

A Study on Personality of B.Ed. Trainees in Villuppuram and Chennai Districts

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Abstract - In the present investigation has been undertaken in order to study the Personality of B.Ed. trainees in Villuppuram and Chennai Districts. A scale on Personality Development was constructed by Ranjith Kumar and Selvaraju in the year 2014 has been administered to a random sample of 1152 B.Ed. trainees. It is found that B.Ed. trainees significantly differ in Personality with respect to gender, locality, medium of instruction, year of study, marital status, educational qualification, age, stream of study, type of management and type of institutions of B.Ed. trainees.

Index Terms - Personality, B.Ed. trainees.

1. INTRODUCTION

India had the Gurukula system and system of education in prehistoric times which teachers are called guru who taught the learners everything which was closely linked with nature and life from arithmetic to astrology. Even though, they cramped in classrooms, education is a wide area for research. It supports the human to make their behavior is in a desirable way. Education helps us to build opinions, and some say education is the process of gaining information about the surrounding world while knowledge is something very different states. Personality is the unique combination of patterns that influence behavior, thought, motivation, and emotion in a human being. An individual's personality is the combination of traits and patterns that influence their behavior, thought, motivation, and emotion. Personality Development should start early in a B.Ed. trainees life which is a true reflection of their inner being. It can be defined as a set of traits that shape the inner and outer being in a person with organized pattern of behavior that makes a person distinctive. Character, behavior, attitude and environment are some of the qualities that shape an individual's

persona. It helps gain confidence, self-esteem, positive impact on one's communication skills and the way one sees the world. B.Ed. Trainees should develop an outgoing and impressive personality that will enhance the quality of learning.

1.2. DEFINING PERSONALITY

Personality is defined as the characteristic set of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors states Corr, Philip (2009). The word personality in layman's terms, characterizes a person. In everyday life we use terms such as character, identity or predisposition denotes Edwin van Thiel (2018). The special combination of qualities in a person that makes that person different from others, as shown by the way the person behaves, feels, and thinks.

In psychological parlance, "personality" refers to a person's unique and enduring pattern of thinking, feeling, and behaving.

1.3. PERSONALITY

Personality has been derived from the Latin word — persona which means — mask used by the actors to change their appearance. It is the combination of an individual thoughts, characteristics, behaviors, attitude, idea and habits. Personality refers to "that which permits a prediction of what a person will do in a given situation. The goal of psychological research in personality is to establish laws about, what different will do in all kinds of social and general environmental situations.

1.4. REIMBURSEMENTS

The personalities are a combination of characteristics that are innate to us as individuals as well as characteristics that develop out of specific life

experiences. The personality makeup a person goes a long way in determining how successful they are.

The personality helps the teachers, B.Ed. trainees and learners succeed. Success may mean different things for different people. Teachers and learners who hold the majority of the following characteristics are almost always successful no matter how success is defined.

❖ Adaptability

An ability to handle sudden change without making interruption. B.Ed. trainees who have this trait can handle sudden adversity without letting academics suffer. Teachers who have this trait are quickly able to make adjustments that minimize distractions when things do not go according to plan.

❖ Conscientious

An ability to complete a task meticulously with efficiency and qualitatively. B.Ed. trainees who have this trait can produce high-quality work on a consistent and regular basis. Teachers who have this trait are extremely organized, efficient, and provide their students with quality lessons or activities on a daily basis.

❖ Creativeness

An ability to think outside the box to solve a problem. B.Ed. trainees who have this trait can think critically and are adept problem solvers. Teachers who have this trait are able to use their creativeness to build a classroom that is inviting to students, to create lessons that are engaging, and they figure out how to incorporate strategies to individualize lessons for every student.

❖ Determination

An ability to fight through adversity without giving up accomplishing a goal. B.Ed. trainees who have this trait are goal orientated, and they do not let anything get in the way of accomplishing those goals. Teachers who have this trait figure out a way to get their job done. They do not make excuses. They find ways to reach even the most difficult student through trial and error without giving up.

❖ Empathy

An ability to relate to another person even though you may not share similar life experiences or problems. B.Ed. trainees who have this trait can relate to their classmates. They are not judgmental or condescending. Instead, they are supportive and understanding. Teachers who have this trait can look beyond the walls of their classroom to assess and meet their students' needs. They recognize that some

students live a difficult life outside of school and try to figure out solutions for helping those students.

❖ Forgiving

An ability to move beyond a situation in which you were wronged without feeling resentment or holding a grudge. B.Ed. trainees who have this trait will be able to let things go that could potentially serve as a distraction when they have been wronged by someone else. Teachers who have this trait can work closely with administrators, parents, students, or other teachers who may have created an issue or controversy that was potentially detrimental to the teacher.

❖ Genuineness

An ability to demonstrate sincerity through actions and words without hypocrisy. B.Ed. trainees who have this trait are well-liked and trusted. They have many friends and are often looked upon as leaders in their classroom. Teachers who have this trait are viewed as highly professional. Students and parents buy into what they are selling, and they are often highly regarded by their peers.

❖ Graciousness

An ability to be kind, courteous, and thankful when dealing with any situation. B.Ed. trainees who have this trait are popular among their peers and well-liked by their teachers. People are drawn to their personality. They often go out of their way to help others any time an opportunity arises. Teachers who have this trait are well respected. They are invested in their school beyond the four walls of their classroom. They volunteer for assignments, help other teachers when needed, and even find ways to assist needy families in the community.

❖ Gregarious

An ability to socialize with and relate to other people. B.Ed. trainees who have this trait work well with other people. They are known as a people person capable of making a connection with just about anyone. They love people and are often the centre of the social universe. Teachers who have this trait can build strong, trusting relationships with their students and families. They take the time to make real connections that often extend beyond the walls of the school. They can figure out a way to relate to and carry on a conversation with just about any personality type.

❖ Grit

An ability to be strong in spirit, to be courageous and brave. B.Ed. trainees, who have this trait battle through diversity, stand up for others and are strong

minded individuals. Teachers who have this trait will do anything to be the best teacher they can be. They will not let anything get in the way of educating their students. They will make difficult decisions and will be an advocate for students when necessary.

❖ Independence

An ability to work through problems or situation on your own without requiring assistance from others. B.Ed. trainees who have this trait do not rely on other people to motivate them to accomplish a task. They are self-aware and self-driven. They can accomplish more academically because they do not have to wait on other people. Teachers who have this trait can take good ideas from other people and make them great. They can come up with solutions to potential problems on their own and to make general classroom decisions without consultation.

❖ Intuitiveness

An ability to understand something without reason simply through instinct. B.Ed. trainees who have this trait can sense when a friend or a teacher is having a bad day and can try and improve the situation. Teachers who have this trait can tell when students are struggling to grasp a concept. They can quickly assess and adapt the lesson so that more students understand it. They are also able to sense when a student is going through personal adversity.

❖ Kindness

An ability to help others without an expectation of getting anything in return. B.Ed. trainees who have this trait have many friends. They are generous and thoughtful often going out of their way to do something nice. Teachers who have this trait are very popular. This can help a teacher built a reputation upon kindness. Many students will come into class looking forward to having a teacher with a reputation for being kind.

❖ Obedience

An ability to comply with a request without questioning why it needs to be done. B.Ed. trainees who have this trait are well thought of by their teachers. They are typically compliant, well-behaved, and seldom a classroom discipline problem. Teachers who have this trait can build a trusting and cooperative relationship with their principal.

❖ Passionate

An ability to get others to buy into something due to your intense feelings or fervent beliefs. B.Ed. trainees who have this trait are easy to motivate. People will do

anything for something about which they are passionate. Taking advantage of that passion is what good teachers do. Teachers who have this trait are easy for students to listen to. Passion sells any topic, and a lack of passion can lead to failure. Teachers who are passionate about their content are more likely to produce students who become passionate as they learn more about the content.

❖ Patience

An ability to sit idly and wait on something until the timing is perfect. B.Ed. trainees who have this trait understand that sometimes you have to wait your turn. They are not deterred by failure, but instead view failure as an opportunity to learn more. Instead, they re-evaluate, find another approach, and try again. Teachers who have this trait understand that the school year is a marathon and not a race. They understand that each day presents its challenges and that their job is to figure out how to get every student from point A to point B as the year progresses.

❖ Reflective

An ability to look back at a point in the past and draw lessons from it based on the experience. B.Ed. trainees who have this trait take new concepts and mesh them with previously learned concepts to strengthen their core learning. They can figure out ways in which the new knowledge is applicable to real life situations. Teachers who have this trait are continuously growing, learning and improving. They reflect on their practice every day making continuous changes and improvements. They are always looking for something better than what they have.

❖ Resourceful

An ability to make the most of what you have available to solve a problem or make it through a situation. B.Ed. trainees who have this trait can take the tools they have been given and to make the most out of their ability. They can get the most bang for their buck. Teachers who have this trait can maximize the resources they have at their school. Their able to make the most out of the technology and curricula that they have at their disposal. They make do with what they have.

❖ Respectful

An ability to allow others to do and be their best through positive and supportive interactions. B.Ed. trainees who have this trait can work cooperatively with their peers. They respect the opinions, thoughts, and feelings of everyone around them. They are

sensitive to everyone and try to treat everyone as they want to be treated. Teachers who have this trait understand that they must have positive and supportive interactions with every student. They maintain the dignity of their students at all times and create an atmosphere of trust and respect in their classroom.

❖ Responsible

An ability to be accountable for your actions and to carry out tasks that have been assigned in a timely manner. B.Ed. trainees who have this trait can complete and turn in every assignment on time. They follow a prescribed schedule, refuse to give in to distractions, and stay on task. Teachers who have this trait are trustworthy and valuable assets to the administration. They are regarded as professional and often asked to help out in areas where there is a need. They are highly reliable and dependable.

2. REVIEW OF RELATED STUDIES

Kanchana Devi and Surender Kumar Sharma (2017) investigated the teaching aptitude and attitudes of prospective primary school teachers towards teaching profession in relation to their gender, type of institution and stream of study. Research findings revealed that there was a significant difference in the teaching aptitude of male and female prospective primary school teachers. Also, there was a significant difference in the teaching aptitude of prospective primary school teachers studying in government (DIET) and private institutions. The study also found that there was significant difference in the attitudes of male/female, and arts/science stream prospective primary school teachers towards teaching profession.

Sobhan Banerjee (2016) examined the processes of education and its special function is to impart knowledge, develop understanding and skill. The teacher's personality factors are equally responsible for his or her effectiveness in the teaching learning process. The teacher is the key to effective implementation of the use of materials in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. They can bring about a positive change in the life of their students. Therefore, prospective teacher must develop proper and positive

attitude towards their profession. A successful teacher is he who develops a good inter-personal relationship with his students and is satisfied with teaching as a profession. Attitudes towards teaching profession are, to some extent, due to this inter-personal relationship. So it may be said that attitude is related to teaching success.

3. OBJECTIVES OF THE STUDY

The following objectives have been formulated by the investigator for the present study,

1. To find out the level of Personality of B.Ed. trainees.
2. To find out the difference between Male and Female B.Ed. trainees with respect to their Personality.
3. To find out the difference between B.Ed. trainees studying in college located at rural and urban areas with respect to their Personality.
4. To find out the difference between B.Ed. trainees based on medium of instruction with respect to their Personality.
5. To find out the difference between the I Year and II Year B.Ed. trainees with respect to their Personality.
6. To find out the difference between married and unmarried B.Ed. trainees with respect to their Personality.
7. To find out the difference between the UG and PG B.Ed. trainees with respect to their Personality.
8. To find out the difference among B.Ed. trainees belonging to different age group (below 25 years, 25-30 years, 30 years and above) with respect to their Personality.
9. To find out the difference among B.Ed. trainees belonging to different stream of study (Science/ Arts/ Others) with respect to their Personality.
10. To find out the significant difference among B.Ed. trainees studying in different types of management (Government/ Government aided/ Self Financing) with respect to their Personality.

4. METHOD OF THE STUDY

The investigator was adopted the survey technique with descriptive method for the study.

4.1 POPULATION OF THE STUDY

The population of the study consists of B.Ed. trainees of Villupuram and Chennai districts in Tamil Nadu.

4.2 SAMPLE OF THE STUDY

A sample is a small proportion of B.Ed. trainees which was selected for observation and analysis. The investigator used random sampling technique for selecting the sample of 1152 B.Ed. trainees.

4.3 STATISTICAL TECHNIQUES USED

Descriptive analysis, Differential analysis and Correlation analysis ('t' test, 'F' test and 'r' test) were used in the present study to test the hypotheses and interpret the data.

4.4 TOOLS USED FOR THE STUDY

The investigator constructed the Personality scale. The scale used for the pilot study, consists of 76 items. All the 76 items were with five-point scale (1) Always, (2) Often, (3) Sometimes, (4) Occasionally and (5) Never type answers. In order to validate the tool the investigator conducted the pilot study. The pilot study was conducted among 100 B.Ed. Trainees. The total number of sample used for the pilot study was 116. The investigator scored the test by giving (5-0) to the Positive response. The total number of marks secured by each sample was calculated by the investigator. Based on the total marks secured by the sample item total correlation was used to identify the reliability of the tool. The items with 0.5 level value above 0.3 was selected for the final study. Thus out of 76 items, 66 items were selected for the final study. The item total correlation and the selection of items for the final study were analyzed.

5. RESULTS AND DISCUSSION

5.1. FINDINGS OF THE STUDY

- ❖ The B.Ed. trainees has moderate level of Personality towards teaching.
- ❖ There was a significant difference between the male and female B.Ed. trainees in Personality along with their dimensions.
- ❖ There were significant differences in locality of the B. Ed trainees from rural and urban along with their dimensions towards Personality.
- ❖ The married and unmarried B.Ed. trainees differ significantly in personality towards teaching along with their dimensions.

- ❖ Personality towards teaching along with their dimensions shows significant changes between the first and second year of studying in B. Ed trainees towards teaching.
- ❖ The significant changes was observed between the Tamil and English medium of study from the B. Ed trainees towards personality along with their dimensions.
- ❖ There was a significant difference between the various age group of B. Ed trainees from UG and PG towards teaching.
- ❖ There was a significant difference in stream of study of B. Ed trainees in personality towards teaching along with their dimensions.
- ❖ There was a significant difference among B. Ed trainees belonging to Type of Management (Government, Government Aided and Self Financing) in respect of their Personality and its dimensions.

5.2. Educational implications of the Study

Based on the investigation of the study, the implications were analysed and described.

1. From the findings that the B.Ed., trainees has moderate level of Personality. Even though there are from, government, government-aided and self- financing institute of study they are at a moderate level towards teaching. The B.Ed. trainees should be well trained to improve their personality skills with their own aspects of teaching and examining themselves to get valuable points in extension activities.
2. It was concluded that, the Personality along with their dimensions shows significant difference towards teaching. The B.Ed. trainees should involve themselves to improve their personality by providing pre-service training towards teaching.
3. From the findings, there were significant differences in locality of the B.Ed. trainees from rural and urban along with their dimensions towards Personality. The involvement and attitude towards teaching will recommend as a better teacher in the society.

6. CONCLUSION

This research work gives a brief explanation on variables used objectives, method of investigation,

instruments used for the research, statistical techniques, analysis and clarification of the study reports. These studies may be much more important towards database analysis for every professional list.

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