

ROLE OF TEACHER EDUCATIONAL INSTITUTIONS IN DEVELOPING PERSONALITY OF STUDENT TEACHERS

By

S. PRAKASH *

S. AMALADOSS XAVIER.S.J **

* Research Scholar, Manonmaniam Sundaranar University, Tirunelveli.

** Assistant professor in Physical Science, St.Xavier's College of Education, Palayamkottai, Tamilnadu, India.

ABSTRACT

Teacher Education is an integral part of any educational system. It should provide a platform in developing the holistic personality of a student teacher. This paper reports on personality of student teachers and the role of Teacher Educational institutions in developing it. The sample consists of 1080 student teachers of Madurai revenue district. A Multi dimensional Personality Inventory constructed by Manju Rani Agarwall was used to get the data from the student teachers. Percentage analysis, Mean, Standard deviation and 't' tests were used for analyzing the data. The results showed that there is significant difference in personality of Government Aided and Self Finance College student teachers.

Keywords: Personality, Role, Student Teachers, Teacher Educators, Teacher Educational Institutions

INTRODUCTION

Teacher Education is an integral part of an educational system. Teaching is both a skill and an art (Aggarwal, 1964). Mass literacy goals as well as the emergency of technology transferred the very character of teacher training and its philosophy. The National Policy on Education 1986 reflects precisely this change in the concept and practice (Aggarwal, 2006)

The term 'teacher education' (as opposed to teacher training) implies the lifelong development of pedagogical and disciplinary knowledge in relation to and understanding of theories of learning and development, the historical and philosophical contexts of education and the ability to adapt instruction to a variety of learning situations. (Crow, 1973)

Personality covers the whole nature of the individual (Crow 1973). Psychology does not regard personality as a passive entity but as dynamic character of the individual which finds expression through his conduct and activities (Dennis Coon 2007).

In reviewing the literature on the history of the concept of personality, Allport (1937) has identified 50 different meanings of the term. He points out that two opposing emphasis in these definitions stand out as mask

approaches and substance approaches. In the former case the emphasis is on the superficial aspects of behavior, the outward appearance or stimulus value of the individual, whereas, the latter class of definitions centre's around the underlying nature of the person, that is, the basic determinants of the behavior patterns which are characteristic of an individual(Guilford 1987).

It is interesting to note that quiet number of psychologists and teachers have tried to describe personality in terms of traits. These traits are the different "dimensions" or "facts of personality" or "its qualities".

According to Woodworth (1947), "A trait is some particular quality of behaviour which characterizes the individual in a wide range of his activities, and which is fairly consistent over a period of time"(Carol wade, 2006). For example, a person may display, more or less permanently, in his overt behavior, honesty or dishonesty, cheerfulness, independence or dependence, flexibility or rigidity, emotional maturity or infantilism, egotism or modesty, sociability or withdrawal in various combinations and patterns. Only those traits are called personality traits which are found in an individual's behavior, more or less consistently, in similar situations (Clifford Morgan, 1978). They are generally found in a certain pattern or form or

unity, or honesty, sociability and emotional maturity may be the pattern. Although the individual changes from year to year as the child grows, this trait pattern tends to continue or persevere. Thus, unity, consistency and continuity mark the personality traits and also the behavior which is the result of one's personality (Howard, 2006).

In this present study, the investigator has selected the traits Extroversion- Introversion, Self concept, Dependence- Independence, Temperament and Anxiety.

According to Carl Jung (1912), introversion and extroversion refer to the direction of psychic energy. If a person's energy usually flows outwards, he or she is an extrovert, while if this energy normally flows inwards, this person is an introvert. Extroverts feel an increase of perceived energy when interacting with a large group of people, but a decrease of energy when left alone. Conversely, introverts feel an increase of energy when alone, but a decrease of energy when surrounded by a large group of people. (Crow, 1973)

Self concept implies a person's perception (or) view of himself. Self concept is what the individual thinks about his actual self. Self concept plays an important role in the development of personality of an individual. The positive self concept is likely to enable an individual to lead a happy, contented and well-managed life. The idea of self starts growing from the period of infancy and grows during childhood, adolescence and maturity (Dandapani, 2006)

A person who amities others and relies upon them for his thoughts and expressions is said to be a dependent person. A person who expresses his own thoughts and ideas by himself without taking the help of others is said to be an independent person. An independent person will not only express whatever comes to his mind but will also tackle any problem, emotional or mental, that he\she encounters in life.

Temperament refers to the characteristics and aspects of personality. For that reason, they are similar to traits in that they are both innate (born with these things) and enduring. Infants, who are anxious and nervous, tend to be the same way when they are older. Temperament more often

relates to the specific emotional characteristics such as calmness, anxiety or nervousness. (Dash, 2009)

'Anxiety' is a universal phenomenon in which the subject experiences a feeling similar to fear or apprehension. It is most common in adolescence and old age. Adolescence can be a time of stress and turmoil. Young people are subjected to all sorts of pressure at this time of their lives. (Dennis coon, 2007)

Significance of the Study

Researchers approved that the levels of their personality traits characterize a person. How and why one differs from another is an important part of the study of personality (Mangal, 2007). In a healthy classroom atmosphere student teachers are given the opportunity to develop and enhance all the aspects of their levels of personality. When the psychological traits of personality are achieved within the student, one is more likely to be motivated to achieve, cooperate and take on new challenges. One's personality traits play an important role in one's behavior, even in childhood and influence not only the goals which sets for oneself but also the ways in which one goes about achieving the goals (Dodge Fernald 2007). It is important for a student teacher who is future teacher to have a sound personality which will reflect upon the students. It is also important to find whether Teacher Educational institution plays a vital role in shaping the personality of the students. So the investigator wanted to find the role of Teacher Educational institutions in developing the personality of student teachers.

Objectives

- To find out the level of personality and its dimensions of student teachers.
- To find out whether there is any significant difference in personality and its dimensions of student teachers with respect to their type of management.

Hypotheses

- H₁: The level of personality and its dimensions of student teachers is moderate.
- H₂: There is no significant difference in personality and its dimensions of student teachers with respect to their type of management.

Methodology

Survey Method of research (Guilford, 1987) was adopted for the study.

Population and Sample for the Study

The population for the present study consists of all B.Ed. students of Madurai revenue district. 1080 B.Ed. students from 20 colleges of education (2 Government Aided colleges and 18 Self finance colleges), Madurai revenue district were selected through random sampling technique (Best, 1982) for the study.

Tools used for the Study

For the present study, the investigator used the following tools,

'Multi Dimensional Personality Inventory' constructed by Manju Rani Agarwal.(1979). The investigator used this tool to assess the personality factors of the student teachers. The tool consists of 100 items measuring five dimensions of personality namely Extroversion-Introversion, Self concept, Dependence- Independence, Temperament and Anxiety.

Personal Data Sheet was prepared by the investigator.

Data Analysis

To interpret the raw data, analyses were done using Percentage Analysis, Mean, Standard Deviation and 't' test (Best, 1982). The results of the analyses are presented in the following Tables 1, 2 and 3.

Hypothesis 1

The level of personality and its dimensions of student teachers is moderate.

From the Table 1, it is found that

- 27.3% of student teachers have high Extroversion-

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Extroversion-Introversion	279	25.8	506	46.9	295	27.3
Self concept	275	25.5	510	47.2	295	27.3
Dependence Independence	254	23.5	548	50.7	278	25.7
Temperament	272	25.2	544	50.4	264	24.4
Anxiety	259	24	561	51.9	260	24.1
Personality in total	288	26.7	507	46.9	285	26.4

Table 1. Level of personality and its dimensions of student teachers

Introversion.

- 27.3% of student teachers have high self concept
- 25.7% of student teachers have high dependence-independence
- 24.4% of student teachers have high temperament
- 24.1% of student teachers have high anxiety
- 26.4% of student teachers have high personality in total
- 27.4% of self finance college student teachers have high Extroversion-Introversion
- 45.6% of Government Aided college student teachers have high self concept
- 47.8% of Government Aided college student teachers have high dependence- independence
- 24.7% of self finance college student teachers have high temperament
- 28.9% of Government Aided college student teachers have high anxiety
- 32.2% of Government Aided college student teachers have high personality in total.

Null Hypotheses

Hypothesis 2

There is no significant difference in personality and its dimensions of student teachers with respect to their type of management.

From the Table 3, it is inferred that there is no significant difference between Government aided and self finance college student teachers in their personality in total and its dimensions extroversion-introversion and anxiety, whereas there is significant difference between Government

Dimension	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Extroversion-Introversion	Govt. Aided	19	21.1	47	52.2	24	26.7
	Self finance	260	26.3	459	46.4	271	27.4
Self concept	Govt. Aided	16	17.8	33	36.7	41	45.6
	Self finance	259	26.2	477	68.2	254	25.6
Dependence Independence	Govt. Aided	10	11.1	37	41.1	43	47.8
	Self finance	244	24.6	511	51.6	235	23.7
Temperament	Govt. Aided	31	34.4	40	44.4	19	21.1
	Self finance	241	24.3	504	50.9	245	24.7
Anxiety	Govt. Aided	27	30.0	37	41.1	26	28.9
	Self finance	232	23.4	524	52.9	234	23.6
Personality in total	Govt. Aided	19	21.1	42	46.7	29	32.2
	Self finance	269	27.2	465	47.0	256	25.9

Table 2. Level of personality and its dimensions of student teachers in terms of type of management.

aided and self finance college student teachers in the dimensions, self concept, dependence-independence and temperament.

Results and Discussions

From the present investigation, it is found from the Table 1, that only 26.4% of the sample has high level of personality in total. While studying in terms of dimensions of personality, very small amount of the respondents have high level of extroversion-introversion, self concept, dependence-independence, temperament and anxiety. Moreover majority of the sample have moderate level of personality and its dimensions. This implies that the student teachers might have been exposed to minimum opportunity in their school and college level.

With the sample of the study classified in terms of their type of management, it is observed from the Table 2, that the 32.2% of Government Aided College student teachers have high level of personality in total and only 25.9% of Self Finance College student teachers have high level of personality in total. This may be due to the fact that Government Aided College student teachers might have been undergone more personality development sessions than Self Finance College student teachers.

There is no significant difference between Government Aided and Self Finance college student teachers in their personality in total and its dimensions, extroversion-introversion and anxiety, whereas there is significant difference between Government aided and self finance college student teachers in the dimensions self concept,

Dimension	Type of Management	Mean	SD	Calculated 't' Value	'p' Value	Remarks at 5% Level
Extroversion	Govt. Aided	42.72	4.792	0.130	0.897	NS
	Self finance	42.65	5.181			
Introversion	Govt. Aided	47.23	5.202	3.842	0.000	S
	Self finance	44.76	5.901			
Dependence	Govt. Aided	47.82	5.911	5.191	0.000	S
	Self finance	44.47	5.856			
Independence	Govt. Aided	39.93	6.960	2.190	0.029	S
	Self finance	41.47	6.309			
Temperament	Govt. Aided	41.23	6.019	1.332	0.183	NS
	Self finance	42.08	5.7191			
Anxiety	Govt. Aided	218.94	19.285	1.609	0.108	NS
	Self finance	215.43	19.913			

Table 3. Significant difference between Government aided and self finance college student teachers in their personality and its dimensions

dependence-independence and temperament.

From the mean value, it is found from the Table 3, that Government Aided college student teachers (M=47.23 and 47.82 respectively) are better in the dimensions self concept and dependence-independence than self finance college student teachers (M=44.76 and 44.47 respectively). This may be due to the fact that Government Aided college student teachers getting admitted to the colleges purely on merit may have high self concept and may not depend much on others for their studies and future life.

Also from the mean value, it is found from the Table 4, that self finance college student teachers (M=41.47) are better in the dimension temperament than Government Aided college student teachers (M=39.93). This may be due to the fact that self finance college student teachers may be exposed to more co-curricular and extra-curricular activities that develop their temperament.

Educational Implications

- It is found that Government Aided college student teachers are better in the dimensions of self concept and dependence-independence than self finance college student teachers. Annual plans of the self finance colleges should include Personality development programmes for student teachers to develop their self concept and to shape them better.
- More time to be dedicated on improving the personality of Student teachers.
- Experts in the field of personality development should be arranged to give lectures by the Teacher Educational Institutions.
- More co-curricular and extra-curricular activities to be conducted in the college and should be included in the annual plans.

References

- [1]. Aggarwal , R. N. (1964). *Educational and Psychological measurement*. Agra: Kalidass Printing Press.
- [2]. Aggarwal, Y.P.(2006). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishers Pvt. Limited.

- [3]. **Best, John W. (1982).** *Research in science education*. 4th Ed., New Delhi: Prentice Hall of India Private Limited.
- [4]. **Carol Wade and Carol Tavris. (2006).** *Psychology*. 8th Ed., New Delhi: Dorling Kindersley Private Limited.
- [5]. **Clifford, T.Morgan. (1978).** *A Brief Introduction to Psychology*. 2nd Ed., New Delhi: Tata-McGraw Hill Publishing Company Limited.
- [6]. **Crow D. Laster and Crow Alice (1973).** *Educational Psychology*. New Delhi: Eurasia Publishing House Private Limited.
- [7]. **Dandapani, S.(2006).** *A text book of Advanced Educational Psychology*. New Delhi: Anmol Publications Private Limited.
- [8]. **Dash, B. N. (2009).** *Psychology of teaching-learning process*. 1st Ed., New Delhi: Dominant Publishers and Distributors.
- [9]. **Dennis Coon and John O Mitterer. (2007).** *Introduction to Psychology*. Australia: Thomson Wadsworth
- [10]. **Dodge Fernald. L., Peter S. Fernald (2007).** *Introduction to Psychology*. 5th Ed., New Delhi: AITBS Publishers and Distributors
- [11]. **Guilford, J.P. (1987).** *Personality*. New Delhi: Tata-McGraw Hill Publishing Company limited.
- [12]. **Guilford, J.P. (1987).** *Psychometric methods*. New Delhi: Tata-McGraw Hill Publishing Company limited.
- [13]. **Howard, S. Friedman and Mariam, W. Schustack. (2006).** *Personality-classic theories and modern research*. 3rd Ed, New Delhi: Dorling Kindersley Private Limited.
- [14]. **Mangal, S.K. (2007).** *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India.
- [15]. **Elizabeth, B. Hurlock. (1981).** *Developmental Psychology, A life span approach*. 5th Ed., New Delhi: Tata-McGraw Hill Publishing Company limited.

ABOUT THE AUTHORS

Mr.Mr.S.Prakash is a research scholar at Manonmaniam Sundaranar University, Tirunelveli. Presently he is working as Assistant Professor in Physical science at Velammal College of Education, Ladenendal, Sivagangai district, Tamilnadu. He has obtained Bachelor degree in Chemistry at American College, Madurai and Master degree in Chemistry at Madura college, Madurai. He completed his B.Ed., M.Ed. and M.Phil degrees in Education from Madurai Kamaraj University, Madurai. He has 7 years of teaching experience in Colleges of Education. He has published 6 research articles and presented 15 papers. His areas of interest are science education, guidance and counselling and educational psychology.



Dr S Amalados Xavier, SJ is currently working as an Assistant Professor in Physical Science at St Xavier's College of Education, Palayamkottai, TamilNadu. He has completed M.Sc., M.Phil.in Chemistry, M.Ed and Doctorate in Education, and MBA. He has 12 years working experience as PG Assistant in Chemistry. He has published more than 30 Research articles and presented 35 papers in National and International seminars. He has also received the Best Chemistry Teacher Award in 1998-1999 from Jain Mahavir Association, Chennai. His areas of interest are research, soft skills and educational psychology.

