



# A COMPARATIVE STUDY OF GENERAL AND OBC CATEGORY B.Ed TEACHER TRAINEES IN RELATION TO PERSONALITY NEEDS

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*Abstract:* This research paper refers to the study of gaping between the status of scheduled caste and non-scheduled caste. Gaping between the status of scheduled caste and non-scheduled caste decreased due to the facilities given to them by the government of India. In this study, the researcher also shows the teacher's essential personality characteristic and need many educators believe that teacher personality characteristics are important to support the belief that personality characteristics can be considered an important factor in teachers' success such as academic proficiency, children's comprehension, and verbal fluency. Whether one considers personality as a factor in the success of teachers depends on how one conceives personality and how it relates to the means, goals and process of education. Personality of a teacher not only affects his behavior in the class but also influences the behavior of the students. For the professional preparation of teacher, the study of personality needs and self- concept and attitudes held by them is very important. How a teacher performs her duties largely depends on her personality characteristics, personality needs, positive self-concept and adjustment. A positive self-concept not only makes the task easier but more satisfying and professionally rewarding, and a negative self-concept, and adjustment, makes the teacher's task harder, more exhausting, and unpleasant. For the above reasons personality needs, adjustment and self-concept are relevant and important variables of this study. The researcher has been remaining success to ultimately come to a certain conclusion as General and OBC teacher trainees vary significantly from each other, in the relation of succorance, need of endurance, and need of aggression.

**Keywords:** Teacher-trainees, OBC, Personality needs, Education, Self-concept.

## INTRODUCTION

Although some sections of the larger society did not appreciate the policy of reservation as social mobility on the crutches of reservation was likely to produce substandard and incompetent teachers (Maheshwari, 1991), Kulhara (1992) reacted that the principal of efficiency, Merit and excellence are being sacrificed at the altar of convenience. Choudhary et. al. (1997) in his study on different categories of students found that the OBC group students performed worse than the general category students. It was further observed that their performances were poor since their school days. They have low grip strength and are not accustomed to working hard. Personality is certainly a powerful determinant of human behavior. Humans behave by responding to stimuli received from the environment. Therefore, the way man behaves in different situations of life, it is definitely the result of the specific organisation of different traits of personality. The unique composition of personality traits determines the behavior of human beings.

## STATEMENT OF THE PROBLEM:

A Comparative Study of General and OBC Category B.Ed. Teacher Trainees in Relation to Personality Needs.

## REVIEW OF LITERATURE

Personality consists concretely of a set of values of a descriptive term which are used to describe the individual being studied, according to the variable of dimension which occupies a central position within the particular theory described. In the context of education, a good teacher will regard a good personality. Thorpe and Schmuiter (1965) pointed out an adequate definition of personality needs to emphasise the point that the individual is a human being enmeshed in social order and symbolic culture which influences his every action.

Stanford (1937) has found that the correlation between personality needs and teaching success is higher than that found between intelligence and teaching success.

In a similar study Rolfe (1945) measured a teacher's personality by a battery and found a positive relationship between teacher's personality and teacher competence.

Super (1957) has hypothesised that personality traits might be expected to have a clear relationship to satisfaction in occupation.

Cogan (1958) and Reed (1962) have emphasised that teachers' personalities and teachers' behavior influence the academic achievement of the students. A study on organisational structure, teacher's personality characteristic, and their relationship to organisational climate are conducted by Julius R.

### NEED AND SIGNIFICANCE OF THE STUDY

The gap between the status of scheduled caste and non-scheduled caste has been decreasing due to the facilities given to them. If no difference is found between the General, OBC and Scheduled caste B.Ed. teacher trainees, it may be concluded that the governmental and other facilities provided beneficial facilities to the SC & OBC students. In case, it is not found, it may be concluded that the opportunities, thus far given to these classes have not had sufficient impact on the all-around development of the personality of these groups. This background has been specifically, useful for selecting the present topic for investigation. The task under this study is essential to compare the personality needs of the General category and OBC teacher-trainees. It is presumed that facilities have been given to these students over a sufficiently long time in the past, despite this, a sense of insecurity and inferiority appears to be growing in their minds. Such a feeling in their minds may be injurious for the success of the present education system in which thousands of teachers belonging to backward and scheduled caste categories are working. Therefore, the researchers have attempted to study the caste difference of B.Ed. teacher-trainees in relation to personality needs.

### LIMITATIONS OF THE STUDY:

For obtaining an accurate focus, it becomes in education several studies have been comparing education of OBC and General castes (Verma, 1995; Shukla & Agarwal, Archana, 1997; Kumar, Girjesh & Singh, Santosh, 1999; Lakshmi, 1996; Kumar & Mehta, Chattopadhyay, Kumar, 1998- covering all the three levels i.e., the primary, secondary and tertiary. Essential to delimit the problem, therefore, the present study has limitation as follows:

- I. The present study has a limitation to B.Ed. teacher trainees. It is restricted to their hundred and seventy-five male and female teacher trainees studying in different teacher training departments of Moradabad Commissionery affiliated to M.J.P. Rohilkhand University, Bareilly.
- II. There are many aspects of human behavior which may be influenced by the Caste system. All of them can not be studied at a time due to various limitations.

### OBJECTIVES OF THE STUDY:

This study is planned to achieve the following objectives:

- I. To find out how the teacher-trainees of the general category differs from the OBC category with regard to personality needs.
- II. To find out how the teacher-trainees of the general category differs from Scheduled Caste teacher-trainees with regard to personality needs.
- III. To find out how the teacher-trainees of OBC differs from SC teacher-trainees with regard to personality needs.

### HYPOTHESIS

This hypothesis was stated as "There is no significant difference between general and OBC castes B.Ed. teacher trainees in relation to ten personality needs". The objective of this hypothesis is to study if there is any significant difference between personality needs (measured by Meenakshi Personality Inventory) of general and OBC caste teacher-trainees. To test this hypothesis, two groups of B.Ed. teacher trainees were compared based on their scores on the "Meenakshi Personality Inventory", General groups of trainees consisted of 104 male and female teacher trainees while the OBC castes group consisted of 102 males and female trainees. An attempt has been made through hypothesis to find out how ten different personality needs such as the need of achievement, need of exhibition, need of autonomy, the need of affiliation, need of succorance, need of dominance, need of abasement, need of nurturance, need of endurance. Need of aggression is different in General and OBC B.Ed. teacher-trainees. Thus, this hypothesis has been broken into ten sub- hypothesis corresponding to each of the ten personality needs which are following:

- I. H1: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for achievement (n. Achievement)
- II. H2: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for exhibition (n. Exhibition)
- III. H3: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for autonomy (n. Autonomy)
- IV. H4: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for affiliation (n. Affiliation)

- V. H5: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for succorance (n. Succorance)
- VI. H6: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for dominance (n. Dominance)
- VII. H7: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for abasement (n. Abasement)
- VIII. H8: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for nurturance (n. Nurturance)
- IX. H9: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for endurance (n. Endurance)
- X. H10: There is no significant difference between the general and OBC category B.Ed. teacher trainees with regard to the need for aggression (n. Aggression)

## RESEARCH METHODOLOGY:

### THE POPULATION OF THE STUDY

The population for the present study has consisted of the B.Ed. teacher trainees of Moradabad who are studying in the teacher training departments of a college affiliated to M.J.P. Rohilkhand University, Bareilly.

### THE SAMPLE AND SAMPLING PROCEDURE

In the present study, a systematic random sampling technique has been used to select the colleges of the total population. As the total number of teacher training departments affiliated was 24 and it was not possible to include all the colleges of this commissionary. Out of 24 B.Ed. departments running in aided and self-financing colleges 10 were selected randomly in the sample. At the second stage, 375 male and female teacher trainees of the General & the OBC category have been selected randomly.

### THE TOOL USED

The tool used in the present research work is Meenakshi Personality Inventory by Meenakshi Bhatnagar.

### DESCRIPTION OF THE TOOL:

Meenakshi Personality Inventory: A scale for measuring ten personalities needs.

The Meenakshi Personality Inventory is an objectively scorable test to assess the personality of individuals in terms of personality needs (manifest needs) as defined by H.A. Murray. The inventory is meant for educated individuals above 15 years. It may be administered to a single individual or a group of individuals. The ten personalities in behavioral terms are as follows:

- I. "N. Achievement": Need to overcome obstacles
- II. "N. Exhibition": Need to attract others' attention to oneself
- III. "N. Autonomy": Need to resist influence or coercion
- IV. "N. Affiliation": Need to form friendship and associations
- V. "N. Succorance": Need to seek aid, protection, and sympathy
- VI. "N. Dominance": Need to influence or control others
- VII. "N. Abasement": Need to surrender
- VIII. "N. Nurturance": Need to nourish, aid to protect helplessly
- IX. "N. Endurance": Need to withstand prolonged stain
- X. "N. Aggression": Need to assault or injure others

### STATISTICAL TECHNIQUES

Mean, Standard Deviation, and 4-value tests are used to find out the significance between the two groups.

### ANALYSIS AND INTERPRETATION OF DATA

Education in India has historically been the property of a few people. Since educational development takes place within the framework of a stratified social system, it has always been focused on the needs of the privileged ones. The status of education for various groups is dependent upon their social-political profile. Chaudhary et al. (1997) in their study on various categories of medical students found that the OBC group of students performed poorly as compared to general category students. Malik and Manchanda (1994) who studied characteristics of successful medical college entrants, found that majority of them come from English medium public schools. Economic status plays an important role in the stimulation of adequate intellectual growth. Studies reveal that OBC students carry very low aspirations; they have a lower need for achievement (Gokulnath & Mehta, 1972).

**CONCLUSION**

To sum up above points such as ten personalities of a teacher, it cannot be wrong to say that the groups of B.Ed. teacher trainees i.e., General, & OBC were identified based on castes. The major finding of this study discovered the comparison of different groups about ten personality needs, is neither more favorable nor unfavorable. In this study, it is found that General and OBC teacher trainees vary significantly from each other, in the relation of succorance, need of endurance, and need of aggression. General and OBC teacher trainees do not vary significantly from one another concerning the rest of the seven personality needs i.e. need for achievement, need for exhibition, need for autonomy, need for affiliation, need for dominance, need for abasement and need for nurturance.

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