

# PERSONALITY AND TEACHING COMPETENCY OF SECONDARY GRADE TEACHER TRAINEES

Research  
Paper

## ABSTRACT

*Personality plays an important role in an individual's personal, educational and vocational adjustment and success. The success in the vocational area is determined to a large extent by personality factors. The main objective of the research is to study about personality and teaching competency of secondary grade teacher trainees in Erode District. The sample consisted of 200 male and female secondary grade teacher trainees of the district. The major findings of the study reveal that the male and female, Science and Arts group, and I and II year secondary grade teacher trainees have significant difference in their personality. The rural and urban, and I and II year secondary grade teacher trainees differ in their teaching competency. There is high positive relationship between personality and teaching competency.*

## INTRODUCTION

Merton Prince (1924) defined personality as "The sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual, and the acquired dispositions and tendencies". One of the most popular and widely used definition was given by Allport (1961). He said that "Personality is the dynamic organisation within the individual of those psychophysical systems that determine his characteristic behaviour and thought". Eysenck (1970) considered personality as more or less stable and enduring organisation of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment.

The quality of education depends upon the quality of the teachers. Teachers' performance is the most crucial input in the field of education. Despite lofty aims, comprehensive curriculum, sophisticated equipments and most sincere policies in the area of education, the net outcome would be futile in the absence of competent teachers. According to Adams education is a conscious and deliberate process in which one's personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. Personality is an important element in the learning environment and in the failure and success of the

learner. The way in which the teacher's personality interacts with the personalities of the pupils being taught helps to determine the kind of behaviour which emerges from the learning situation. The supreme value of a teacher is not in the regular performance of routine duties, but in inspiring the pupils through their moral personality and example.

## OBJECTIVES OF THE STUDY

1. To find out whether the secondary grade teacher trainees belonging to different sub-groups like gender, residential area, subject, class, and age group differ in personality.
2. To find out whether the secondary grade teacher trainees belonging to different sub groups like gender, residential area, subject, class and age group differ in teaching competency.

**Dr.K.Vasugi**

*Reader in Biological Science,  
Lakshmi College of Education, Gandhigram.*

**V.Mathuravani**

*Lecturer, Maharani Institute of Teacher Training,  
Dharapuram.*

- To find out the relationship between personality and teaching competency of secondary grade teacher trainees.

### HYPOTHESES

- There is no significant difference in the personality of secondary grade teacher trainees belonging to different sub-groups like gender, residential area, subject, class and age group.
- There is no significant difference in the teaching competency of secondary grade teacher trainees belonging to different sub-groups like gender, residential area, subject, class and age group.
- There is no significant relationship between personality and teaching competency.

### METHOD OF STUDY

The investigator has used the survey method to find out the significant difference in the personality and teaching competency of secondary grade teacher trainees, belonging to different sub-groups like gender, residential area, subject, class and age group.

### TOOLS USED

- Multidimensional assessment of personality (Form: A) designed by M/S PSY.com services was administered to learn about the personality of the teachers.
- Evaluation proforma prepared by the staff members of Maharani Teacher Training Institute – Dharapuram was used to assess the teaching competency level of the teacher trainees.

### SAMPLE OF THE STUDY

A sample of 200 male and female secondary grade teacher trainees of Erode District constituted the sample for the present study.

### ANALYSIS AND INTERPRETATION OF DATA

Table 1

**SIGNIFICANCE OF DIFFERENCE  
BETWEEN THE MEAN SCORES OF THE  
PERSONALITY OF SECONDARY GRADE  
TEACHER TRAINEES BELONGING TO  
DIFFERENT SUB-GROUPS**

| Sub groups       | Category | N   | Mean  | SD   | t   | Level of significance |
|------------------|----------|-----|-------|------|-----|-----------------------|
| Gender           | Male     | 72  | 151.8 | 18   | 2   | *0.05                 |
|                  | Female   | 128 | 155.2 | 9.44 |     |                       |
| Residential area | Rural    | 105 | 151.2 | 14.1 | 0.2 | N.S                   |
|                  | Urban    | 95  | 151.1 | 15.7 |     |                       |
| Subject group    | Science  | 104 | 147.5 | 14.5 | 3.1 | **0.01                |
|                  | Arts     | 96  | 154   | 15.5 |     |                       |
| Class            | I year   | 100 | 150.5 | 15.6 | 2.4 | *0.05                 |
|                  | II year  | 100 | 145.5 | 14   |     |                       |
| Age group        | Above 25 | 94  | 152.2 | 13.7 | 1.1 | N.S                   |
|                  | Below 25 | 106 | 150   | 15.8 |     |                       |

N.S – Not significant

\* - significant at 0.05 level

\*\* - significant at 0.01 level.

- The calculated 't' value is 2.04 (Table:1) and it is found significant at 0.05 level. Hence it is concluded that there is significant difference in the personalities of male and female secondary grade teacher trainees.
- The calculated 't' value of rural and urban secondary grade teacher trainees is 0.20 (Table:1) which is not significant. Hence it is concluded that the rural and urban secondary grade teacher trainees do not differ in their personality.
- The calculated 't' value is 3.07 (Table:1) and it is significant at 0.01 level. Hence it is concluded that there is significant difference in the personalities of Science and Arts group secondary grade teacher trainees.
- The I and II year secondary grade teacher trainees differ in their personality because the calculated 't' value 2.39 (Table:1) is significant at 0.05 level. Hence there is significant difference in the personalities of I and II year students.
- There is no significant difference in the personalities of secondary grade teacher trainees belonging to different age groups, because the calculated 't' value is 1.13, (Table:1) which is not significant.

**Table 2**

**SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES OF TEACHING COMPETENCY OF SECONDARY GRADE TEACHER TRAINEES BELONGING TO DIFFERENT SUB-GROUPS**

| Sub groups       | Category              | N   | Mean   | S.D   | t    | Level of significance |
|------------------|-----------------------|-----|--------|-------|------|-----------------------|
| Gender           | Male                  | 72  | 192.58 | 19.48 | 0.16 | N.S                   |
|                  | Female                | 128 | 192.99 | 11.18 |      |                       |
| Residential area | Rural                 | 105 | 203.49 | 7.55  | 4.74 | **0.01                |
|                  | Urban                 | 95  | 209.04 | 8.99  |      |                       |
| Subject group    | Science               | 104 | 205.52 | 6.99  | 0.54 | N.S                   |
|                  | Arts                  | 96  | 204.96 | 7.69  |      |                       |
| Class            | I <sup>st</sup> year  | 100 | 196.12 | 15.49 | 4.11 | **0.01                |
|                  | II <sup>nd</sup> year | 100 | 203.28 | 8.22  |      |                       |
| Age group        | Above 25              | 94  | 204.62 | 8.88  | 1.07 | N.S                   |
|                  | Below 25              | 106 | 203.42 | 6.78  |      |                       |

N.S - Not significant

\*\* - Significant at 0.01 level.

1. The calculated 't' value of male and female secondary grade teacher trainees is 0.16, (Table:2) which is not significant. Hence it is concluded that the male and female secondary grade teacher trainees do not differ in their teaching competency.
2. The calculated 't' value is 4.74, (Table:2) and it is found significant at 0.01 level. Hence, it is concluded that there is significant difference in the teaching competency of rural and urban secondary grade teacher trainees.
3. Regarding the teaching competency of science and arts group secondary grade teacher trainees, the calculated 't' value 0.54 (Table:2) is found to be not significant. It is concluded that there is no significant difference in the teaching competency of science and arts group secondary grade teacher trainees.
4. As far as the teaching competency of I and II year secondary grade teacher trainees is concerned, the calculated 't' value is found to be 4.11 (Table:2) and it is significant at 0.01 level. Hence it is concluded that there is significant difference in the teaching competency of I and II year teacher trainees.

5. The calculated 't' value for the teaching competency of secondary grade teacher trainees belonging to different age groups is 1.07 (Table:2) which is found to be not significant. Hence, it is concluded that there is no significant difference in the teaching competency of teacher trainees belonging to different age groups.

*Research Paper*

**Table 3**

**SIGNIFICANCE OF RELATIONSHIP BETWEEN THE MEAN SCORES OF PERSONALITY AND TEACHING COMPETENCY OF SECONDARY GRADE TEACHER TRAINEES**

| N   | r-value | Level of significance |
|-----|---------|-----------------------|
| 200 | 0.75    | P<0.01                |

Table 3 reveals the significance of relationship between personality and teaching competency. The relationship is positive and high.

**FINDINGS**

1. There is significant difference between male and female secondary grade teacher trainees in their personality. The female secondary grade teacher trainees have a higher level of personality than the male teacher trainees.
2. The difference in the personalities of rural and urban secondary grade teacher trainees is not significant. So it is concluded that the rural and urban teacher trainees do not differ in their personality.
3. The Science and Arts group secondary grade teacher trainees differ significantly in their personality. The Arts group teacher trainees have a higher level of personality.
4. There is significant difference in the personalities of I and II year secondary grade teacher trainees. The I year teacher trainees have a higher level of personality.
5. There is no significant difference in the personality of secondary grade teacher trainees belonging to different age groups.

6. There is no significant difference in the teaching competency of male and female secondary grade teacher trainees.
7. There is significant difference in the teaching competency of rural and urban secondary grade teacher trainees. The urban teacher trainees have high teaching competency.
8. There is no significant difference in the teaching competency of Science and Arts group teacher trainees.
9. The I and II year secondary grade teacher trainees differ in their teaching competency. The difference is significant. The II year teacher trainees have high teaching competency.
10. There is no significant difference in the teaching competency of secondary grade teacher trainees belonging to different age groups.
11. The relationship between personality and teaching competency is positive and high. The relationship is significant.

### CONCLUSION

From this study it is clearly understood that there is significant relationship between personality and teaching competency. The student teachers should develop their personality as well as their teaching competency. A good teaching climate could be produced by increasing good personality and good teaching competency. The present study reveals the fact that there is significant difference in the personality of secondary grade teacher trainees belonging various sub-groups like gender, residential area, science and arts groups, and age groups. There is significant difference in the teaching competency of secondary grade teacher trainees belonging to different sub-groups like residential area and class (I and II year).

### REFERENCE

1. Robert M. Liebert, Michael D. Spiegler (1990). Personality Strategies and Issues, Brooks/Cole publishing company, Pp 2-9.
2. Sathagirirajan.S. (1994), College Teacher Competency – A research report Publications Division, Madurai Kamaraj University, Pp 22-31.

3. Srivastava G.N.P. (1998), Recent approaches to personality study. Agra psychological research cell, Agra. Pp 1-3.

\* \* \* \*

### Continuation of page 12

### HIGHER EDUCATION- AN ECONOMIC...

individual and national development. So, all developed and underdeveloped countries accept that economic development takes place only as a result of the development in education. In fact education supplies required man power to agriculture, industry and service sectors. It also creates more and more employment and income opportunities. Moreover higher education has raised the socio-economic conditions and the standard of living. Hence, it can be concluded with the words of Herbison and Meyers that “education is the seed and flower of economic growth”. It is true in Indian society, where almost all people, whether rich or poor and belonging to rural or urban areas, give due importance to higher education only because of its economic importance.

### REFERENCE

1. Aggarwal, J.C (2002) Theory and Principles of Education, Vikas Publishing House Environment and Human Right, Shipra Publications, New Delhi.
2. Ansari M. S (2005) Teacher in the Emerging Indian Society, International Publishing House, New Delhi.
3. Bhatia K. K. and Narang C.L (2006) Philosophical and Sociological Bases of Education, Tandom Publication, Ludhiana.
4. Shaida, B.D. and Safaya, R.N (2004), Modern Theory and Principles of Education, Dhanpatrai Publishing Company, New Delhi.
5. Rãvi, Samuel (2011) A Comprehensive Study of Education, Prentice Hall of India, New Delhi.
6. Blaug M. (Ed) (1968) Economics of Education, Penguin, London.
7. Marshall, Alfred (1930), Principles of Education (8<sup>th</sup> Edition), Macmillan of Co: Ltd., London.