

A COMPARATIVE STUDY OF PERSONALITY CHARACTERISTICS OF ENGINEERING & MANAGEMENT GRADUATES

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Abstract:

The personality profiles of 200 students pursuing B.Tech & M.B.A course have been compared in the present study. Cattell's 16 PF Questionnaire was used to study the personality differences among students with respect to their academic background. The hypotheses examined were students with Engineering degree and not significantly different from those with an Management. Results showed that there were no significant differences among students in the personality profiles based on academic background except for measures of sensitivity and perfectionism. The implications of these findings are discussed for educationists and subject experts with respect to course content, delivery and counseling of students.

Keywords: Personality, Engineering, Management, Graduates

Introduction:

The term personality comes from the latin word 'persona' meaning mask (Hurlock, 1978). Allport (1937) defines personality as the dynamic organization within the individual of those psychophysical systems that determine his/her unique adjustments to the environment. Personality is a criterion reference for knowing, understanding or evaluating any person. Personality depends on the psychophysical development of a person. It includes a persons nature, character, intelligence, interest, attitude, aptitude; expectation, ideals etc.

Personality of an individual is strongly determined by the genetics factors. But the environmental factors cannot be ignored. The early experience in home, neighborhood school and lay foundations for the personality. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individuals typical manner of personal and social adjustment. Each cultural group has established behavioral patterns appropriate for the members of two sexes. Within these culturally approved confine each individual is expected to develop a basic confirming personality pattern. Since personality is a product of cultural influences and is shaped by pressures from the social group. The individual normally comes to think, of himself as a member of a particular group and his confirming behavior becomes habitual.

Characteristics of Personality:

- * The Personality is something unique and specific. Every one of us has an unique pattern in ourselves. No two individuals not even identical twins, behave in precisely the same way over any period of time Every one of us has specific characteristics for making adjustments.
- * Personality exhibits self-consciousness as one of its main characteristics. Man is described as a person or to have a personality when the idea of self enters in to his consciousness.
- * Personality includes everything about a person. It is all that a person has about him. It includes all the behavior patters. i.e., conative, cognitive and affective and covers not only the conscious activities but goes deeper to semi conscious unconscious also.
- * It is not just a collection of so many traits or characteristics which is known as personality. It is organization of some psycho-physical systems or some behavior characteristics and functions as a unified whole.
- * Personality is not static. It is dynamic and ever in process of change and modification. The process of making adjustment to environment is continuous. One has to struggle against the environmental as well as the inner forces throughout the span of his life.
- * Every personality is the product of heredity and environment.

The institutions of learning specially the schools are principal means of socialization to develop children in to useful citizen so that they fit into adult roles and also different occupational roles. It is only students who are high in their scholastic achievement are the ones who can be moulded to occupy strategic position in society. Hence scholastic achievement occupies a very important place in education as well as in the learning process. High achievement in school creates self esteem and self confidence in the child. Grade placement whether in a slow or fast section promotion and marks are the criteria by which children assess their academic achievement. Success is ego inflating, failure is ego deflating. Failure not only damages the self concept, but it encourages the development of patterns of behavior that are harmful to personal and social adjustments. By contrast and favourable social evaluations. These contribute heavily to good future adjustments.

Society and parent's emphasize effective education because it forms the main basis for admission to professional courses and for career development. Thus the academic achievement that has the highest prestige in the eyes of the members of the group with which the child is identified has the greatest influence on the personality development.

The students of Engineering & Management courses from different educational backgrounds have exposure to different concepts and subjects. This many results in difference in' their aptitude. The could have an impact on their appreciation and understanding of the issues discussed in a teaching class . There is a possibility that these differences might later influence their choice of career. The students are imparted knowledge and skills that will he,lp them in the decision making process and in efficient handling of day to day operations in a variety of professions. Factors like stress tolerance and them participation have become very essential in the current organizational context in achieving optimal results. Teacher education hence aims at building skills that helps achieve a greater person - job fit. Many studies have found personality to be related to academic performance, choice of electives, completing university education, and choice of career (Tett. Jackson & Rothstein, 1991; Singh, 1994). Same issues are understood and acted upon differently by different people (Song, Wu & Zhao, 2002), The educational and gender related differences could also have an impact (Felder & Deitz, 2002). These differences in the work context.

Furnham, Jackson and Miller (1999) found that t he personality profiles of pilots, and pilot incumbents differed significantly from the general population. The researches opined that given the nature of the job of a pilot, the applicants self select themselves to produce a distinct personality profile that fits the job of a pilot. Sanchez and Rajano (2001) found certain personality traits to be related to academic failure, Students failing in their courses scored significantly higher in neurosis and extraversion than did their population group.

Clark and Person (1983) found that Black natural science majors were from a higher social class and more practical and toughminded than the Black social and non-science e majors. The White natural science majors were more masculine sex-role oriented and more sober than were the white social and non-science majors. In comparison with non-science majors, natural science majors were more often first born and from higher social class families with fewer siblings. This study explored the differences in academic choice and the personality factors of the participating sample.

A research along similar lines in the Indian context, study the differences in academic background in relation to differences in personality could offer insights into the profiles of students and the factors that govern their choice of career. Hence there is a need to study the difference in personality based on academic background.

Statement of the Problem:

A Comparative Study of Personality Characteristics of Engineering & Management Graduates.

Objectives:

To examine the differences in personality characteristics between Engineering & Management graduates.

Hypothesis:

There is no significance difference between personality characteristic between Engineering & Management Graduates.

Sample:

The sample consisted of 100 engineering and 100 M.B.A graduates who are pursuing these courses professional colleges of Meerut City.

Tools:

Cattell's sixteen personality factor questionnaire: Cattell's 16 PF is a well researched reliable and valid test which measures 16 primary source factors of a person. Form A of the 16PF is being used for the present study. These 16 primary factors and again combined to give eight secondary of global factors. The primary and secondary factors are bipolar.

Procedure:

Permission was taken from the principal of the college and the test was administered in the classroom. Participants signed the consent forms that indicated that all data furnished by them would be kept strictly confidential. The students were then asked to mention their graduation discipline, sex and their age on the 16 PF questionnaire. The students were further instructed to read the instructions printed on the questionnaire and were asked to give the first response that comes to their mind. Any doubts raised by the students were clarified by the researches before they started answering the questionnaire.

After the students answered the questionnaire, the same was collected and subjected for scoring the interpretation. The raw scores were calculated using the stencils provided by the institute for personality and ability testing. Based on the norms for age and sex the raw scores were converted to standard ten scores. As per the manual, scores ranging from 1 to 3 were considered as low, 4 to 7 were considered as average and scores from 8 to 10 were considered as high scores.

Results and Discussion:

Table - 1 shows the mean, standard deviation and the t values calculated for the primary personality factors across different academic backgrounds such as Engineering & Management. The values calculated for the primary factors based on academic background showed that some primary factors were significant for measures like tough mindedness (factor I) and perfectionism (factor Q3). The mean calculated showed that the students with Science background were more tough minded than the students with Art background. This shows that the Management students are more self-reliant, realistic, responsible and emotionally though. They tend to keep the group operating on a practical and realistic "no-nonsense basis as compared to the Engineering background students. Another significant difference found is the measure of perfectionism. Management students are more socially aware, controlled, self-disciplined and perfectionists as compared Engineering to the background students.

The mean calculated for the measure of vigilance though not significant in the present study showed that science students are good team members as compared to the Art graduates. Earlier studies have also found the Management, majors were more practical and tough minded than the non-Management majors.

Table-1: Mean, SD and t-values of the primary personality factors of Engineering and Management graduates.

Personality Factors	Measure	Engineering		Management		t-Value
		Mean	SD	Mean	SD	
Reserved VS warm (A)	Warmth	4.53	1.80	5.50	1.15	1.140
Concrete vs Abstract (B)	Reasoning	5.21	1.92	5.62	1.71	1.212
Reactive vs Emotionally stable (C)	Emotional Stability	5.52	2.26	5.63	2.04	0.718
Differential vs Dominant (E)	Dominance	5.94	1.43	5.91	1.68	0.355
Serious vs Lively (F)	Liveliness	4.61	2.12	4.67	1.82	0.421
Expedient vs Rule Conscious (G)	Rule bound ness	6.42	1.62	6.72	1.75	0.945
Shy vs Socially bold (H)	Social Boldness	5.93	1.63	6.14	1.81	.0446
Utilitarian vs Sensitive (I)	Sensitivity	5.41	2.04	4.81	1.87	2.462
Trusting vs Vigilant (L)	Vigilance	6.16	1.91	5.92	1.84	0.953
Grounded vs Abstracted (M)	Abstractedness	5.44	1.68	5.93	1.92	0.623
Forthright vs Private (N)	Privateness	7.53	2.12	7.52	1.93	0.036
Self-assured vs Apprehensive (O)	Apprehension	5.47	2.07	5.41	1.92	0.421
Traditional vs Open to change (Q1)	Openness to change	5.71	1.72	5.62	1.71	0.369
Group oriented vs SelfOreliant (Q2)	Self reliance	5.28	1.67	5.15	1.84	1.278
Tolerates disorder vs performanism	Perfectionism	6.22	2.04	6.67	1.85	1.836

(03)						
Relaxed vs Tense (Q4)	Tension	4.82	2.24	4.53	1.83	0.882

Based on the results it is apparent that focused counseling would further hone the skills and competencies of students and make them more adaptive to different work pressure situations. Also individual counseling requirements would vary given the different backgrounds of the students. Further, additional inputs like this would give insight to the counselors in shaping the overall, relevant factors as observed in the study which have a bearing on the performance effectiveness can be singled out for attention by psychologists, trainers, subject experts so appropriately assessed for the tuning and development. This study clearly brought out the impact of factors like sensitivity, independence, perfectionism, team work, openness to change and so on in bringing the differences between gender and academic background of the students so that it helps in dealing with different sets of problems accordingly.

Conclusion:

The present study shows that the students with Management background are more tough minded and perfectionists as compared to Engineering graduates. .

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