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PERSONALITY OF STUDENTS OF TEACHER EDUCATION IN REFERENCE TO GENDER

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ABSTRACT

Personality of a teacher plays an important role within the process of education and training. It is a base for the positive influence on pupil and students. This positive influence is a reflection of the authority of the teacher determined by their expertise, pedagogical preconditions, social acceptance, character and

moral qualities. This research investigates the Personality of students of teacher education in reference to gender in Secondary Teacher education institutions. To study the personality of Students of Teacher Education, descriptive survey method was used. For this purpose the sample was selected from the B.Ed. colleges of Hisar District of Haryana state. The sample consisted of 900 students of teacher education. Out of 900 Students of Teacher Education, 450 male Students of Teacher Education and 450 female students of teacher education were taken. Personality inventory developed by Dr. Mahesh Bhargava was used for the study. The study revealed a significant difference between the personality of male and female students of teacher education.



KEYWORDS: Personality, Students of Teacher Education, Gender, Teacher Education Institution.

INTRODUCTION:

Personality of a teacher plays an important role within the process of education and training. It is a base for the positive influence on pupils and students. This positive influence is a reflection of the authority of the teacher determined by their expertise, pedagogical preconditions, social acceptance, character and moral qualities. The teacher's personal example and their personality charm are irreplaceable. Their influence, impact and communication cannot be replaced by quality textbooks or

learning aids, ethical norms or elaborated tests, restrictions or punishments. A focus on the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals.

Becoming aware of one's own personality type and the personality type of others can be helpful in mounting intra-personal and inter-personal development. Personality recognition has been used for many purposes in various organizations; to forecast a worker's aptitude to fill definite roles, to set up pleasant-sounding relationships, to conclude team effectiveness, and to predict future behavior. A focus on the teacher's personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. Employers are using personality tests and suggestive interview questionnaires more often now than ever before in an effort to hire employees that are capable, qualified, and emotionally suited for work environment cohesion and profitability. No field or discipline is more intent on the study of personality than the field of education. Education's interest in educator personality is essential to ensuring effective teacher practices and environments that are conducive to effective learning. In addition, the importance of student personality is thought to enrich teaching methods used by the educator. Teacher personality is important to the framework and effectiveness of classes and the cohesion of students' personalities. Towards that end, when we study the role of personality in education, one must look at both individual attributes, as well as the instruments used to measure and determine personality in individuals. Today personality denotes 'the whole moral and spiritual qualities that are unique to a person'. Personality trait is a comprehensive term and in which it includes a lot of dimensions. In this respect, the teacher should be caring, motivating and understanding; in addition, he should appreciate the students' cultural and moral behavior. Moreover, the teacher should be patient, tactful, diligent, and self-sacrificing and extrovert.

Bobie Chan in (2002) examined how the personality of tutors' affects their teaching effectiveness at a distance learning institution. He found that ranking, harmony and leadership predict tutor's teaching effectiveness in the classroom. The question arose in the mind of researcher is that whether without having social skills the leadership may become dictatorship? Denzine, M. Gypsy., Martin, E. William. & Cramblet, D. Leslie. (2005) raised a question in their research "Do teacher education programs have personality?" They compared the text books of psychology and found that 55% of the books did not include the term personality. Again it is very hard to say that personality can be improved by reading through books only! It is a practical aspect which reflects from the behavior of a person rather than his or her knowledge. Quin, Kevin & Watt, Helen M. G. (2009) investigated that the personality traits are related in choosing teaching as a career. It can be said that most of the researchers reached at the point that no doubt personality is an essential component of pre service teacher training but it was not studied that how both social intelligence as well as personality are collectively helpful in shaping the pre service teachers professionally equipped.

Employers are using personality tests more often now than ever before in an effort to hire employees that are capable, qualified, and suited for work environment. No field or discipline is more intent on the study of personality than the field of education. Education's interest in educator personality is essential to ensuring effective teacher practices and environments that are conducive to effective learning. In addition, the importance of student personality is thought to enrich teaching methods used by the educator. Some questions arose in the mind of researcher: What is the personality difference of male and female students of teacher education? How they differ at different traits of personality? The researcher felt that answer to these questions is required to be found in relation to pre service teachers because today's students of teacher education are the constructors of future

generations and ultimately the future of the nation. Therefore, the purpose of this study is to study the personality of male and female students of teacher education.

1.2 STATEMENT OF THE PROBLEM:

We need to prepare the active teachers in order to develop our country and for this, it is necessary to evaluate the overall personality of teachers as it has a larger impact on the minds of students. Therefore, the study undertaken by the researcher can be stated as under: "Personality of students of teacher education in reference to gender"

1.3 OBJECTIVES OF STUDY:

Objectives are the stages or steps to achieve the targets or required results by an individual within the expected timeframe and available resources. Since personality of a teacher matters a lot during teaching learning process, therefore, Researchers determined the following objective of this study is:

1.3.1 To Study the (Activity-Passivity, Enthusiastic-Non Enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non Depressive and Emotional Instability-Emotional Stability) traits of personality of students of teacher education in reference to gender.

1.4 RESEARCH HYPOTHESES:

Hypotheses are the tentative statements about the solution of the problem and give the solution based on some logic and required to be verify empirically. In the context of the objectives, the following declarative research hypotheses were formulated:

1.4.1 There is significant difference in the (Activity-Passivity, Enthusiastic-Non Enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non Depressive and Emotional Instability-Emotional Stability) traits of personality of students of teacher education in reference to gender.

1.5 RESEARCH METHOD:

Research method helps the researcher in investigating the problem in a systematic way and valid manner. The quality of research also depends upon the appropriateness of the method adopted. Therefore, Nature of the study is survey type so accordingly researchers select the Descriptive Survey Method of research for this study.

1.6 POPULATION:

The population for the present study consisted of students of teacher education or B.Ed. students only, studying in all teachers training colleges or secondary teacher education institutions of Hisar division of Haryana state.

1.7 SAMPLING AND SAMPLE:

In the present study, sample consisted of 900 students of teacher education or regular B.Ed. students are taken in all five districts of Hisar division of Haryana state. Out of 900 students of teacher education, 450 male students of teacher education and 450 female students of teacher education or B.Ed. students only were taken.

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1.8 TOOLS USED IN THE STUDY:

Tools are means of collecting the data and the quality of the data depends upon the characteristics of the tools. Research Tool- Dimensional Personality inventory developed and Standardized by Dr. Mahesh Bhargava has been used in the presented study.

1.9 STATISTICAL TECHNIQUES USED IN THE STUDY:

To analyze the data Chi-square test has been used to find the significant difference between personalities of students of teacher education in relation to their gender.

1.10 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA:

The data is collected from the subjects related to the variables and presented in the tables according to the hypothesis. After that using the statistical techniques the data has been analyzed and interpreted so as to establish the generalization and find out the results.

To examine statistically, the Research hypothesis 1.4.1: There is significant difference in the (Activity-Passivity, Enthusiastic-Non Enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non Depressive and Emotional Instability-Emotional Stability) traits of personality of students of teacher education in reference to gender, a null hypothesis has been framed i.e. There is no significant difference in the (Activity-Passivity, Enthusiastic-Non Enthusiastic, Assertive-Submissive, Suspicious-Trusting, Depressive-Non Depressive and Emotional Instability-Emotional Stability) traits of personality of students of teacher education in reference to gender.

TABLE NO: 01
PERSONALITY OF MALE AND FEMALE STUDENTS OF TEACHER EDUCATION

S. No.	Personality Trait	Male	Female	Total	Chi-square value at degree of freedom is one
1	Activity	379	335	714	13.12
	Passivity	71	115	186	
	Total	450	450	900	
2	Enthusiastic	330	358	688	4.84
	Non-enthusiastic	120	92	212	
	Total	450	450	900	
3	Assertive	166	257	423	36.94
	Submissive	284	193	477	
	Total	450	450	900	
4	Suspicious	74	135	209	23.19
	Trusting	376	315	691	
	Total	450	450	900	
5	Depressive	101	53	154	18.05
	Non Depressive	349	397	746	
	Total	450	450	900	
6	Emotional Instability	220	205	425	1.12
	Emotional Stability	230	245	475	
	Total	450	450	900	

The required table value for chi-square test to be significant at .05 level of confidence is 5.99.

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From table it is observed that the calculated chi-square values of traits of personality Enthusiastic-Non Enthusiastic and Emotional Instability-Emotional Stability are 4.84 and 1.12 respectively which is less than the table value i.e. 5.99 at 0.05 level of confidence. Therefore the null sub hypotheses "There is no significance difference in the Enthusiastic-Non Enthusiastic and Emotional Instability-Emotional Stability traits of personality of students of teacher education in reference to gender" are accepted.

Also, it is found that the chi-square values of Activity-Passivity, Assertive-Submissive, Suspicious-Trusting and Depressive-Non Depressive traits of personality of male and female students of teacher education are 13.12, 36.94, 23.19 and 18.05 respectively which are greater than the table value 5.99 at 0.05 level of confidence. Therefore, the null sub hypotheses "There is no significance difference in the Activity-Passivity, Assertive-Submissive, Suspicious-Trusting and Depressive-Non Depressive traits of personality of students of teacher education in reference to gender" are rejected. As a result, the generalization has been established as there is significant difference in the Activity-Passivity, Assertive-Submissive, Suspicious-Trusting and Depressive-Non Depressive traits of personality of students of teacher education in reference to gender while there is no significant difference in the Enthusiastic-Non Enthusiastic and Emotional Instability-Emotional Stability traits of personality of students of teacher education in reference to gender.

1.11 CONCLUSION, DISCUSSION AND SUGGESTIONS

On the basis of analysis and interpretation, the following findings regarding the personality have emerged out of the present study. There is significant difference in the personality of male and female students of teacher education. There is significant difference in the Activity-Passivity, Assertive-Submissive, Suspicious-Trusting and Depressive-Non Depressive traits of male and female students of teacher education" while "There is no significant difference in the Enthusiastic-Non Enthusiastic and Emotional Instability- Emotional Stability of male and female students of teacher education". The present study is of great importance in the context of admitting the Students of Teacher Education in the teacher training courses. The personality of a teacher is important when incorporating effective teaching practices with enriching learning environments. Education is one of the most looked-upon career field's which encompass personalities. Employers use personality to evaluate the potential effectiveness, work-ethic, and overall probability of a good person-job fit. Therefore, it must be of vital importance for colleges/universities to incorporate personality tests into their acceptance requirements for any School/Department of Education. This requirement will ensure that a Students of Teacher Education has the correct mind-frame and personality to be able to cope with the high stress environment of the classroom. A qualitative study can be carried out by the prospective researchers in order to find out the reasons behind such results. This study can be continual by increasing its sample size for confirming of the present study results and extended to Haryana state. We suggest that the research study should be conducted on the personality of M.Ed., B.Ed., S.T.C and Shikshashastri students in reference to faculty.

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