

Vol 7 Issue 3 Dec 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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PERSONALITY TYPE OF B.ED TEACHER-TRAINEES OF MYSURU

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ABSTRACT: -

The present study was attempted to find out the personality type of B.Ed teacher-trainees with regard to gender locality and family type. For the present study, the survey method was adopted. The samples of the study comprises of 114 B.Ed teacher-trainees from 2 B.Ed colleges of Mysuru selected on randomly sampling techniques. A standardized Eysenck's Personality Inventory was used to collect the data and percentage analysis was used for data analysis. Result revealed that, Majority that is, 90.4% of B.Ed teacher trainees are found to be Ambiverts. Merely 3.5% and 6.1% of teacher trainees are Introvert and Extrovert type of personality respectively. 63.2% of B.Ed teacher trainees possess Moderately well balanced personality. 4.4% of teacher trainees possess Emotionally well balanced personality and 32.5% of teacher trainees possess Neuroticism personality.

KEYWORDS: B.Ed Teacher trainee, Neuroticism personality.

INTRODUCTION:

Personality is a term commonly used in everyday life. The word Personality has originated from the Latin word 'Persona' which means 'like making sound', that is, the voice of a character. In Greek theatres, actors used to wear masks during drama. Thus, the word 'Persona' expresses their unreal form. At present, scientific attempts have been made by psychologists to interpret the meaning of the term personality. It contradicts the etymological meaning of personality. It is now, understood as a constitution of various organized human traits and group of related traits that form particular Personality Type (Eysenk, 1967). Hans J Eysenck (1971) defines

Personality as "the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment."

Allport (1937), who said personality "is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment". Walter Mischel (1976) defined personality as, 'the distinctive patterns of behaviour (including thoughts and emotions) that characterize each individual's adaptation to the situations of his or her life'. There is no single definition of personality is acceptable to all psychologist. Personality is a quite complex concept. It includes everything about a person. Thus, it cannot be just a



collection of many traits but a unique and dynamic structure. 'Personality Type' refers to a system of understanding human behaviour. It also refers to 'the psychological classification of different Types of individuals.'

NEED AND SIGNIFICANCE OF THE STUDY

The Teacher plays a significant role in the process of bringing desirable changes in the learners. That is why Kothari Education Commission highlighted the work of the teacher as follows "The destiny of the nation is being shaped in the classroom." Therefore teachers' personality is a crucial factor in arranging the conditions of learners' environment for effective teaching (Gagne, 1976). Interactions by teacher trainees depend very much upon the type of his personality. The type of relationship that he establishes with the students, friends and the community depend also on the Personality Type of the teacher trainees and the ability to manage emotions. An effective use of the teacher trainee's personality is essential in conducting instructional activities. The teacher trainees whose personality helps to create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to constitute a desirable teaching personality (Collahans, 1966).

Major focuses during pre-service teaching programs are the practicum where the teacher trainees are placed within a school setting. The teacher trainees will be given opportunities to develop skills through lesson plans, teaching lessons and classroom management. To perform such a heavy tasks, they have to be physically, mentally and socially balanced. In addition to above, better they understand themselves and other people. The more successful they will be in dealing with people and situations and getting it right. Understanding personality is a much more practical subject. Hence, the investigator made an effort to find the personality type of B.Ed student teachers.

OBJECTIVES OF THE STUDY

1. To assess the personality type of B.Ed teacher trainees of Mysuru with respect to Introvert-Extrovert dimension.
2. To assess the personality type of B.Ed teacher trainees of Mysuru with respect to Neuroticism dimension.
3. To assess the personality type of B.Ed teacher trainees of Mysuru with respect to the following categories on Introvert-Extrovert dimension.
 - (a) Male and Female
 - (b) Urban and Rural
 - (c) Nuclear and Joint family
4. To assess the personality type of B.Ed teacher trainees of Mysuru with respect to the following categories on Neuroticism dimension.
 - (a) Male and Female
 - (b) Urban and Rural
 - (c) Nuclear and Joint family

METHODOLOGY

A descriptive survey method was used for the present study. The total samples of 114 B.Ed teacher trainees of Mysuru were selected randomly. Out of them 41 are male teacher trainees and 73 are female teacher trainees. Data was collected with the help of Eysenck's Personality Inventory

VARIABLES OF THE STUDY

The major variable for the present study is personality type. Certain demographic variables are also selected for the study. The demographic variables selected for the study include Gender (male/female), Locality (urban/rural) and Type of family (nuclear/joint).

DATA COLLECTION PROCEDURE

The researcher personally visited 2 private unaided B.Ed colleges located in Mysuru with the research tool. The questionnaire was distributed to 114 B.Ed teacher- trainees and they were asked to complete all the items in the space given. The researcher clarified the doubts of the student teachers while filling the questionnaire. The filled questionnaires collected and the data for each question has been quantified and tabulated in order to test the objectives formulated for the study.

STATISTICAL TECHNIQUES

A descriptive statistical measure (percentage analysis) was employed to study the personality type of B.Ed teacher- trainees, as stated in the objectives 1, 2, 3 and 4.

ANALYSIS AND INTERPRETATION OF THE DATA

In order to present the result systematically the objective wise interpretation has been given in table.

Objective (1): To assess the Personality type of B.Ed teacher trainees of Mysuru with respect to Introvert-Extrovert dimension.

Table-1: Showing the percentage of B.Ed teacher-trainees with respect to their Personality type on Introvert-Extrovert dimension

S.No	Personality type (Introvert-Extrovert)	N	Percentage
1	Introvert	3	3.5
2	Ambivert	103	90.4
3	Extrovert	7	6.1
Total		114	100

According to the Table-1, Majority of the B.Ed teacher trainees that is 90.4% are found to be Ambiverts. Merely 3.5% of teacher trainees are found to be Introvert personality. 6.1% of teacher trainees are found to be Extrovert.

Objective (2): To assess the personality type of B.Ed teacher trainees of Mysuru with respect to Neuroticism dimension.

Table-2: Showing the percentage of B.Ed teacher-trainees with respect to their personality type on Neuroticism dimension

S.No	Personality type (Neuroticism)	N	Percentage
1	Emotionally well balanced	5	4.4
2	Normal/ Moderately well balanced	72	63.3
3	Neuroticism	37	32.5
Total		114	100

According to the Table-2, Majority of the B.Ed teacher trainees that is 63.3% possess Normal or moderately well balanced personality. Merely 4.4% of teacher trainees possess Emotionally well balanced personality. 32.5% of teacher trainees possess Neuroticism personality.

Objective (3):To assess the personality type of B.Ed teacher trainees of Mysuru with respect to the following categories on Introvert-Extrovert dimension.

- (a) Male and Female
- (b) Urban and Rural
- © Nuclear and Joint family

Table-(3)(a): Showing the percentage of Male and Female B.Ed teacher-trainees with respect to their personality type on Introvert-Extrovert dimension

S.No	Personality type (Introvert-Extrovert)	Gender			
		Male		Female	
		N	Percentage	N	Percentage
1	Introvert	1	2.4	3	4.1
2	Ambivert	40	97.6	63	86.3
3	Extrovert	0	0	7	9.6
Total		41	100	73	100

According to the Table-(3)(a), Majority of the B.Ed teacher trainees that is 97.6% of male teacher trainees and 86.3% of female teacher trainees are found to be Ambiverts. Merely 2.4% of male teacher trainees and 4.1% of female teacher trainees are found to be Introvert personality. 7% of female teacher trainees are found to be Extrovert personality.

Table-(3)(b): Showing the percentage of Urban and Rural B.Ed teacher-trainees with respect to their personality type on Introvert-Extrovert dimension

S.No	Personality type (Introvert-Extrovert)	Locality			
		Urban		Rural	
		N	Percentage	N	Percentage
1	Introvert	2	3.6	2	3.4
2	Ambivert	52	92.9	51	87.9
3	Extrovert	2	3.6	5	8.6
Total		56	100	58	100

According to the Table-(3)(b), Majority of the B.Ed teacher trainees that is 92.9% of urban teacher trainees and 87.9% of rural teacher trainees are found to be Ambiverts. Merely 3.6% of urban teacher trainees and 3.4% of rural teacher trainees is found to be Introvert personality. 3.6% of urban teacher trainees and 8.6% of rural teacher trainees is found to be Extrovert personality.

Table-(3)(c) : Showing the percentage of Nuclear and Joint family B.Ed teacher-trainees with respect to their personality type on Introvert-Extrovert dimension

S.No	Personality type (Introvert-Extrovert)	Family type			
		Nuclear		Joint	
		N	Percentage	N	Percentage
1	Introvert	3	4.2	1	2.4
2	Ambivert	64	88.9	39	92.9
3	Extrovert	5	6.9	2	4.8
Total		72	100	42	100

According to the Table-(3)(c), Majority of the B.Ed teacher trainees that is 88.9% of nuclear family teacher trainees and 92.9% of joint family teacher trainees are found to be Ambiverts. Merely 4.2% of nuclear family teacher trainees and 2.4% of joint family teacher trainees is found to be Introvert personality. 6.9% of

nuclear family teacher trainees and 4.8% of joint family teacher trainees is found to be Extrovert personality.

Objective (4): To assess the personality type of B.Ed teacher trainees of Mysuru with respect to the following categories on Neuroticism dimension.

(a) Male and Female

(b) Urban and Rural

© Nuclear and Joint family

Table-(4)(a): Showing the percentage of Male and Female B.Ed teacher-trainees with respect to their personality type on Neuroticism dimension

S.No	Personality type (Neuroticism)	Gender			
		Male		Female	
		N	Percentage	N	Percentage
1	Emotionally well balanced	4	9.8	1	1.4
2	Normal/Moderately well balanced	31	75.6	41	56.2
3	Neuroticism	6	14.6	31	42.5
Total		41	100	73	100

According to the table (4)(a), Majority of the male and female B.Ed teacher trainees that is, 75.6% and 56.2% respectively possess moderately well balanced personality type. Merely 9.8% of male teacher trainees and 1.4% of female teacher trainees are found to possess emotionally well balanced personality. 14.6% of male teacher trainees and 42.5% of female teacher trainees possess Neuroticism personality.

Table-(4)(b): Showing the percentage of Urban and Rural B.Ed teacher-trainees with respect to their personality type on Neuroticism dimension

S.No	Personality type (Neuroticism)	Locality			
		Urban		Rural	
		N	Percentage	N	Percentage
1	Emotionally well balanced	2	3.6	3	5.2
2	Normal/ Moderately well balanced	35	62.5	37	63.8
3	Neuroticism	19	33.9	18	31.0
Total		56	100	58	100

According to the table (4)(b), Majority of the urban and rural B.Ed teacher trainees that is, 62.5% and 63.8% respectively possess Normal/Moderately well balanced personality type. Merely 3.6% of urban teacher trainees and 5.2% of rural teacher trainees are found to possess emotionally well balanced personality. 33.9% of urban teacher trainees and 31% of rural teacher trainees possess Neuroticism personality.

Table-(4)(c) : Showing the percentage of Nuclear and Joint family B.Ed teacher-trainees with respect to their personality type on Neuroticism dimension

S.No	Personality type (Neuroticism)	Family type			
		Nuclear		Joint	
		N	Percentage	N	Percentage
1	Emotionally well balanced	5	6.9	0	0
2	Normal/ Moderately well balanced	42	58.3	30	71.4
3	Neuroticism	25	34.7	12	28.6
Total		72	100	42	100

According to the table (4)(c), Majority of the nuclear and joint family B.Ed teacher trainees that is, 58.3% and 71.4% respectively possess Normal/Moderately well balanced personality type. Merely 6.9% of nuclear family teacher trainees are found to possess emotionally well balanced personality. 34.7% of nuclear family teacher trainees and 28.6% of joint family teacher trainees possess Neuroticism personality.

FINDINGS

1. Majority that is, 90.4% of B.Ed teacher trainees are found to be Ambiverts. Merely 3.5% and 6.1% of teacher trainees are Introvert and Extrovert type of personality respectively.
2. 63.3% of B.Ed teacher trainees possess Moderately well balanced personality. Merely 4.4% and 32.5% of teacher trainees possess Emotionally well balanced and Neuroticism personality respectively.
3. Majority of male and female teacher trainees that is, 97.6% and 86.3% respectively are found to be Ambiverts.
4. Majority of urban and rural teacher trainees that is, 92.9% and 87.9% respectively are found to be Ambiverts.
5. Majority of nuclear and joint family teacher trainees that is, 88.9% and 92.9% respectively are found to be Ambiverts.
6. 75.6% and 56.2% of male and female teacher trainees respectively possess Moderately well balanced personality. 14.6% and 42.5% of male and female teacher trainees respectively possess Neuroticism personality.
7. 62.5% and 63.8% of urban and rural teacher trainees respectively possess Moderately well balanced personality. 33.9% and 31% of urban and rural teacher trainees respectively possess Neuroticism personality.
8. 58.3% and 71.4% of nuclear and joint family teacher trainees possess Moderately well balanced personality. 34.7% and 28.6% of nuclear and joint family teacher trainees respectively possess Neuroticism personality.

EDUCATIONAL IMPLICATIONS

On the basis of the results, the following are the educational implications of the findings of the present study,

a) The present study focuses on the personality type of B.Ed teacher trainees of Mysuru. Merely 6.1% of B.Ed teacher trainees have Extrovert personality. Extrovert's teacher trainees are commonly known as energized individual. They are more enthusiastic than the teacher trainees who are Introverts. Extroverts prefer to work in a group where several individuals can help them accomplish their work easily. Teacher trainee's personality training programmes need to be organised to enhance personality characteristics among teacher trainees.

b) 32.5% of B.Ed teacher trainees possess Neuroticism personality. There is an urgent need to preserve and promote the personality of teacher trainees for a better tomorrow. The system of education must be reconstructed and reoriented to meet the good Extrovert personality type of teacher trainees, as teacher trainees are future nation builders.

c) At the teacher training institution itself they should be made to know about their Personality Type to control those Personality traits which distract the learning of learners. Studies revealed the fact that teacher who is

actively committed are dynamic in manipulating school related factors and more effective than teachers who are passive, less social and less committed.

LIMITATIONS OF THE STUDY

The major limitations are listed below,

- a) The study is restricted only to B.Ed teacher trainees of Mysuru.
- b) The statistical samples of 41 individuals are male and 73 individuals are female B.Ed teacher trainees.

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