

STUDY ON PERSONALITY OF SECONDARY TEACHER TRAINEES

* Dr. G. Amutha Ranjini

Abstract

The present study aimed to find out if there is any significant difference in the personality of secondary teacher trainees in Tamil Nadu with respect to gender, marital status, locality of the learner and zone. Normative survey method was adopted in this study. The sample consists of 1132 secondary teacher trainees. Stratified cluster random sampling technique was adopted in the study. "Multidimensional Personality Inventory (MPI)" constructed and standardized by Manju Agarwal was used in the study. The collected data were analyzed with 't' test, and 'F' test in the study. Findings of the study were: (i) there is no significant difference between men and women secondary teacher trainees in their personality. (ii) the unmarried and married secondary teacher trainees differ significantly in their personality; the unmarried secondary teacher trainees have better personality than the married secondary teacher trainees. (iii) the rural and urban secondary teacher trainees differ significantly in their personality; the rural secondary teacher trainees have better personality than the urban secondary teacher trainees. (iv) the Tirunelveli zone, Coimbatore zone, Madurai zone and Chennai zone secondary teacher trainees differ significantly in their personality. Further it is also found that the teacher trainees from Chennai zone have better personality than the teacher trainees of other zones.

Keywords : Personality, Interactive Ways of Teaching, Multi Dimensions Responsibility

Introduction

Modern education, throughout the world, accords special attention to the development of mind. But over-emphasis on the cultivation of mental faculties ignoring the development of heart and spirit has its own drawbacks. It often leads to skepticism as well as cynicism. Teacher education cannot ignore spiritual and emotional aspects of human personality. An integrated human being can be developed only if one's mind, body and spirit develop harmoniously. Teacher education curricula should therefore cater to integrated development of learners' personality. Teachers and educators should therefore, inculcate feelings among students ensuring that it does not come into conflict with love of humanity.

Statement of the Problem

The problem is entitled as, "Study on Personality of Secondary Teacher Trainees".

Need and Significance

Personality is the total being of a person. It is quite important for teachers to be friendly and approachable so that pupils feel that they can go to teacher for advice. The teacher should be able to communicate with different types of people because they will be teaching a range of pupils with different

personalities. Teacher's need to come up with new and interactive ways of teaching their subject is both educational and interesting. To successfully shoulder all these responsibilities the teacher should be creative and competent. Modern teacher is expected to shoulder the multi-dimensions responsibility to initiate desired learning and outcomes. To suit the needs of people in this rapid scientific and technological era, the teaching learning transaction should be sensitive and sophisticated. Keeping all these issues in mind the investigator decided to make a probe into a study on personality of secondary teacher trainees.

Objectives of the Study

1. To find out the level of personality and its dimensions of secondary teacher trainees with respect to background variables namely gender, marital status, locality of the learner, and zone.
2. To find out if there is any significant difference, in the personality and its dimensions of secondary teacher trainees with respect to background variables namely gender, marital status, locality of the learner, and zone.

Variables in the Study

The criterion variable in the study is Personality and it was studied with respect to Gender, Marital Status, Locality of the Learner and Zone of teacher education colleges.

*Assistant Professor of Bio-Science, V.O.C. College of Education, Thoothukudi.

Method

This study is based on normative survey method.

Sample

The sample consists of 1132 secondary teacher trainees. Stratified cluster random sampling technique was adopted in the study. The colleges of education in Tamil Nadu were divided into four zones like Tirunelveli zone, Madurai zone, Coimbatore zone and Chennai zone. The colleges in these zones were stratified and the required numbers of colleges of education were selected randomly and all the teacher trainees studying in the selected colleges of education were used as the sample in the cluster manner.

Tools

“Multidimensional Personality Inventory (MPI)” constructed and standardized by Manju Agarwal was used in the study. It has only positive statements categories and well mixed to reduce the halo-effect and the logical error and double barreled statements are avoided. The inventory measures six dimensions of Personalities namely i) Extroversion and Introversion, ii) Self-Concepts, iii) Dependence or Independence, iv) Temperament, v) Adjustment and vi) Anxiety. Each statement has three alternatives such as ‘yes’, ‘undecided’ and ‘no’.

Data Analysis

Percentage analysis, ‘t’ test and ‘F’ test were used in the study. Four background variables were used namely Gender, Marital Status, Locality of the Learner and Zone.

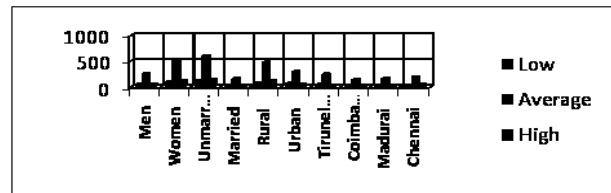
Descriptive Analysis of Personality

Level of Personality of Secondary Teacher Trainees with respect to background variables such as Gender, Marital Status, locality of the Learner and Zone is shown in table.1.

Table 1: Shows the level of Personality of Secondary Teacher Trainees with respect to background variables

Variables	Category	N	Personality					
			Low		Average		High	
			No	%	No	%	No	%
Gender	Men	392	56	14.29	272	69.39	64	16.33
	Women	740	106	14.32	516	69.73	118	15.95
Marital status	Unmarried	903	132	14.62	615	68.11	156	17.28
	Married	229	30	13.10	173	75.55	26	11.35
Locality of the learner	Rural	703	89	12.66	487	69.27	127	18.07
	Urban	429	73	17.02	301	70.16	55	12.82
Zone	Tirunelveli	349	54	15.47	254	72.78	41	11.75
	Coimbatore	230	35	15.22	152	66.09	43	18.70
	Madurai	260	47	18.08	175	67.31	38	14.62
	Chennai	293	26	8.87	207	70.65	60	20.48

Fig. 1 Showing the level of Personality of Secondary Teacher Trainees with respect to background variables



Differential Analysis of Personality

The Personality of Secondary Teacher Trainees with respect to background variables is shown in table. 2.

Table 2: Shows the Personality of Secondary Teacher Trainees with respect to background variables Gender, Marital status and Locality of the learner

Variable	Category	N	M	SD	't' value	'p' value
Gender	Men	392	274.82	20.16	0.075 NS	0.9402
	Women	740	274.72	21.18		
Marital status	Unmarried	903	275.31	21.51	1.989 *	0.0469
	Married	229	272.58	17.74		
Locality of the learner	Rural	703	275.79	21.38	2.184 *	0.0292
	Urban	429	273.06	19.75		

*Significant at 0.05 level. NS – Not Significant at 0.05 level.

The Personality of Secondary Teacher Trainees with respect to Zone is shown in table .3.

Table 3: Shows the Personality of Secondary Teacher Trainees with respect to Zone

Variable	Source of variation	Sum of squares	df	Mean square value	'F' value	'p' value
Zone	Between	8368.00	3	2789.333	6.5127 **	0.0001
	Within	483112.00	1128	428.291		

** Significant at 0.01 level.

Table.3. a: Shows the post hoc test for the difference among the mean score of personality with respect to zone.

Zone	Mean value	Mean difference	C.I. Value	Remark
Tirunelveli zone	271.968	3.275	4.918	NS
Coimbatore zone	275.243			
Tirunelveli zone	271.968	1.416	4.744	NS
Madurai zone	273.385			
Tirunelveli zone	271.968	6.963	4.589	S
Chennai zone	278.932			
Coimbatore zone	275.243	1.859	5.242	NS
Madurai zone	273.385			
Coimbatore zone	275.243	3.688	5.102	NS
Chennai zone	278.932			
Madurai zone	273.385	5.547	4.934	S
Chennai zone	278.932			

Findings

1. The male secondary teacher trainees have 69.39% average level of personality, female secondary teacher trainees have 69.73% average level of personality, unmarried secondary teacher trainees have 68.11% average level of personality, married secondary teacher trainees have 75.55 % average level of personality rural secondary teacher trainees have 69.27% average level of personality, urban secondary teacher trainees have 70.16% average level of personality and regarding zone Tirunelveli, Coimbatore, Madurai and Chennai zone secondary teacher trainees have 72.78%, 66.09%, 67.31 and 70.65% average levels of personality respectively.

2. The male and female teacher trainees do not differ significantly in their personality.

3. The unmarried and married secondary teacher trainees differ significantly in their personality. The unmarried secondary teacher trainees have better personality than the married secondary teacher trainees.

4. The rural and urban secondary teacher trainees differ significantly in their personality. The rural secondary teacher trainees have better personality than the urban secondary teacher trainees.

5. The Tirunelveli zone, Coimbatore zone, Madurai zone and Chennai zone secondary teacher trainees differ significantly in their personality. Further it is also found that the Chennai zone have better personality than the other zones.

Discussion of Results with Other Related Studies

The study reveals that there is no significant difference between men and women secondary teacher trainees in personality. It is in concurrence with the result of Bayode Isaiah and Esther Ajoke (2011) and Dawne (2003) who reported that there is no significant difference between men and women teachers in their personality. It is not in concurrence with the result of Dorai, Thambi and Muthuchamy (2008), Sigh and Surya (2002), Janet Barrera (2011), Lawrence Onoda (2006), Parvathamma and Sharanamma (2010), Murdia (2008), and Mohanasundaram and Kumaran (2001) who reported that there is a significant difference between male and female teachers in their personality.

The study reveals that there is significant difference between unmarried and married

secondary teacher trainees in their personality. It is concurrent with the result of Singh and Surya (2002) who reported that there is significant difference between the unmarried and married prospective teachers.

The study reveals that there is significant difference between rural and urban secondary teacher trainees in the personality. It is in concurrent with the result of Mohandasundaram and Kumaran (2001) who reported that there is significant difference between rural and urban teacher trainees of B.Ed. course. It is not in concurrence with the result of Murdia (2008) who reported that there is a significant difference between rural and urban teachers.

Educational Implications

All policies gave due importance to pre-service education, that they are the tomorrow's stake holders. Based on the result of the study it is recommended that,

1. Equal opportunity may be given to men and women teachers in their appointment, professional growth and educational research activities.

2. The teacher trainees with good and pleasing personality will be trained as efficient and adjustable in their professional career.

3. The teacher trainees with balanced personality may be trained to inculcate the moral values among the future generation.

Conclusion

The personality of secondary teacher trainees were assessed and described in this study. The study reveals that there is no significant difference between men and women secondary teacher trainees in their personality; but there is significant difference between married and unmarried secondary teacher trainees in their personality, the rural and urban secondary teacher trainees in their personality and secondary teacher trainees studying in Tirunelveli zone, Coimbatore zone, Madurai Zone and Chennai zone in their personality.

References

Bayode Isaiah & Esther Ajoke, (2011). *Personality traits as predictors of stress among female teachers in osun state teaching service Popoola*. Retrieved August, 29, 2011, from, www.articlesbase.effectiveness-of-personality.

Best, J. W., & Khan, J. V. (2005). *Research in Education (IX) edition*. New Delhi: Prentice Hall of India Private Ltd.

continue page no. 21

Chauhan, S.S. (1991). *Advanced Educational Psychology*, Uttar Pradesh.

Janet Barrera, (2011). *Personality traits of teachers and level of environmental concerns*. Retrieved August, 29, 2011 www.jaoa.org/cgi/content/full/106/9/571.

Kulshrestha.S.P. (2006). *Educational Psychology*, R. Lall bookdept., Meerut.

LokeshKoul, (1990). *Methodology of Education Research*, New Delhi: Vikas Publishing Pvt.Ltd.,

Mangal.S.K., (2001). *Foundations of Educational Technology*, Tandon Publications, Books Market, Ludhana.

Mohanasundaram, K., (2005). *New Technologies in Physical Science Teaching*. Mannargudi: Mohan publishers.