general public opinion that Private School teachers have good personality and high teaching aptitude as compared to government school teachers. Thus, the present study is an attempt to make a comparative study of personality and teaching aptitude of government and private secondary school teachers.

By carrying out this study, useful information will be obtained which will help in reframing teacher education programmes. The present study thus has a direct bearing on the educational system especially for the persons working in the field of teacher education.

1.9 Statement of Problem:

There are a few research studies conducted in the area of teacher’s personality and teaching aptitude, though a number of studies have been undertaken with regard to the teaching Attitude, competency, effectiveness and personality of teachers. They are, however, fraught with several inconsistencies with regard to their findings.

Therefore, the present venture was undertaken in order to have an in depth understanding in this area. So, The present investigator delineates the problem more clearly as under:

***“A COMPARATIVE STUDY OF PERSONALITY AND
TEACHING APTITUDE OF GOVT. AND PRIVATE
SECONDARY SCHOOL TEACHERS”***

1.10 Operational Definition of Terms Used:

In the present study, a few terms, like the following, have been used for their specific meaning.

* **Personality:-**

Personality is that makes an individual unique. It is the uniqueness that impels us to enquire into the pertinent differences among the individuals. A pleasing personality has a marketable value in the society. Personality has a factor to be comprehended meticulously as it considered to be the sum total of behaviour of an individual in relation to the society.

In educational world the term "personality" has a wide significance. Personality includes the totality of one's behaviour and hence both inner and outer behaviour towards one self and others as well should be taken into considered. It includes every thing about the person, his physical, emotional, social, mental and spiritual make up.

According to Allport: "Personality is the dynamic organization with in the individual of these psycho-physical system that determines his unique adjustment to his environment."

The contemporary psychologists like Eysenck and R.B. Cattell feel very strongly that if personality cannot be demonstrated, measured and quantified, it should be called Philosophy or Art. Eysenck says, "Personality is the more or less stable and enduring organization of person's character, temperament, intellect and physique, which determine his unique adjustment to the environment."

According to R.B. Cattell, "personality is that which permits a predication of what a person will do in a given situation." Every personality is a unique collection of personality traits that permit, comparison among different people.

Cattell also used factor analysis and method assessment approach to describe personality. It is also based on traits. There are two kinds of traits.

1. **Surface Traits:** Are clusters of observable behavioural events. These are less stable.

2. **Source Traits:** Are stable and extremely important source traits are called as primary personality factors. They are internal and have some basis in heredity. Cattell has described sixteen factors of the personality.

* **Teaching Aptitude:** Aptitude is the capacity to learn certain skills and abilities, which are necessary for success in particular area of work.

According to Traxler, "An aptitude is a present condition which is indicative of an individual's potentialities for the future."

According to Bingham, "As a condition symptomatic of a person of which one essential aspect is his readiness to acquire his proficiency, his potential ability and another is his readiness to develop an interest in exercising his ability."

So an aptitude is a combination of characteristics indicative of an individual's capacity to acquire some specific knowledge, skill or set of organized responses such as the ability to become as artist or to be a mechanic or teacher etc.

Psychologists generally categories aptitude into four major areas:-

- i) Musical aptitude
- ii) Clerical aptitude
- iii) Mechanical aptitude
- iv) Scholastic aptitude

Teaching aptitude is the component of scholastic aptitude. Any one who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of education. This aptitude something reveals itself when classmates come to him for help. If he enjoys explaining difficult points, if he successes in finding ways of clarifying obscurities so that his fellow increasingly turn to him, this fact al one suggests that the probably has some aptitude for teaching.

* **Secondary School Teachers:**

Secondary School Teachers refer to the teachers teaching to secondary classes (ix, x). These teachers are a person endowed with certain complexities and is engaged in interactive behaviour of teaching with one or more students for the purpose of effecting students learning behaviour. In this study the male and female teachers working in rural and urban area secondary school have been taken.

Government School:

Govt. School meant schools, which are established and governed by the department of education of Govt. of Haryana state in respect of administrative and financial matter.

Private School:

Private school meant schools, which are established and managed by privately constituted body or trust in respect of administration and financial matter.

1.11 Objectives of the Study:

The main objectives formulated for the study are:-

1. To compare the personality of Govt. and Private Secondary School teachers as measured on 16 PF.
2. To compare the personality of Govt. and Private Secondary School teachers working in rural area as measured on 16 PF.
3. To compare the personality of Govt. and Private Secondary School teachers working in urban area as measured on 16 PF.
4. To compare the personality of male Govt. and Private Secondary School teachers as measured on 16 PF.
5. To compare the personality of female Govt. and Private Secondary school teachers as measured on 16 PF.
6. To compare the personality of Govt. and Private Secondary School teachers having 10 years or more teaching experience as measured on 16 PF.
7. To compare the personality of Govt. and Private Secondary School teachers having less than 10 years teaching experience as measured on 16 PF.
8. To compare the personality of Govt. and Private Secondary School teachers with the entry qualification (Degree + B.Ed.) as measured on 16 PF.
9. To compare the personality of Govt. and Private Secondary School teachers with the higher qualification (B.Ed. +) as measured on 16 PF.
10. To compare the teaching aptitude of Govt. and Private Secondary School teachers on different areas of teaching aptitude.
11. To compare the teaching aptitude of Govt. and Private Secondary School teachers working in rural area on different areas of teaching aptitude.
12. To compare the teaching aptitude of Govt. and Private Secondary School teachers working in urban area on different areas of teaching aptitude.

13. To compare the teaching aptitude of male Govt. and Private Secondary School teachers on different areas of teaching aptitude.
14. To compare the teaching aptitude of female Govt. and Private Secondary School teachers on different areas of teaching aptitude.
15. To compare the teaching aptitude of Govt. and Private Secondary School teachers having 10 years or more teaching experience on different areas of teaching aptitude.
16. To compare the teaching aptitude of Govt. and Private Secondary School teachers having less than 10 years teaching experience on different areas of teaching aptitude.
17. To compare the teaching aptitude of Govt. and Private Secondary School teachers with the entry qualification (Degree + B.Ed.) on different areas of teaching aptitude.
18. To compare the teaching aptitude of Govt. and Private Secondary School teachers with the higher qualification (B.Ed. +) on different areas of teaching aptitude.

1.12 Hypotheses of the Study:

In order to achieve these objectives, the following null hypotheses were framed:-

1. There is no significant difference in the personality of Govt. and Private Secondary School teachers on 16 PF.
2. There is no significant difference in the personality of Govt. and Private Secondary School teachers working in rural area on 16 PF.
3. There is no significant difference in the personality of Govt. and Private Secondary School teachers working in urban area on 16 PF.
4. There is no significant difference in the personality of male Govt. and Private Secondary School teachers on 16 PF.
5. There is no significant difference in the personality of female Govt. and Private Secondary School teachers on 16 PF.
6. There is no significant difference in the personality of Govt. and Private Secondary School teachers having 10 years or more teaching experience on 16 PF.

7. There is no significant difference in the personality of Govt. and Private Secondary School teachers having less than 10 years teaching experience on 16 PF.
8. There is no significant difference in the personality of Govt. and Private Secondary School teachers with the entry qualification (Degree + B.Ed.) on 16 PF.
9. There is no significant difference in the personality of Govt. and Private Secondary School teachers with the higher qualification (B.Ed. +) on 16 PF.
10. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers on different areas of teaching aptitude.
11. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers working in rural area on different areas of teaching aptitude.
12. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers working in urban area on different areas of teaching aptitude.
13. There is no significant difference in the teaching aptitude of male Govt. and Private Secondary School teachers on different areas of teaching aptitude.
14. There is no significant difference in the teaching aptitude of female Govt. and Private Secondary School teachers on different areas of teaching aptitude.
15. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers having 10 years or more teaching experience on different areas of teaching aptitude.
16. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers having less than 10 years teaching experience on different areas of teaching aptitude.
17. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers with the entry qualification (Degree + B.Ed.) on different areas of teaching aptitude.
18. There is no significant difference in the teaching aptitude of Govt. and Private Secondary School teachers with the higher qualification (B.Ed. +) on different areas of teaching aptitude.

1.13. Delimitations of the Study:

The study was delimited with respect to its area, design, methodology, sample and tools used for the investigation. Some of these are as given below:-

1. The study was delimited to 500 teachers.
2. The study was delimited to the variables of Personality as measured on 16 PF and Teaching aptitude.
3. The study was delimited to four districts of Haryana State.
4. The study was delimited to Govt. and Private Secondary School teachers.
5. The study is conducted only by survey method of research.