

PERSONALITY OF FIRST GENERATION LEARNERS AND NON-FIRST GENERATION LEARNERS AT COLLEGE LEVEL

Mohammad Yousf Ganai*

Abstract

This study was undertaken to study the Personality, of First Generation Learners and Non First Generation Learners at College Level. The sample for the present study consists of 600 students, 300 First Generation Learners and 300 Non First Generation Learners. The data was collected with the help of R.B. Cattell's 16 Personality Factor Questionnaire. The result of the study highlight that Non First Generation Learners in comparison to First Generation Learners were found outgoing, more intelligent, emotionally stable, dominant, bold, sensitive, hard to fool and liberal. On the other hand, First Generation Learners were found reserved, shy, secure, conservative, careless of social rules and relaxed.

Key words: Personality, First Generation Learners, Non-First Generation Learners

Introduction

Education is considered a powerful instrument for national development. Government of India through its constitutional directions is trying its best to provide equal educational opportunities to all sections of the society. Education in India is to play the most significant role in developing and fostering human resources and manpower. It is believed that nation will realize her aspirations through education being given to its citizens at different levels. In this regard, Education Commission (1964-66) stressed the realization of the country's aspirations involving changes in knowledge, skills, interests and values of the people. According to Article 14, the state shall not deny to any person equality before law or equal protection of laws and according to Article 15, it forbids any kind of discrimination. The Preamble to the Constitution of India states that the State shall not discriminate against any citizen on

* Professor, Department of Education, University of Kashmir, Srinagar

grounds of religion, sex, race, caste, place of birth or any of them. Moreover, nothing in Article 14 and 15 or in clause 2 of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens. Those who belong to the category of First Generation Learners who face more and more difficulties in learning as compared to those whose parents are educated. In this way inequality in these two groups becomes clear. Students from advanced societies opt for good education whereas, students from weaker sections and First Generation Learners are neither aware about the vital importance of education especially at higher level nor they have the knowledge about their self. The study of personality is concerned with the total person and how the various aspects of an individual's functioning are related to one another. Personality variation may be derived from those elements in experience which are common to members of a particular society or group but differ from elements common to others. These common experiences are the roots of the basic personality. Individual through his continuous reactions and attempts tries to adjust himself to his environment. Personality is thus the product of its own functioning in a particular environment. There is a great diversity amongst people, most individuals are remarkably consistent over long period of time in the way they think, experience the environment and behave towards it. These relatively stable ways of responding towards the world are all manifestation of the individual's personality. The task of attempting to define and measure personality has proved very complex with individual's unique manner of perceiving, thinking, feeling and behaving. Personality is held to be those non-physical characteristics of the individuals that are relatively distinct and consistent. The outer dimensions of personality include his physique, talents, abilities, temperament, disposition etc: Inner dimensions include an individual's drive, emotional tendencies, aspirations, attitudes and self-concept.

Need and Importance

In spite of all its efforts, directives and guidelines given by different commissions and committees of education in India, for ameliorating the position of weaker and underprivileged sections of the society, their progress and development in the field of education has not been satisfactory. Their enrolment in the educational institutions has been lower than that of others. The rate of dropouts and stagnation is higher in underprivileged groups as compared to developed groups. Besides underprivileged sections of the society, First Generation Learners are also suffering from some deficiencies and difficulties that lag them behind in the field of education. These handicaps are poor home environment, lack of facilities, poor social and economic background and lack of guidance and parental encouragement for education, etc. Hence, inequality becomes much common and wider in such cases because due to illiteracy of parents, First Generation Learners are not aware about the vital importance of education, which is the key input for national development.

Special care of the economic and educational interests of the under privileged sections of the population is laid down as an obligation for the State under Article 46. As per this Article, *“the State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation”*. Personality develops in a society and culture. The genetic and hereditary contribution to personality is important, but the socio-cultural effect on the development is immense. Various researchers have developed and explored a number of theories of personality based on observation of characteristics, patterns of psychological functioning known as personality types or patterns. Cognition personality component includes reasoning, logic, problem solving and decision making. Affective components include emotions such as joy, fear, surprise, sadness, disgust, anger, acceptance and anticipation. Personality is understood through associated bonds, reinforced learning, trait and type classifications largely derived through analysis of overt behaviour. In this perspective the prime goal of personality is to develop in the students’ appropriate masks or roles, traits, habits, responses and appropriate patterns which society deems appropriate and worthwhile through the application of suitable training technique like shaping reinforcement and modeling. Thus the belief is that a desired personality can be created by appropriate manipulation.

Objectives

The following objectives have been formulated for the present investigation:

1. To study the personality of First Generation Learners and Non First Generation Learners.
2. To compare First Generation Learners and Non First Generation Learners on personality factors.
3. To find profile similarity between First Generation Learners and Non First Generation Learners on personality factors.

Hypotheses

The following hypotheses have been formulated for the present investigation:

1. First Generation Learners and Non First Generation Learners differ significantly on personality factors.
2. There is significant profile dissimilarity between First Generation Learners and Non First Generation Learners on personality factors.

Methodology and procedure

This study was designed to study First Generation Learners and Non First Generation Learners at College Level with relation to their personality as such; descriptive method of research was employed.

Sample

The sample for the present study consists of 600 students, 300 First Generation Learners and 300 Non First Generation Learners. The First Generation Learners have been identified from the various degree colleges of Kashmir province with the help of self constructed information blank. The sample has been taken randomly from III-year degree college students.

Tool used

Cattell’s Sixteen Personality Factors was administered to the sample subjects.

Statistical treatment:

The data for the present investigation has been analyzed by applying mean, standard deviation and t-test. It has been further analyzed by profile similarity comparisons.

Analysis and Interpretation of data:

In order to test the hypotheses formulated for the present investigation, the data collected through the administration of the selected tool was statistically analyzed by employing t-test. As a result of this, the two groups of students, i.e., First Generation Learners and Non First Generation Learners. were compared on personality.

Table 1: Mean comparison of First Generation Learners and Non First Generation Learners on 16 personality factors (N=300 in each group)

	Category	Mean	Std. Deviation	t- value	Level of significance
A	FGLS*	5.40	1.88	10.83	Sig. at 0.01 level
	NFGLS**	7.09	1.94		
B	FGLS	4.44	1.61	18.29	Sig. at 0.01 level
	NFGLS	7.03	1.85		
C	FGLS	4.19	1.56	18.88	Sig. at 0.01 level
	NFGLS	6.87	1.90		
E	FGLS	5.23	1.58	5.07	Sig. at 0.01 level
	NFGLS	5.91	1.70		
F	FGLS	4.82	1.58	16.96	Sig. at 0.01 level
	NFGLS	7.21	1.86		
G	FGLS	4.95	1.52	13.38	Sig. at 0.01 level
	NFGLS	6.83	1.90		
H	FGLS	4.67	1.70	14.55	Sig. at 0.01 level
	NFGLS	6.80	1.88		

Personality of First Generation Learners and Non-First Generation Learners at College Level

	Category	Mean	Std. Deviation	t- value	Level of significance
I	FGLS	3.44	1.47	22.33	Sig. at 0.01 level
	NFGLS	6.60	1.96		
L	FGLS	5.20	1.78	11.21	Sig. at 0.01 level
	NFGLS	6.89	1.91		
M	FGLS	4.97	1.63	14.35	Sig. at 0.01 level
	NFGLS	7.02	1.86		
N	FGLS	4.39	1.77	16.25	Sig. at 0.01 level
	NFGLS	6.91	2.02		
O	FGLS	4.66	1.62	16.37	Sig. at 0.01 level
	NFGLS	7.02	1.90		
Q1	FGLS	4.88	1.61	11.86	Sig. at 0.01 level
	NFGLS	6.55	1.83		
Q2	FGLS	4.38	1.62	15.23	Sig. at 0.01 level
	NFGLS	6.51	1.80		
Q3	FGLS	4.09	1.63	20.52	Sig. at 0.01 level
	NFGLS	7.03	1.87		
Q4	FGLS	4.12	1.61	18.91	Sig. at 0.01 level

*FGLS = First Generation Learners

**NFGLS = Non First Generation Learners

Table 1 shows the mean comparison of First Generation Learners and Non First Generation Learners on 16 personality factors. The table indicates that the two groups differed significantly at 0.01 level on factors A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃ and Q₄. The table further indicates that the Non First Generation Learners were found outgoing (A+), more intelligent (B+), emotionally stable, (C+), dominant, (E+), enthusiastic (F+), moralistic (G+), bold (H+), sensitive (I+), hard to fool (L+), imaginative (M+), shrewd (N+), apprehensive (O+), liberal (Q₁+), self sufficient (Q₂+), compulsive (Q₃+), and tense (Q₄+), whereas First Generation Learners were found reserved (A-), less intelligent (B-), emotionally less stable (C-), submissive (E-), restrained (F-), expedient (G-), shy (H-), tough-minded (I-), trusting (L-), practical (M-), forthright (N-), secure (O-), conservative (Q₁-), group-oriented (Q₂-), careless of social rules (Q₃-) and relaxed (Q₄-). Therefore, hypothesis 1 in the Chapter I which revealed as "First-Generation Learners and Non First-Generation Learners differed significantly on their personality factors" stands accepted.

Fig 1: Personality profile comparison of First Generation Learners and Non First Generation Learners

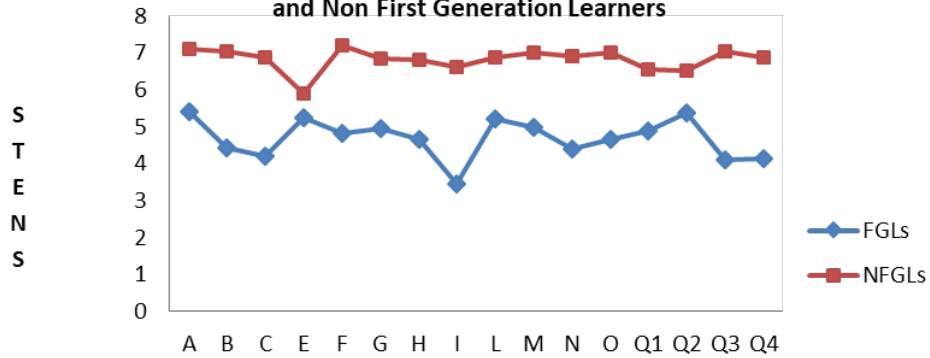


Table 2: Profile similarity comparison of First Generation Learners and Non First Generation Learners on 16 personality factors.

Group	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
Urban FGLs* Mean in Stens	5.40	4.44	4.19	5.23	4.82	4.95	4.67	3.44	5.20	4.97	4.39	4.66	4.88	5.38	4.09	4.12
Rural NFGLs** Mean in Stens	7.09	7.03	6.87	5.91	7.21	6.83	6.80	6.60	6.89	7.02	6.91	7.02	6.55	6.51	7.03	6.89
Difference between the means (d)	1.69	2.59	2.68	0.68	2.39	1.88	2.13	3.16	1.69	2.05	2.52	2.36	1.67	2.13	2.94	2.77
d ²	2.85	6.70	7.18	0.46	5.71	3.53	4.53	9.98	2.85	4.20	6.35	5.56	2.78	4.53	8.64	7.67
wd ²	2.85	13.41	7.18	0.46	5.71	7.06	9.07	9.98	8.56	16.81	6.35	5.56	5.57	9.07	34.57	23.01

rp results

$\sum wd^2$	Coefficient	PF	Remarks
165.22	-0.45	16	Significant at 0.01 level

*FGLS = First Generation Learners

**NFGLS = Non First Generation Learners

Perusal of the table 2 shows the profile similarity comparison of First Generation Learners and Non First Generation Learners on 16 personality factors. The value of $\sum wd^2$ was 165.22 and rp coefficient was -0.45 which was significant at 0.01 level. It indicates that there was dissimilarity in the personality profiles of First Generation Learners and Non First Generation Learners.

Conclusion:

Non First Generation Learners in comparison to First Generation Learners were found outgoing, more intelligent, emotionally stable, dominant, bold, sensitive, hard to fool and liberal. On the other hand, First Generation Learners were found reserved, less intelligent, shy, secure, conservative, careless of social rules and relaxed.

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