PERSONALITY ASSESSMENT OF THE SCIENCE STREAM POST-GRADUATE STUDENTS OF DIBRUGARH UNIVERSITY

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ABSTRACT

The word personality assessment means the measurement of personal characteristics or personal traits e.g. feelings and emotional states, preoccupations, motivation, attitudes and approaches to interpersonal relations of the individuals. The present paper is an attempt to focus on the Personality Assessment of the Science stream Post-Graduate students of Dibrugarh University. The present research was conducted through Descriptive survey method using purposive sampling technique. The data was analyzed using Mean, SD, Mean Differences, C.R., and Standard error of difference. The result show that there is no significant difference between 1st and 3rd semester, male and female Science stream Post-Graduate students of Dibrugarh University as far as their personality dimensions are concerned.

Keywords: Personality, Post-Graduate Student

1.0 INTRODUCTION

The word personality assessment means the measurement of personal characteristics or personal traits e.g feelings and emotional states, preoccupations, motivation, attitudes and approaches to interpersonal relations of the individuals. Personality assessment is an end result or outcome of gathering information intended to advance psychological theory and research and increase the probability that wise decisions will be made in applied setting (e.g in selecting the most promising people from a group of job application).

2.0 Statement of the problem:

The problem is entitled as “PERSONALITY ASSESSMENT OF THE SCIENCE STREAM POST-GRADUATE STUDENTS OF DIBRUGARH UNIVERSITY.”

3.0 NEED AND SIGNIFICANCE OF THE STUDY:

Personality assessment is one of the instruments which assess the personal characteristics or personal traits e.g. feelings and emotional states, preoccupations, motivation, attitudes and approaches to interpersonal relations of the individuals. Personality assessment is essential as it describe individuals as they are seen others, it help classify and differentiate persons, providing a basis for understanding prior actions and predicting future behaviour and thus wise decisions will be made in applied setting ( e.g, in selecting the most promising people from a group of job application) etc.

Personality assessment is essential at Post-Graduation level because it is the highest level of formal educational ladder after which student have to stepping down into real life situations. If their personality is well assessed then there is more scope for their future wellbeing as personality assessment helps in understanding prior actions and predicting future behaviour and thus direct them for future course of action. Science stream post graduate students of Dibrugarh University are bright students having better career prospects. Personality assessment of the Science Post Graduate students enable them to see their inner worth as well as provide a basis for understanding prior actions and predicting future behaviour and thus wise decisions will be made in applied setting especially in selecting the most fitted profession.

Dibrugarh University was established in 1965 and engaged in imparting higher education in different emerging areas. It has a full-fledged training and placement cell which is committed to give all possible assistance to its post-graduates in their efforts to find employment through arranging pre-placement talks, written tests, group discussions, personal interviews, personality development classes, campus interviews etc. As aim of the training and placement activities of Dibrugarh University is to provide opportunities to students in line with their competencies and personality characteristics and to help find
the best fit as per their requirements therefore, the present study may be a basis for the Training and Placement cell, Administrator and Policy Makers of Dibrugarh University.

4.0 OBJECTIVES OF THE STUDY:
The following objectives have been framed for the present study-

4.1 To compare 1st and 3rd semester Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned.

4.2 To compare the male and female Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned.

5.0 HYPOTHESES OF THE STUDY:
The following hypotheses have been formulated for testing-

Ho There is no significant difference between 1st and 3rd semester Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned.

Ho There is no significant difference between male and female Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned.

6.0 DEFINITION OF THE KEY TERM:

Personality: Personality assessment mean the measurement of personal characteristics or traits e.g feelings and emotional states, preoccupations, motivations, attitudes and approaches to interpersonal relations of the individuals.

Science Stream Post-Graduate Student: In the present study, Science Stream Post-graduate students refers to the students studying Post-Graduate courses in the Science Post-Graduate Departments of Dibrugarh University.

7.0 METHOD OF THE PRESENT STUDY:

Descriptive survey method was used in the present study.

7.1 POPULATION OF THE PRESENT STUDY:
The population of the present study comprises of all the students studying in the 7 Science post-graduate Departments of Dibrugarh University in the academic session 2016-17.

7.2 SAMPLE OF THE PRESENT STUDY:
For the present study, the Researcher had selected 120 students from 4 Science post-graduate Departments of Dibrugarh University using incidental sampling technique.4 Science post-graduate Departments of Dibrugarh University were selected using purposive sampling technique.

7.3 TOOLS USED IN THE PRESENT STUDY:
Differential Personality Inventory developed by Arun Kumar Singh and Ashish Kumar Singh (DPI) (2002).

7.4 STATISTICAL TECHNIQUES USE
For the present study, Mean, Standard Deviation, Mean Difference, Standard Error of Difference and C.R were used to analyze the data.

8.0 ANALYSIS AND INTERPRETATION OF DATA

8.1 COMPARISON OF THE 1ST AND 3RD SEMESTER SCIENCE STREAM POST-GRADUATE STUDENTS OF DIBRUGARH UNIVERSITY AS FAR AS THEIR PERSONALITY DIMENSIONS ARE CONCERNED

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Semester</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean difference</th>
<th>Standard Error of differences</th>
<th>C.R</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisiveness</td>
<td>1st</td>
<td>60</td>
<td>8.31</td>
<td>1.82</td>
<td>0.19</td>
<td>1.59</td>
<td>0.12</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>60</td>
<td>8.5</td>
<td>1.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>1st</td>
<td>60</td>
<td>8.43</td>
<td>1.98</td>
<td>0.01</td>
<td>0.22</td>
<td>0.05</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>60</td>
<td>8.44</td>
<td>1.83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional stability</td>
<td>1st</td>
<td>60</td>
<td>8.83</td>
<td>2.19</td>
<td></td>
<td>0.26</td>
<td>0.15</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
<td>60</td>
<td>8.87</td>
<td>2.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The non significant C.R. value indicates that there is no significant difference between the 1\textsuperscript{st} and 3\textsuperscript{rd} semester Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned. Hence the research hypothesis that, "There is no significant difference between 1\textsuperscript{st} and 3\textsuperscript{rd} semester Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned" is accepted. Therefore it can be concluded that the 1\textsuperscript{st} and 3\textsuperscript{rd} semester Science stream post-graduate students of Dibrugarh University do not differ significantly in their personality dimensions.

8.2 COMPARISON OF THE MALE AND FEMALE SCIENCE STREAM POST-GRADUATE STUDENTS OF DIBRUGARH UNIVERSITY AS FAR AS THEIR PERSONALITY DIMENSIONS ARE CONCERNED:

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean difference</th>
<th>Standard Error of differences</th>
<th>C.R.</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculinity</td>
<td>Male</td>
<td>60</td>
<td>7.59</td>
<td>2.04</td>
<td>0.12</td>
<td>0.24</td>
<td>0.5</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>7.71</td>
<td>2.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendliness</td>
<td>Male</td>
<td>60</td>
<td>9.92</td>
<td>1.99</td>
<td>0.12</td>
<td>0.24</td>
<td>0.5</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>9.8</td>
<td>2.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heterosexuality</td>
<td>Male</td>
<td>60</td>
<td>7.39</td>
<td>2.24</td>
<td>0.12</td>
<td>0.24</td>
<td>0.5</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>7.51</td>
<td>2.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ego-strength</td>
<td>Male</td>
<td>60</td>
<td>8.13</td>
<td>1.80</td>
<td>0.2</td>
<td>0.2</td>
<td>1</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>8.33</td>
<td>1.76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curiosity</td>
<td>Male</td>
<td>60</td>
<td>10.07</td>
<td>1.86</td>
<td>0.17</td>
<td>0.2</td>
<td>0.85</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>10.24</td>
<td>1.86</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dominance</td>
<td>Male</td>
<td>60</td>
<td>7.93</td>
<td>2.10</td>
<td>0.3</td>
<td>0.22</td>
<td>1.36</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>7.63</td>
<td>1.85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-concept</td>
<td>Male</td>
<td>60</td>
<td>7.53</td>
<td>1.93</td>
<td>0.24</td>
<td>0.22</td>
<td>1.09</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>7.29</td>
<td>2.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The non significant C.R. value indicates that there is no significant difference between the male and female Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned. Hence the research hypothesis that, “There is no significant difference between male and female Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned” is accepted. Therefore it can be concluded that the male and female Science stream post-graduate students of Dibrugarh University do not differ significantly in their personality dimensions.

9.0 MAJOR FINDINGS, DISCUSSION AND SUGGESTIONS:

a. There is no significant difference between 1st and 3rd semester Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned. It reflects that there is no difference between newly admitted science post-graduate students of Dibrugarh University and the science post-graduate students who spent over a period of one year in Dibrugarh University. To give a boost to their personality special class, coaching, guidance and counseling lectures, mock interviews and personality development classes can be arranged.

b. There is no significant difference between Male and Female Science stream post-graduate students of Dibrugarh University as far as their personality dimensions are concerned. It indicates that Male and Female Science stream post-graduate students of Dibrugarh University are same as far as their personality dimensions are concerned. It is an encouraging result because on the basis of this, it can be assume that Male and Female Science stream post-graduate students of Dibrugarh University can go forward equally without any differences in their futuristic career choices, for entrance to any kind of job, for further studies and so on.

10.0 CONCLUSION:

To sum up it can be said that, the study revealed a clear picture on personality assessment of the Science stream post-graduate students of Dibrugarh University. With the help of the above mention suggestions attempts can be made to enhance personality dimensions of the Science stream post-graduate students of Dibrugarh University.

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