

PERSONALITY DYNAMICS AMID STUDENTS IN A DENTAL INSTITUTE

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Abstract: Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, cognition, emotions, motivations and behavioral science in various situations. The major objective of the present study was to assess the personality dynamics of students who belong to Dental college of Bhopal. Population of the present study included all female and male students (hostellers and day scholars) studying in Peoples University, Bhopal. For the present study students of dental college were randomly selected. Simple random sampling technique was used to select the sample of 200 students with age ranging from 19 years to 30 years out of which 50 male and 50 female students were selected among the day scholars of the college and same number of male and female students from hostel. Gender wise analysis indicated that female students exhibited high vulnerability for Anxiety and Depression than male students, while male students exhibited inclination towards Extraversion as compared to female college students. On the other hand both type of students presented same levels of Conscientiousness, Agreeableness, and Openness.

Keywords: Dental students, personality dynamics, anxiety, depression, extraversion, conscientiousness, agreeableness, openness.

1. INTRODUCTION

Personality Dynamics means the individual is confident, energetic and independent. Personality of an individual is an identity that is molded by many factors i.e., socialization, training, life experiences, social perception and education Human Dynamics based on the psychological, affection and the bodily aspect of an organism, which are of comparable significance and worth, proved that some people are psychologically, expressively and bodily centered, possessing extra or less intellectual qualities, sympathetic, skilful or talented.¹ Personality dynamic in general is comprised of major dimensions such as the process of learning; the way problem is solved and the way communication skill are utilized. Human Dynamics based on the psychology, affection and the bodily aspect of an organism, are of comparable significance and worth. An individual's behavior is not predetermined; rather it is based on his preferences. Education has three factors, the material which is planned to learn, environmental condition and subjects readiness.² Student residing in hostel come across many people of different states and sometimes with the same person in different situations or conditions, hence becoming an edifying pasture for them. Therefore, they tend to be straight forward, live an independent, joyful life reaching absolute maturity at an early age. Investigations depict the special effect of boarding schools on teenagers as suffering from social impairment and mood disorder. Though boarding school administrations at present have taken measures in terms of altering the prevailing environment, which proved to be helpful to lessen the rate of disordered personality among the students, but in the long run it is difficult to eliminate the adverse effect of boarding school.³

Along with the other factors impact of residential care and environment on personality development has been studied suggesting that those students who live at their homes with their family member are more emotionally stable and confident as compared to hostlers. Residential care has a great impact on personality development as observed in hostlers experiences resulting in too many problems of which most prominent is emotional disorder. Day scholars reported better adaptation skills as compared to hostlers who bear high risk of adapting. Unhealthy habits relating to residential condition, status and children's unhealthy personality stated that hostlers weaken their psychological well being as seen in Eskimo and Indian children.⁴

Emotion plays a central role in the life of an individual, so one is expected to have higher emotional maturity in order to lead an effective and successful life. Hence the emotion maturity becomes important in individual's life. As the students are the pillars of the future generation their emotional maturity is vital due to which they will be in a position to train their child in the future.⁵

This study is conducted to analyze the personality dynamics of dental students and how this can be applied to improve their future lives.

2. OBJECTIVE

The major objective of the present study was to assess the personality dynamics of dental students of a Dental Institute in Bhopal, India.

3. METHODOLOGY

This is a cross sectional study conducted among dental students. Population of the present study included all female and male students residing in hostel and with their families in Peoples Dental Academy, Bhopal.

Ethical clearance was obtained from the college authorities and informed consent was obtained from the students.

For the present study, day scholar students and student residing in hostels were randomly selected from the college. Simple random sampling technique was used to select the sample of 100 students within the age range of 19 years to 26 years. 50 male and 50 female students were selected among the day scholars of the college and same number of male and female students from hostel.

Selection criteria:

1. Students in the age range of 19-26 years were included
2. Students who were not in the age range were excluded
3. Students not willing to participate in the survey were excluded.

Questionnaire with 18 questions close ended and 1 question open ended was used to collect the data. The questions included demographic details and various levels of personality dynamics.

4. RESULT

The present study was conducted to assess the personality dynamics of students (hostlers and day scholars) of a dental college in Bhopal. The dental students comprised a total of 200, out of which 100 students (50 males and 50 females) were day scholars and 100 students (50 males and 50 females) were hostellers. The highest numbers of students were in the ages of 21 and 22 and the lowest in the ages of 18 and 26. The students of 1ST Year included 12%, 2nd year 24%, 3rd year 43%, 4th year 17% and Internship a minimum of 4%. The participants were inclusive of hostellers 50% and those residing at home 50%.

In this study, it was observed that 89% students were interested in improving personality dynamics and 40% were aware of the importance of personality dynamics. Students residing in the hostel who were having home sickness were 50%. Students who liked to do household work were 28% and there was a significant association between age and this personality ($p=0.008$). It was also observed that student's choice of food from outside was 25% and this had a significant association with the gender of the students ($p=0.038$). Students having trust on their friends were 67%, students who enjoy more with friends were 67%, students straight forward in convincing others were 39% and students who felt better alone

were 68%. Students who were self disciplined were 39% and it had a significant association with gender ($p=0.008$). Those who had difficulty in adjustment were observed to be 11% and it was found to be statistically significant between hostellers and day scholars ($p=0.000$).

TABLE 1: Frequency distribution of personality dynamics among the study subjects

Personality Dynamics	Frequency (%)	P Value
Interested in improving	89 (89%)	
Importance of personality dynamics	40 (40%)	
Home sickness	50 (50%)	
Household work	28(28%)	P=0.008
Choice of food	25(25%)	P=0.038
Trust	67(67%)	
Enjoy	67(67%)	
Convincing	39(39%)	
Feel better	68(68%)	
Self discipline	39(39%)	P=0.008
Adjustment	11(11%)	P=0.000

In this study, it was observed that percentage of students showing different types of emotions included Anxiety-21%, Anger-25% and Depression-18%. Percentage of students who were emotionally attached to one person or another was observed to be just 1% and 31% deferred to this.

TABLE 2: Frequency distribution of personality dynamics among the study subjects

EMOTIONS	PERCENTAGE
Anxiety	21(21%)
Anger	25(25%)
Depression	18(18%)
EMOTIONALLY ATTACHED	
Yes	1(1%)
No	31(31%)

5. DISCUSSION

The present study was intended to analyze personality dynamics between hostellers and Day scholar students of Bhopal dental college. The findings proved that place of residence does affect personality. Along with it, it was also found that as compared to day scholar students, boarders or hostellites show significant difference on major dimensions of personality such as adjustment with the society¹. This also supports the earlier findings stating that children sent to hostels causes lack of emotional expression. It is proved by **Ahmed AM (2009)**² that hostellers feels distraught which later on results into adaptation of phony personality.

The personality of hostlers and non hostlers was found to be significantly different on major dimensions in the present study. Similar findings were presented by **Ano GG et al (2004)**³ suggesting that environmental aspect of a hosteller have an effect on the adjustment skills and ability. Similar views about the aversive affect of hostellers on personality dynamics was presented stating that the aspect of being alone, emotional instability and academic performance are significantly related with boarding house environment as suggested by **Bergin A (1983)**.⁴

As compared to day scholars, hostellers exhibit emotional unsteadiness, nervousness, hostility and depression due to their residence in tense and restricted environment of the hostel. Present result is supported by several earlier researches affirming the homesickness to be one of the negative effects which results in lack of concentration, depression and dysfunctional behavior.

Barkan SA (2003)⁵ stated that homesickness is interrelated with age and of home leaving experiences.

Perveen S and Kazmi SF (2011)⁶ in their study suggested that female students tend to exhibit more anxiety and depression when compared to males which was similar to the present study.

In our survey, hostellers and day scholars both the students are equally interested in improving their personality dynamic. **Luyckx K et al (2012)**⁷ suggested that coping strategies and identity processes reinforce one another over time in college students. One of the most dynamic periods of psychological growth occurs during the college years. In this period, young adults begin to integrate their identity, enhance their intellectual development, and internalize a personal set of beliefs and values.⁸

6. CONCLUSION

On the basis of obtained findings it is concluded that place of residence does exert an influence on personality dynamics. Significant difference was observed among the hostellers and day scholars of dental college. It further indicates that religious education proved to be helpful and supportive as providing coping ability in order to deal with everyday life problems. Hostellers showed less vulnerability to stress and possessed mental wellbeing but exhibited less extroverted tendencies. On the other hand these students are more agreeing, show higher grade of organization, persistence, control and motivation in goal directed behavior. This study hence concluded that as compared to day scholar students, boarders or hostilities showed significant difference on major dimensions of personality.

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