

Personality Traits And Learning Style Of Commerce Students

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Abstract

This research article focuses learning styles and personality traits of Higher secondary commerce students. For achieving this, the researcher adopted survey method. Personality Traits Inventory developed by Goldberg (1993) and Learning Styles Inventory developed by Leonard Enid (2005) were the tools used for data collection. 255 higher secondary commerce students were taken as the sample of the study using simple random sampling technique. Mean, SD, 't' test and Correlation were used for analyzing the data. Personality traits and Learning Style of higher secondary commerce students is high.

I. INTRODUCTION

Students learn in many ways, and teachers differ in instructional methods. Nevertheless, both students and teachers share the same goal - to reach optimal learning. Educational programs and courses that are responsive to diverse student populations and their individual differences are essential. Scholars have explored and identified factors that contribute to academic success for students and teachers such as cognitive ability, stress coping strategies, and emotional intelligence. Individual characteristics also affected students' behaviors and volunteerism in activities at school (Jarenvongrayab, Chuawanlee, Choochom, & Chittcharat, 2010). This research project focused on other aspects of students' individual differences personality traits and learning styles.

1.1 Learning Styles



According to **Keefe (1979)**, learning styles are characteristic cognitive, affective and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (P.68)

Learning is something that takes place inside a person's brain, and it is known to be an enormously intricate and complex process. Knowledge about learning can be accumulated by scientific methods and when such knowledge is adequately verified, it can be expressed as learning principal. Learning is a process, which enables the teachers to recognize that learning has taken place when they note a behavioral change in the learner and also when they note the persistence of this change.

1.2 Personality

Personality is understood to mean merely something that enables some people to gain favorable attention. Personality is the total quality of an individual. It includes the external, intelligence, thoughts, expression, creativity, individuality, and behaviour. Personality is the result to interaction between the genetic makeup, family and social environment. For example a child reared under harsh circumstance may grow up passive, while another become an ambitious over achiever. As Psychologist **Gordon, Allport (1954)** has put it. "The same fire melts butter hardens egg".

The term 'Personality' is very commonly used in everyday life. It refers to distinctive characteristics that consistently manifest themselves in different situation.

II. REVIEW OF RELATED LITERATURE

Malathi, S. and malini, E. (2006) Learning Style of Higher Secondary Students of Tamil Nadu: The objectives were: (1) To find out the learning style of students in classes XI and XII; (2) to find out the relationship of learning style with achievement of students; (3) to see the learning style of higher secondary students in terms of their sex, classes and type of school. The sample consisted 160 higher secondary students from private and government schools. The tools used in this study for data collections were Felder's Learning Style Inventory by Barbara A. Soloman, Cronbach's alpha test, and 't'-test was used for data analysis. The learning style of higher secondary students was found to be good and there was no significant difference in the learning style of higher secondary students in terms of their class and type of school. There was significant difference in the learning style between boys and girls studying in higher secondary students and the correlation is higher between learning style and achievement which indicates that higher the achievement scores, the better the learning style among higher secondary students.

Agarwal, Roma and kumkum Sing (2008) Personality traits as a Function of caste and Gender: Seeks to explore the personality traits us function of caste and gender. The present study was designed to find out personality traits as a function of caste and gender. The data was collected on 60 subjects; 30 Brahmin, 30 Vaishya (comprising of 30 males and 30 females) with the age range 25-35 years. Sixteen P.F Test was used. The finding s showed that no significant difference in personality traits of Bramin and Vaishya and

also male and females, but 4 out of 16 personality factors showed significant interactive effects. Those factors were; submissiveness vs. dominance, tough mindedness vs. tender mindedness', self-assured vs. apprehensiveness and undisciplined self-conflict vs. following self-image.

III. SIGNIFICANCE OF THE STUDY

Students in higher secondary schools are very much pressurized to move higher and higher in their academic performance. Parents as well as teachers turn out to be hard taskmasters in extracting more and more from them. There is no dearth of studies relating personality characteristics and learning style. The investigation focusing on the learning styles and personality traits of higher secondary commerce students is undertaken.

IV. OPERATIONAL DEFINITIONS

Learning style

Learning style is an individual's unique approach to learning based on strengths, weaknesses and preference. Here, the investigator means the learning style of higher secondary commerce students assessed through the Learning Inventory developed by *Asa Grant Hilliard (1989)*

Higher Secondary Commerce Students

By this, the investigator means the students studying in commerce group at higher secondary level.

Personality Characteristics

Personality Characteristics are the individual's instinctive characteristics like type of personality, self-concept, independence, temperament, adjustment and anxiety. Here, the investigator means the personality characteristics of higher secondary commerce students assessed through *Manju Aggarwal's Multi-dimensional Personality Inventory (1985)*

V. OBJECTIVES OF THE STUDY

- ❖ To find the learning style of higher secondary commerce students.
- ❖ To find the personality traits of higher secondary commerce students.
- ❖ To find the learning styles of higher secondary commerce students with respect to gender, locality and type of schools.
- ❖ To find the personality traits of higher secondary commerce students with respect to gender, locality and type of schools.

V. HYPOTHESES OF THE STUDY

- There is no significant difference between the Boys and Girls higher secondary commerce students in their Learning Styles.
- There is no significant difference between the rural and urban higher secondary commerce students in their Learning Styles.

- There is no significant difference between the Government and private higher secondary commerce students in their Learning Styles.
- There is no significant difference between the Boys and Girls higher secondary commerce students in their Personality traits.
- There is no significant difference between the rural and urban higher secondary commerce students in their Personality traits.
- There is no significant difference between the Government and private higher secondary commerce students in their Personality traits.
- There is significant relationship between Personality traits and Learning Styles of higher secondary commerce students.

VI. SCHEMATIC PRESENTATION OF THE RESEARCH METHODOLOGY

Sl.No	Type	Sources
1.	Nature of research	Normative Survey
2.	Variables	Personality Traits and Learning Styles
3.	Tools used	Personality Traits Inventory, Learning Styles Inventory
4.	Sampling Technique	Simple Random Sampling
5.	Size of the sample	255 is drawn from higher secondary commerce students from various higher secondary schools in Salem district in Tamilnadu.
6.	Statistical techniques used	Descriptive Analysis, Differential Analysis and Correlation Analysis.
7.	Gender	(a) Boys - 150 (b) Girls - 105
8.	Locality	(a) Rural - 165 (b) Urban - 90
9.	Type of Schools	(a) Government -160 (b) Private -95

VII. DATA ANALYSIS

7.1 Descriptive Analysis

Table 1: Showing Mean and Standard Deviation of higher secondary commerce students in their Personality traits and Learning Styles

Variables	N	Mean	SD
Personality traits	255	180.18	14.67
Learning Styles	255	23.20	2.91

The table above describes the mean and standard deviation of higher secondary commerce students in Personality traits and Learning Styles. It is observed from the table the mean score of higher secondary commerce students in Personality traits and Learning Styles are high.

7.2 Differential Analysis

Hypothesis 1: There is no significant difference between the higher secondary commerce students with respect to Gender, Locality and Type of schools in their Personality Traits.

Table 2: Higher secondary commerce students with respect to Gender, Locality and Type of schools in their Personality Traits Max. Score: 220

Variable	Sub-Variable	N	Mean	SD	't' Value	Significance at 0.05 level
Personality Traits	Boys	150	199.0	14.53	0.4646	NS
	Girls	105	179.37	14.90		
	Rural	165	179.80	14.74	0.5753	NS
	Urban	90	180.88	14.60		
	Government	160	180.06	14.77	0.8608	NS
	Private	95	180.39	14.58		

Hypothesis 2: There is no significant difference between the higher secondary commerce students with respect to Gender, Locality and Type of schools in their Learning Styles.

Table 2: Difference between the higher secondary commerce students with respect to Gender, Locality and Type of schools in their Learning Styles (Max. Score: 30)

Variable	Sub-Variable	N	Mean	SD	't' Value	Significance at 0.05 level
Learning Styles	Boys	150	23.17	2.93	0.8269	NS
	Girls	105	23.25	2.89		
	Rural	165	23.15	2.93	0.7176	NS
	Urban	90	23.29	2.87		
	Government	160	23.23	2.91	0.8592	NS
	Private	95	23.16	2.92		

7.3 Correlation Analysis

Hypothesis 3: There is significant relationship between Personality traits and Learning Styles of higher secondary commerce students.

Variable	N	df	'r' Value	Results at 0.05 level
Personality Traits Vs Learning Styles	255	253	-0.0559	NS

From above table, it is found that the correlation coefficient of higher secondary commerce students between personality traits and learning styles is 0.0559. The obtained correlation coefficient (-0.0559) is less than the table 'r' value (0.113) at 0.05 level. Hence the null hypothesis is accepted which means the alternative hypotheses is rejected. Therefore, it is found that there is no significant relationship between personality traits and learning styles of higher secondary commerce students.

VIII. FINDINGS

- The mean score of higher secondary commerce students in Personality traits and Learning Styles are high.
- There is no significant difference between the Boys and Girls higher secondary commerce students in their Learning Styles.
- There is no significant difference between the rural and urban higher secondary commerce students in their Learning Styles.
- There is no significant difference between the Government and private higher secondary commerce students in their Learning Styles.
- There is no significant difference between the Boys and Girls higher secondary commerce students in their Personality traits.
- There is no significant difference between the rural and urban higher secondary commerce students in their Personality traits.
- There is no significant difference between the Government and private higher secondary commerce students in their Personality traits.
- It is found that there is no significant relationship between personality traits and learning styles of higher secondary commerce students.

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