

# A Study on Personality Traits Designated By Vedic and Formal Students

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**Abstract-** A comparative study was conducted to know and compare the different personality traits designated by the students of vedic and formal education system. A differential design is employed in this study. Major findings of the study depicts that, majority of the students of vedic educational system show high level of personality traits like extroversion, agreeableness, conscientiousness and openness to experience, while the students of formal educational system have shown low level of these personality traits. The results clearly depict that vedic system has succeed in molding the child personality in a desired way as the primary aim of any system of education is to be development of a wholesome personality. But today's modern formal system of education is producing only money making machines, ignoring the development of virtuous qualities and resulting in the development of negative personality traits.

**Index Terms-** Personality, Personality traits, Extroversion, Conscientiousness, Agreeableness, Openness to experience.

## I. INTRODUCTION

Personality is the combination of characteristics or qualities that form an individual's distinctive character".

"Education is natural harmonious and progressive development of man's innate power" which plays a very important role in shaping of one's personality. India is a country that seen different phases era's of educational systems.

### Era of Vedic Period:

It is said that education in India was started during vedic period. This system was centered to give importance for the formulation of character and personality of children, achieved through Gurukula System, a center which provides practical, natural and appropriate environment, lessons on right conduct and teaching based on life, character and ideals of great persons.

### Era of Sangam:

In later periods, there were Parishads and Academics where the students of advanced learning gathered and enriched themselves through discussions and discourses convened at regular intervals known as Sangam. This was the period when many universities built like Nalanda and Taxila. Thus recorded to be great university which offered various subjects like Art, Architecture, Painting, Logic, Mathematics, Philosophy, Astronomy, Literature, Law and medicine.

### Era Of British System:

After the arrival of East India Company in India, the education system of India started changing. The European attitude was adopted and more emphasis was given to use of textbooks and English language. Also the concept of examination and evaluation was introduced by the British.

This system which is followed throughout, puts emphasis only on the theoretical knowledge than practical, natural skills.

## II. REVIEW OF LITERATURE:

Katyal.et.al(2011) in their study " A comparative study of job stress and type of personality of employees working I nationalized and non-nationalized banks" revealed that with respect to personality trait extroversion/introversion, majority of respondents were highly extroverts(48%), followed by moderate level of extroversion(30%) and only 22.00 percent of respondents were highly introvert.

Ijaz. M and Khan. A (2015) revealed in their study that employees with different personality traits like extroversion, openness to experience, conscientiousness, agreeableness will have high level of job satisfaction and employees with neuroticism personality trait will have negative impact on job satisfaction.

Dubey. A and Pandey. M (2016) revealed in their study that different personality traits like conscientiousness, agreeableness, extroversion, emotional stability, openness to experience has a positive impact in political skill.

## III. SAMPLE SELECTION AND RESEARCH METHODOLOGY:

A systematic study has been conducted to study the personality traits designated by the students of Vedic and formal education and centers selected were " Maitreyee Gurukulam" - center of vedic education located in Vitla, D.K District and St. Aloysius PU College" a center of formal education located in Mangalore, D.K district.

Totally 46 students, about 23 each from both educational institutes who has completed minimum 6 years of education were considered a respondents.

The "Big Five Personality Traits Test" questionnaire was used for the study. The four personality traits considered are:

- Extroversion
- Agreeableness

- Conscientiousness
- Openness to experience

The total score of each personality traits were categorized into high and low levels, considering mean.

The standard of calculating each personality traits are as mentioned below:

IV. RESULT AND DISCUSSION:

**Table 1: Personality traits designated by the respondents**

Components	Category	Vedic system		Formal system	
		Frequency	Percentage	Frequency	Percentage
Extroversion	Low (0-19)	1	4.3	15	65.2
	High (20-40)	22	95.6	8	34.7
Agreeableness	Low (0-19)	-	-	13	56.5
	High (20-40)	23	100	10	43.5
Conscientiousness	Low (0-19)	-	-	9	39.1
	High (20-40)	23	100	14	60.8
Openness to experience	Low (0-19)	6	26.08	13	56.5
	High (20-40)	17	73.9	10	43.4

**A. Extroversion:**

The results in the table show that majority of the respondents of vedic educational system belonged to high level of extroversion(95.60%) as against the low level of extroversion( 65.20%) among the respondents of formal educational system.

Qualities of being highly agreeable, fun loving, sociable, friendly and drive energy from social activities among the respondents of vedic educational system, may be the reason.

**B. Agreeableness:**

The results in the table show that with respect to the personality trait, agreeableness almost all the respondents of vedic educational system (100%) showed high level of agreeableness, where as in formal educational system about 56.50 percent of respondents showed low level of agreeableness.

Having the background of big family, involvement in agriculture, residential school background and their exposure towards collective living, sharing, caring among the respondents of vedic educational system might be continuously for the results. Absence of these in formal educational system might be the reasons for low level of agreeableness among the respondents.

**C. Conscientiousness:**

The data of the table shows that almost all the respondents from vedic educational system (100%) showed high level of conscientiousness,where as in formal educational system only about 60.80 percent of respondents showed high level of conscientiousness.

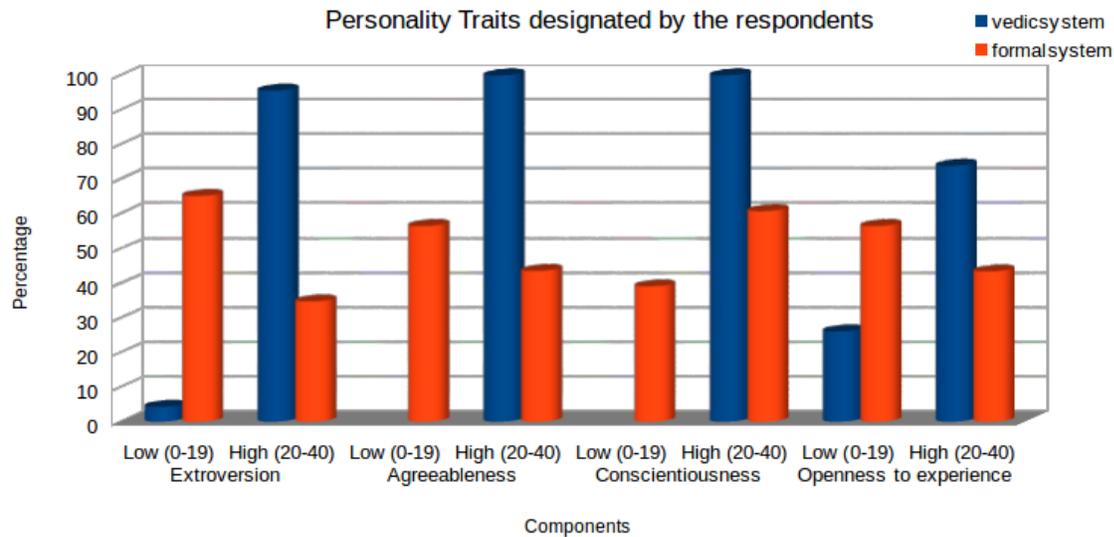
Practical and practice oriented system of education with the live experience of agricultural activities, tailoring, crafts, involvement in dance and music might be building the traits among the students of vedic educational system.

**D. Openness to Experience**

The study reveals that majority of the respondents from Vedic educational system (73.90%) showed high level of openness to experience, whereas majority of the respondents from formal educational system showed low level of openness to experience.

Students with built up self confidence,courage,high moral perspective observed due to their involvement in the extra and co-curricular activities like yoga, vedic chanting, agricultural activities, playing of instruments, tailoring etc. might be the reason for possessing high level of openness to experience among vedic educational system.

**Figure 1: Graphical representation of personality traits designated by the respondents.**



#### V. CONCLUSION:

An attempt is made to study the different personality traits designated by the students of Vedic and Formal educational system in the district of Dakshina Kannada, Karnataka.

Through the results it can be concluded that Vedic system is successful in imparting its major objective I.e to form a consistent personality and character of the students.

The formal system of education has failed in creating great personalities because the modern system has almost lost in developing the discipline, the cordial relation between student and teacher, the social, moral values which was inherited from generations.

#### VI. LIMITATION OF THE STUDY AND SCOPE FOR FURTHER RESEARCH

The research study was conducted in the cities Vitla and Mangalore, selected on the basis of location of vedic education institution. The study could not cover wider geographical area and the large sample because of the non availability of Vedic educational institutes, lack of awareness regarding the scope of

vedic education and its importance among the people also may be the reason for small sample.

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