

A Comparative Study of Personality Traits Among Graduate level Students in Nuclear and Joint Families

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Personality Traits

Personality by itself involves various issues. Some of which basic aspects are Psychoanalytic, Ego, Biological, Behaviorist, Cognitive, Trait, Humanistic and Inter actionist. Though personality as a subject fascinates me a lot, what interests me the most in this subject is behaviorism. Different types of behaviors are amazing to learn about, mainly the behavior therapy, collective behavior, crime and punishment, and Social behavior and peer acceptance in children. One chose behaviorism over the other aspects because one's behavior determines human personality and is very interesting. You can tell what one is by his behavior, and one behaves according to what place he has in society. We hope to get a better understanding of, if behavior develops a personality or if personality guides behavior. We also see behaviorism helping us in the future with our personal and professional career by understanding human personality and behaviour better than we do. No matter what your major is, if you can determine one's personality by his behavior you can really get your work done from that person and understand the better than you would otherwise. This person could be your employee or your employer. Behavior therapy is the application of experimentally derived principles of learning to the treatment of psychological disorders.

Objectives

1. To examine the Personality Traits among graduate level students in Nuclear and Joint families.
2. To examine the personality Traits among different colleges in Nuclear and Joint families graduate level students.
3. To compare the personality Traits among different streams (B.A, B.Sc., B.Ed., B.C.A., and B.P.Ed.) graduate level students in Nuclear and Joint families.

Hypotheses

1. There is no significant difference between Nuclear and Joint families graduate level students on Personality traits.
2. There is no significant difference between Males and Females graduate level students on personality traits in Nuclear families.



3. There is no significant difference between Males and Females graduate level students on personality traits in Joint families.
4. There is no significant difference between Saryu Degree College and Haji Ismail Degree College students on personality traits in nuclear families.
5. There is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in nuclear families.
6. There is no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in nuclear families.
7. There is no significant difference between Saryu Degree College and Haji Ismail Degree College students on personality traits in joint families.
8. There is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in joint families.
9. There is no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in joint families.
10. There is no significant difference among different streams (B.A, B.Sc., B.Ed., B.C.A. and B.P.Ed.) graduate level students on personality traits in Nuclear families.
11. There is no significant difference among different streams (B.A, B.Sc., B.Ed., B.C.A., and B.P.Ed.) graduate level students on personality traits in Joint families.

Review of Related Literature

Leonie J. Vreeke and Peter Muris (2012) conducted a study on 'Relations Between Behavioral Inhibition, Big Five Personality Factors and Anxiety Disorder Symptoms in Non-Clinical and Clinically Anxious Children. This study examined the relations between behavioral inhibition, Big Five personality traits, and anxiety disorder symptoms in non-clinical children ($n = 147$) and clinically anxious children ($n = 45$) aged 6–13 years. Parents completed the Behavioral Inhibition Questionnaire-Short Form, the Big Five Questionnaire for Children, and the Screen for Child Anxiety Related Emotional Disorders-Revised. Results indicated that, compared to parents of non-clinical children, parents of clinically anxious children rated their offspring higher on neuroticism and behavioral inhibition, but lower on extraversion, conscientiousness, and intellect/openness. Further, extraversion emerged as the strongest correlate of an inhibited temperament and this appeared true for the clinically anxious as well as the non-clinical children. Finally, in both the clinical and non-clinical samples, higher levels of behavioral inhibition and neuroticism were unique and significant predictors of anxiety disorders symptoms.

Kotov, RomanGamez, et al. (2010) conducted a study on 'personality traits to anxiety, depressive, and substance use disorders. IT performed a quantitative review of associations between the higher order personality traits in the Big Three and Big Five models (i.e., neuroticism, extraversion, disinhibition, conscientiousness, agreeableness, and openness) and specific depressive, anxiety, and substance use disorders (SUD) in adults. This approach resulted in 66 meta-analyses. The



review included 175 studies published from 1980 to 2007, which yielded 851 effect sizes. For a given analysis, the number of studies ranged from three to 63 (total sample size ranged from 1,076 to 75,229). All diagnostic groups were high on neuroticism (mean Cohen's $d = 1.65$) and low on conscientiousness (mean $d = -1.01$). Many disorders also showed low extraversion, with the largest effect sizes for dysthymic disorder ($d = -1.47$) and social phobia ($d = -1.31$). Dis-inhibition was linked to only a few conditions, including SUD ($d = 0.72$). Finally, agreeableness and openness were largely unrelated to the analyzed diagnoses. Two conditions showed particularly distinct profiles: SUD, which was less related to neuroticism but more elevated on dis-inhibition and disagreeableness, and specific phobia, which displayed weaker links to all traits.

Jonathan William Marin (2010) conducted study on 'An examination of social anxiety, relationship support, self-esteem, personality traits, and motivations for online gaming and internet usage' generally contrary to the study hypotheses. This investigation found a positive relationship between the personality trait of openness and student's overall time using the Internet ($p < .01$), as well as time spent engaging in online gaming ($p < .05$) and online information seeking ($p < .01$). Additionally, demographic variables were related to Internet usage such that a positive relationship was found between student's identification as an African-American and overall time using the Internet ($p < .01$), time spent communicating online ($p < .01$), and time spent utilizing online entertainment ($p < .01$). A positive relationship was also found between gender and time spent online gaming ($p < .01$), indicating that Males engaged in online gaming at higher rates than Females.

Murray(2005) studied on the relationship between Personality Types, Test Anxiety and Self-Esteem with regards to Academic Achievement this study was performed to determine if there is a relationship between personality type, test anxiety, self-esteem and academic achievement which was measured by the students GPA. The study was conducted at a university in Indiana using under graduate volunteers. The study used a scale from the MBTI to help determine personality types (introvert or extrovert), also Rosenberg's 10 - Item scale for self-esteem, and Spielberger's test anxiety inventory. The hypothesis was that extraverts who have a higher self-esteem and low test anxiety would have better success with academic achievement than those who are introverts with low self-esteem and high test anxiety. It was found in this study that there was no significant relationship between personality type, test anxiety, self-esteem and academic achievement.

Methodology

The present study is descriptive survey type research. The purpose of survey type research, according to Kerlinger (p.410) is to discover the relative incidence, distribution and inter-relations of sociological and psychological variables. Survey type studies by and large describe the current status of a phenomena, some group of people, an institution, some existing practice policy or event. Sometimes they compare the status with some available standards and make suggestions for improving the status. Survey research as being used in social science is however different from the status survey and is considered enough scientific if looked from methodology point of view.



Population

The present study covers only graduate label students of Balrampur, Gonda and Bahraich districts of UP. These degree colleges are affiliated to Dr. Ram Manohar Lohiya Avadh University Faizabad. These colleges are providing under graduate and post graduate courses. This research covers only B.A., B. Sc., B.Ed., B.C.A. and B. P. Ed. course students.

Sample and Sampling Techniques

In the present study, researcher selected Non-probability sampling method for this study. Purposive method of sampling was selected for the study. In this type of sampling the researcher picks up units from the population of his own way.

There are 98 samples from Haji Ismail Degree College Sadullah Nagar Balrampur, 180 samples from Saryu Degree College Colonel Ganj Gonda and 91 samples Sanjeevni Degree College Bahraich. Total 369 samples were taken. These colleges have different stream students included as B.A, B.Sc., B.Ed., B.C.A, and B. P. Ed.

Sentence Completion (Personality Traits) test.

This tool is developed by L. N. Dubey and Archana Dubey and published by National Psychological Corporation Agra.

In the sentence completion test the subject is asked to complete sentence of which the first word are given. The tester encourages the subjects to write the responses as quick as possible, through the quickness of response is encouraged, there is no attempt to measure speed of reaction. The response tends to provide information that the subject is willing to give, not that which he cannot help giving. As in other project devices, it is assumed that the subject reflects his own wishes, desire fears and attitudes in the sentences he composes, but this method differs in the subjects production does not depend so much upon his interpretation of the standard stimulus as upon what he is able and willing to write under the test conditions.

Administration

There is no special training required for a person administering the test. It is easily administered in a group of 30 students like other objective test. In the sentence completion test the instructions are simple. The subjects are to be told that it is a simple sentence completion test. In this test in complete sentence are given, and they have to complete the incomplete sentences as quickly as possible with the first thought that come in their mind. They are expected to write the sentences that carry full meaning. There is no time limit in this test, but the subject should be asked to complete the test as quickly as they can. No sentences to be left incomplete.

Scoring

Every sentence can be placed into the following three categories:



1. **Positive** – That shows the positive aspect of one of the traits-Award 2 marks
2. **Negative** – That shows the negative aspect of one of traits –Award 1 marks
3. **Neutral** – That shows neither positive nor negative aspect traits. Award 0 marks

Reliability

Method	Sociability	Self confidence	Ambitious	Total
Split Half	.72	.69	.73	.62
Test-Retest	.76	.71	.68	.67

Validity

The validation criterion used for this test is the correlation of the test rating scores of only 10 percent of the sample by the teachers.

The coefficients of correlation are as below:-

Sr. No	Traits	Coefficient of Correlations
1.	Sociability	-.66
2.	Self confidence	-.73
3.	Ambitious	-.69

Findings and Conclusions

1. Hypothesis-1 i.e. there is no significant difference between Nuclear and Joint families' graduate level students on Personality traits. Here the calculated value of t is less than the table value. Hence hypothesis is accepted at both levels of significance. The findings are no difference about personality traits to nuclear and joint family graduate students.
2. Hypothesis-2 i.e. there is no significant difference between Males and Females graduate level students on personality traits in Nuclear families. The results show differences of mean at personality traits between Males and Females nuclear family graduate level student is very low. Therefore no significant difference between Males and Females graduate level students on personality traits in Nuclear families at both levels.
3. Hypothesis-3 i.e. there is no significant difference between Males and Females graduate level students on personality traits in Joint families. The differences of mean at personality traits between Males and Females Joint families graduate level student only



- 3.38 but is not significant. Therefore it is not significant difference between Males and Females graduate level students on personality traits in Joint families at both levels.
4. Hypothesis-4 i.e. there is no significant difference between Saryu Degree College and Haji Ismail Degree College students on personality traits in nuclear families. The differences of mean at personality traits between Saryu Degree College and Haji Ismail Degree College students in nuclear family are .13 only. But it is not level of significance at both levels. Therefore result is not significant between Saryu Degree College and Haji Ismail Degree College students on personality traits in nuclear families.
 5. Hypothesis-5 i.e. there is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in nuclear families. The difference of mean at personality traits between Haji Ismail Degree College and Sanjivni Degree College students in nuclear family is very small. Therefore it is not significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in nuclear families.
 6. Hypothesis-6 i.e. there is no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in nuclear families. The differences of mean at personality traits between Saryu Degree College and Sanjivni Degree College students in nuclear family are 1.71 only. Hence it is not significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in nuclear family at both levels of significance.
 7. Hypothesis-7 i.e. there is no significant difference between Saryu Degree College and Haji Ismail Degree College students on personality traits in joint families. The difference of mean between Saryu Degree College and Haji Ismail Degree College in joint family students on personality traits is very low. Therefore no significant difference was found between Saryu Degree College and Haji Ismail Degree College students on personality traits in joint families at both levels.
 8. Hypothesis-8 i.e. there is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in joint families. Result shows the calculated value t is less than table value. Therefore is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in joint families at both levels.
 9. Hypothesis-9 i.e. there is no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in joint families. The calculated t value is 1.202 which is less than table value at both levels of significance. Therefore hypothesis is accepted or no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in joint families.
 10. Hypothesis-10 i.e. there is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A. and B.P.Ed.) graduate level students on personality traits in Nuclear families. The result shows that the value of personality traits among different



stream is approximately same. Therefore no significant difference among different streams (B.A, B.Sc., B.Ed., B.C.A.and B.P.Ed.) graduate level students on personality traits in Nuclear families at both levels of significance.

11. Hypothesis-11 i.e. there is no significant difference among different streams (B.A, B.Sc., B.Ed., B.C.A., and B.P.Ed.) graduate level students on personality traits in Joint families. The result shows that the value of personality traits among different stream is approximately same. It is not level of significance at both levels. Therefore is no significant difference between different stream students in joint family on personality traits.

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