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## “PERSONALITY TYPE AND TEACHING COMPETENCE OF TEACHER EDUCATORS - A CORRELATIONAL STUDY”

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### ABSTRACT

The present study was conducted to find the personality type and teaching competence of teacher educators and whether a significant difference exists in personality type and also in Teaching competence of teacher educators with respect to their gender and type of institution. The data for teaching competence was collected from 50 teacher educators by classroom observation and teacher educators responded to personality inventory. The teacher educators were selected from Colleges of Education affiliated to Davangere University. Survey method was adopted for the study. Teaching competence observation schedule constructed by the researcher and Eysenck's Personality Inventory was used for collection of data. Percentage analysis and 't' test were used for analysis of data. The results showed that there is no significant difference in personality type and Teaching competence of male and female teacher educators and those belonging to Unaided and Aided

colleges 86.20% of male and 85.40% of female teacher educators are found to be Ambiverts. It is also seen that 3.40% of male and 3.20% of female possess Extraversion Personality type. 10.40% of male teacher educators and 11.40% of female teacher educators were found to be Introversion Personality type and 63% of male and 63.58% of female are Normal Personality type. 12.56% of male and 10.20% of female teacher educators were found to be of Neurotic Personality type. 24.44% of male teacher educators and 26.22% of female teacher educators were found to be emotionally well balanced Personality type. The analysis revealed that 18% of teacher educators were found to possess low teaching competence. A majority of teacher educators average teaching competence (62%) only (22%) of teacher educators were found to be possess high teaching competence.

**KEY WORD-** Personality type, Teaching competence.

### INTRODUCTION :

In the recent years India has taken a fresh and more critical look at the role of education within the context of overall national development. The goals of education follow the national goals of development which aim at Human Resources Development. The development of human resources is possible through a properly organized programme of education. It is imperative, that the teacher has to assume greater responsibility so as to initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development.

The success of new education reforms depends on the quality teacher which in turn depends on the quality of teacher educators. Quality teachers could be produced by quality teacher educators. Teachers have to prepare young people with the competencies they need to enter a world that is in rapid evolution; this means that school curricula,



and approaches to the organization of education and to teaching need to adapt rapidly to the changing needs of society and of the economy. As the people responsible for making sure that teachers' knowledge, skills and attitudes are kept up to date, Teacher Educators must themselves be open to constant evolution in their own professional body of knowledge, skills and attitudes, and must be able to adapt rapidly to changing needs.

**PERSONALITY:**

The word personality stems from the Latin word persona, which referred to a theatrical mask worn by performers in order to either project different roles or disguise their identities.

Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.

"Personality refers to individuals' characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms -- hidden or not -- behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons."(Funder, D. C., 1997)

**PERSONALITY TYPE:**

To be a successful teacher educator one must get along well with his stakeholders and this largely depend their personality type. Personality type is the kind of person one just happens to be most important, many teacher educators do not realize the significance of the role of personality type in teaching.

Eysenck's inclusion of the "somatic sector" underlines his interest in relating the behavioral aspects of personality to underlying physiological structure and function. Although like Sheldon he has given some attention to the relations between physique and personality, Eysenck's major effort has gone into probing the possible relations between observable behavior and the functioning of various parts of the brain.

**Table No 1. PHYSIOLOGICAL CORRELATES OF PERSONALITY DIMENSIONS:**

<b>INTROVERSION – EXTRAVERSION</b>	
<b>Introversion:</b> tender mindedness; introspectiveness; seriousness; performance interfered with by excitement; easily aroused but restrained; inhibited; preference for solitary vocations; sensitivity for pain	<b>Extraversion:</b> tough mindedness; impulsiveness; tendency to be outgoing; desire for novelty; performance enhanced by excitement; preference for vocations involving contact with other people; tolerance for pain
<b>NEUROTICISM</b> Below-average emotional control, will-power, capacity to exert self; slowness in thought and action; suggestibility; lack of persistence; tendency to repress unpleasant facts; lack of sociability; below average sensory acuity but high level of activation	
<b>PSYCHOTICISM</b> Poor concentration; poor memory; insensitivity; lack of caring for others; cruelty; disregard for danger and convention; occasionally originality and/or creativity; liking for unusual things; considered peculiar by others	

Personality characteristics affect an individual's success in his profession. Success in the teaching profession is derived from three main aspects; knowledge, competencies and attitudes. Most educationists, however, pay excessive attention to the knowledge component while neglecting the development of the other two and his personality. As a result, as soon as student teachers enter the real classroom setting, a gap between theoretical knowledge and practical knowledge becomes clear. Student teachers feel there is a lack of 'connection' between the theoretical knowledge they learn in teacher education programs and the school-based teaching experiences. Most student teachers may also experience a conflict between expectations of the role they are prepared to play and the reality of the actual work setting.

### TEACHING COMPETENCE:

There are a large number of instructional and related activities to be performed by the Teacher Educators inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a Teacher Educator possess a certain amount of knowledge and also certain abilities and skill this is known as teaching competence. In other words, teacher competence refers to "the right way of conveying units of knowledge, application and skills to students". The right way here includes knowledge of content, processes, methods and means of conveying content. The effectiveness or ineffectiveness of teaching is closely linked to teaching competence. Competent Teacher Educators also create classroom conditions and climate, which are conducive for student teacher learning. Teaching competency has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills. While the teacher would require all these dimensions to a reasonable extent, it is in the manifestation of these in an integrated manner that makes him effective in the classroom context.

The competence of a teacher educator may have an influence on the way they interact with teacher trainees and also on their teaching activities, the way they adjust to the changing needs of teacher education and their thoughts and behaviours.

### 1. NEED AND IMPORTANCE OF THE STUDY:

Teachers are active agents of social change. Future teachers are today's student teachers who should be prepared to be the responsible citizens of tomorrow and the builders of the nation. It is the Teacher Educators who train these student teachers the future teachers in our society. The future of the student teachers is in the hand of the Teacher Educators. Teacher Educators form the role models of student teachers. Teacher Educators' belief, views and their Personality type affect their teaching and behaviour with the student teachers. The personality of teacher educators who impart education and train the teachers of our future generation may have an influence on their teaching competence too. Hence the investigator felt the need to study the Personality Type and Teaching Competence of Teacher Educators and the relationship between them, if existing. The review of related literature has revealed that there is no attempt made to study the Personality Type and Teaching Competence of Teacher Educators. Hence this is a modest venture in this direction.

### 3. STATEMENT OF THE PROBLEM:

The study has been entitled as,

"Personality Type and Teaching Competence of Teacher Educators - A Correlational Study"

### 4. OBJECTIVES OF THE STUDY:

**The following are the objectives of the study:**

- 1.To assess the Personality type on Extroversion-Introversion Dimension of Teacher Educators.
- 2.To assess the Personality type on Neuroticism-dimension of Teacher Educators.
- 3.To assess the levels of Teaching competence of Teacher Educators
- 4.To find whether there is no significant difference among male and female Teacher Educators with respect to Personality type on Extroversion-Introversion Dimension
- 5.To find whether there is no significant difference among male and female Teacher Educators with respect to Personality type on Neuroticism-Dimension
- 6.To find whether there is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Extroversion-Introversion Dimension
- 7.To find whether there is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Neuroticism-dimension
- 8.To find whether there is a significant difference in Teaching competence of male and female Teacher Educators.
- 9.To find whether there is a significant difference in Teaching competence of Teacher Educators belonging to Aided and Unaided Colleges
- 10.To find whether there is Personality type on Extroversion-Introversion Dimension of Teacher educators does

not significantly correlate with their Teaching competence

11.To find whether there is Personality type on Neuroticism-Dimension of Teacher educators does not significantly correlate with their Teaching competence

### 5. HYPOTHESES:

1. There is no significant difference among male and female Teacher Educators with respect to Personality type on Extroversion-Introversion Dimension
2. There is no significant difference among male and female Teacher Educators with respect to Personality type on Neuroticism-Dimension
3. There is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Extroversion-Introversion Dimension
4. There is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Neuroticism-dimension
5. There is no significant difference in Teaching competence of male and female Teacher Educators.
6. There is no significant difference in Teaching competence of Teacher Educators belonging to Aided and Unaided Colleges
7. Personality type on Extroversion-Introversion Dimension of Teacher educators does not significantly correlate with their Teaching competence
8. Personality type on Neuroticism-Dimension of Teacher educators does not significantly correlate with their Teaching competence

### 6. VARIABLES OF THE STUDY:

The following are the variables of the study:

- + Main variables:
  - + Personality type
  - + Teaching competence
- + Background variables:
  - + Gender
  - + Type of Institution

### 9. OPERATIONAL DEFINITION OF THE KEY TERMS:

#### PERSONALITY TYPE:

Personality is the total quality of an individual's behavior as it is revealed in his characteristic habits of thought and expression, his attitudes and interests, his manner of acting and his personal philosophy of life

According to Eysenck- a type "is an observed constellation or syndrome of traits" and a "trait is an observed constellation of individual action- tendencies"

#### Eysenck categorizes people on the basis of traits and characteristics into three basic types namely:

- + Introversion
- + Extraversion
- + Neuroticism

Introverts react more strongly than extroverts to sensory stimulation. They take pleasure in activities that involve large social gatherings.

Extroverts are likely to enjoy time spent with people and finds less reward in time spent alone. They tend to be energized when around other people. Extroverts tends to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious.

#### TEACHING COMPETENCE:

Teaching competence refers to the ability of the Teacher Educators to make use of their Content

knowledge, Teaching skill, Introduction to Lecture, Development of the Lecture, Explaining, Questioning, Use of Audio visual aids, Student teachers Participation, Classroom Management, Closure of the lecture and ability in teaching. In this study teaching competence is represented by the scores on Teaching competence observation schedule constructed by the investigator.

**8. METHOD OF THE STUDY:**

It is a descriptive study employing survey method. The data with respect to the variables of the study was collected from Teacher Educators by administering the tools.

**9. SAMPLE OF THE STUDY:**

The sample for the present study consisted of 50 Teacher Educators by classroom observation and teacher educators responded to personality inventory. The sample of teacher educators were selected from various Colleges of Education affiliated to Davangere University using simple random sampling technique.

**10. TOOLS USED FOR DATA COLLECTION:**

- + Personality Inventory- constructed by the Eysenck
- + Teaching Competence Observation Schedule - constructed by the Investigator

**11. STATISTICAL TECHNIQUES:**

**The following statistical techniques were adopted to analyze the data:**

- Percentage analysis: was used to assess the status of Personality type and the status of Teaching competence of Teacher Educators.
- ‘t’ test : was used to find if there was any significant difference between the mean scores of two groups on a variable.
- Chi-square test: The chi-square analysis was employed to test if there was any significant difference between two groups with respect to their personality type.

**12. ANALYSIS AND INTERPRETATION OF DATA:**

**Table No 1: Showing the percentages of teacher educators possessing various levels of personality type on Extroversion-Introversion Dimension**

Personality type (Extroversion-Introversion Dimension)	Percentage of Teacher educators	
	Male	Female
Extroverts	3.40	3.20
Ambiverts	86.20	85.40
Introverts	10.40	11.40
Total	100%	100%

Table No. 1 reveals that majority of teacher educators that is 86.20% of male and 85.40% of female are Ambivert Personality type. 3.40% of male and 3.20% of female teacher educators are found to be Extraverts Personality type. 10.40% of male teacher educators and 11.40% of female teacher educators are found to be Introverts Personality type.

**Table No 2: Showing the percentages of teacher educators possessing various levels of personality type on Neuroticism-dimension**

Levels of Personality type	Percentage of Teacher educators	
	Male	Female
Neuroticism	12.56	10.20
Moderately well balanced	63.00	63.58
Emotionally well balanced	24.44	26.22
Total	100%	100%

Table No. 2 reveals that majority of teacher educators that is 63% of male and 63.58% of female are of moderately well balanced Personality type. 12.56% of male and 10.20% of female teacher educators were found to be of Neurotic Personality type. 24.44% of male teacher educators and 26.22% of female teacher educators are found to emotionally well balanced Personality type.

**Table No 3: Showing the percentages of teacher educators possessing various levels of Teaching competence.**

Levels of Teaching competence	Frequency	Percent
Low	9	18.00
Average	31	62.00
High	11	22.00
Total	50	100.00

Table No 3 reveals that merely 22% of teacher educators possess high teaching competence. A majority of teacher educators (62%) only (18%) of teacher educators were found to be possess average and low teaching competence.

**Hypotheses1**

There is no significant difference among male and female Teacher Educators with respect to Personality type on Extroversion-Introversion Dimension.

**Table No. 4: Summary table of Chi-square ( $\chi^2$ ) test of Personality type on Extroversion-Introversion Dimension of male and female teacher educators**

Personality type (Extroversion-Introversion Dimension)	Gender	Frequencies	Extrovert	Ambivert	Introvert	Total number	Chi-square ' $\chi^2$ ' value	df	level of Significance
	Male	Observed N	1	20	4	25			
		Expected N	1.0	20.5	3.5	25.0			
	Female	Observed N	1	21	3	25			
		Expected N	1.0	20.5	3.5	25.0			
	Total	Observed N	2	41	7	50			
		Expected N	2.0	41.0	7.0	50.0			

NS - Not significant



Table No 4 shows that the obtained Chi-square ( $\chi^2$ ) value of 0.92 is less than the tabled Chi-square ( $\chi^2$ ) value of 10.59 at 0.05 level of significance for degrees of freedom 2. Therefore the null hypothesis Ho.1 is accepted and it is concluded that there is no significant difference among male and female Teacher Educators with respect to Personality type on Extroversion-Introversion Dimension.

**Hypotheses2**

There is no significant difference among male and female Teacher Educators with respect to Personality type on Neuroticism-dimension.

**Table No. 5: Summary table of Chi-square ( $\chi^2$ ) test of Personality type on Neuroticism-dimension of male and female teacher educators**

	Gender	Frequencies	Neuroticism	Moderately well balanced	Emotionally well balanced	Total number	Chi-square $\chi^2$ value	df	level of Significance
Personality type (Neuroticism-dimension)	Male	Observed N	2	20	3	25	0.89	2	NS
		Expected N	2.0	20.5	2.5	25.0			
	Female	Observed N	2	21	2	25			
		Expected N	2.0	20.5	2.5	25.0			
	Total	Observed N	4	41	5	50			
		Expected N	4.0	41.0	5.0	50.0			

NS - Not significant

The table 5 shows that the obtained Chi-square ( $\chi^2$ ) value of 0.89 is less than the tabled Chi-square ( $\chi^2$ ) value of 10.59 at 0.05 level of significance for the degrees of freedom 2. Therefore the null hypothesis Ho.2 is accepted and it is concluded that there is no significant difference among male and female Teacher Educators with respect to Personality type on Neuroticism-dimension.

**Hypotheses 3**

There is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Extroversion-Introversion Dimension

**Table No. 7: Summary table of Chi-square ( $\chi^2$ ) test of Personality type on Extroversion-Introversion Dimension of Teacher Educators belonging to Aided and Unaided Colleges**

Personality type (Extroversion-Introversion Dimension)	Institution	Frequencies	Extrovert	Ambivert	Introvert	Total number	Chi-square ' $\chi^2$ ' value	df	level of Significance
	Aided	Observed N	1	10	4	15	0.18	2	NS
		Expected N	.6	12.3	2.1	15.0			
	Unaided	Observed N	1	31	3	35			
		Expected N	1.4	28.7	4.9	35.0			
	Total	Observed N	2	41	7	50			
		Expected N	2.0	41.0	7.0	50.0			

NS - Not significant

Table No. 7 shows that the obtained Chi-square ( $\chi^2$ ) value of 0.18 is less than the tabled Chi-square ( $\chi^2$ ) value of 10.59 at 0.05 level of significance for degrees of freedom 2. Therefore the null hypothesis Ho.3 is accepted and it is concluded that there is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Extroversion-Introversion Dimension

**Hypotheses 4**

There is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Neuroticism-dimension

**Table No. 8: Summary table of Chi-square ( $\chi^2$ ) test of Personality type on Neuroticism-dimension of Teacher Educators belonging to Aided and Unaided Colleges**

Personality type (Neuroticism-dimension)	Institution	Frequencies	Neuroticism	Moderately well balanced	Emotionally well balanced	Total number	Chi-square ' $\chi^2$ ' value	df	level of Significance
	Aided	Observed N	2	10	3	15	0.17	2	NS
		Expected N	1.2	12.3	1.5	15.0			
	Unaided	Observed N	2	31	2	35			
		Expected N	2.8	28.7	3.5	35.0			
	Total	Observed N	4	41	5	50			
		Expected N	4.0	41.0	5.0	50.0			

NS - Not significant

Table No 8 shows that the obtained Chi-square ( $\chi^2$ ) value of 0.17 is less than the tabled Chi-square ( $\chi^2$ ) value of 10.597 at 0.05 level of significance for degrees of freedom 2. Therefore the null hypothesis Ho.4 is accepted and it is concluded that there is no significant difference between teacher educators belonging to Aided and Unaided Colleges with respect to Personality type on Neuroticism-dimension.

**Hypotheses 5**

There is no significant difference in Teaching competence of male and female Teacher Educators.

**Table No 9: Showing the number, mean scores, SD, t-value and level of significance for Teaching competence of male and female Teacher Educators.**

Variable	Type of Institution	N	Mean	S.D	Df	't' value	'P' value	Level of Significance
Teaching competence	Male	25	178.60	30.36	48	0.87	0.38	NS
	Female	25	185.60	26.27				

NS - not significant

Table No 9 shows that the obtained 't' value of 0.87 is less than the tabled 't' value of 1.97 at 0.05 level of significance for degrees of freedom 48. Therefore the null hypothesis Ho.5 is accepted and it is concluded that there is no significant difference in Teaching competence of male and female Teacher Educators

**Hypotheses 6**

There is no significant difference in Teaching competence of Teacher Educators belonging to Aided and Unaided Colleges

**Table No9: Showing the number, mean scores, SD, t-value and level of significance for Teaching competence of Aided and Unaided College Teacher Educators.**

Variable	Type of Institution	N	Mean	S.D	Df	't' value	'P' value	Level of Significance
Teaching competence	Unaided	15	189.60	24.23	48	1.23	0.22	NS
	Aided	35	178.88	29.64				

NS- Not significant

Table No 9 shows that the obtained 't' value of 1.23 is less than the tabled 't' value of 1.97 at 0.05 level of significance for degrees of freedom 48. Therefore the null hypothesis Ho.6 is accepted and it is concluded that there is no significant difference in Teaching competence of Teacher Educators belonging to Aided and Unaided Colleges

**Hypotheses 7**

Personality type on Extroversion-Introversion Dimension of Teacher educators does not significantly correlate with their Teaching competence

**Table No. 10: Summary table of bi serial Correlation for Teaching Competence and Personality type on Extroversion-Introversion Dimension of teacher educators**

Variables	N	'r' value
Teaching Competence and Personality type(Extroversion-Introversion Dimension)	50	0.44

Table No 10 reveals that the obtained 'r' value of 0.44 is positive and moderately significant. Hence it is concluded that moderately significant positive correlation exists between Teaching Competence and Personality type on Extroversion-Introversion Dimension of teacher educators.

**Hypotheses 8**

Personality type on Neuroticism-Dimension of Teacher educators does not significantly correlate with their Teaching competence

**Table No. 11: Summary table of bi serial Correlation for Teaching Competence and Personality type (Neuroticism-dimension) of teacher educators**

Variables	N	'r' value
Teaching Competence and Personality type(Neuroticism-dimension)	50	0.45

Table No 11 reveals that the obtained 'r' value of 0.45 positive and moderately significant. Hence it is concluded that moderately significant positive correlation exists between Teaching Competence and Personality type on Neuroticism-Dimension of teacher educators.

**13. FINDINGS OF THE STUDY:**

**The following are the finding of the study**

- + It was found that 86.20% of male and 85.40% of female teacher educators are Ambivert Personality type. 3.40% of male and 3.20% of female teacher educators are found to be Extraverts Personality type. 10.40% of male teacher educators and 11.40% of female teacher educators are found to be of Introverts Personality type.
- + It was found that 63% of male and 63.58% of female are moderately well balanced Personality type. 12.56% of male and 10.20% of female teacher educators were found to be of Neurotic Personality type. 24.44% of male teacher educators and 26.22% of female teacher educators are found to be of emotionally well balanced Personality type.
- + 22% of teacher educators were found to possess high teaching competence. A majority of teacher educators (62%) merely (18%) of teacher educators are found to be posses average and low teaching competence respectively
- + 13.3% of teacher educators were found to possess high teaching competence. A majority of teacher educators (76.7%) merely (10%) of teacher educators were found to posses average and low teaching competence respectively.
- + No significant difference was found between male and female teacher educators with respect to Personality type on Extroversion-Introversion Dimension
- + No significant difference was found between male and female teacher educators with respect to Personality type on Neuroticism-dimension Dimension
- + There is no significant difference among Teacher Educators belonging to Aided and Unaided Colleges with

respect to Personality type on Extroversion-Introversion Dimension

- + There is no significant difference among Teacher Educators belonging to Aided and Unaided Colleges with respect to Personality type on Neuroticism-dimension
- + There is no significant difference in Teaching competence of male and female Teacher Educators.
- + There is no significant difference in Teaching competence of Teacher Educators belonging to Aided and Unaided Colleges
- + Teaching competence of Teacher educators was found to be moderately and positive correlate with their Personality type on Extroversion-Introversion Dimension
- + Teaching competence of Teacher educators was found to be moderately and positive correlate with their Personality type on Neuroticism-dimension

#### 14. EDUCATIONAL IMPLICATIONS:

The current study revealed most teacher educator lack skills in managing classroom effectively. Thus, there are rooms for improvement for teacher educators especially in terms of classroom management and the utilization of learning resources. They must be exposed to the best practice of classroom management by visiting other colleges either at national or international level. Teacher educators also need to attend training on the use of various learning resources. It is important for teacher educators to have creativity in teaching and carrying out their own-initiative to utilize learning resources in-service programme for teacher educators are quite rare hence training programme have to be designed organized to be teacher educators to train them to developing skills of using ICT, co curricular activities, class room management, Soft skill packages have to be develop and validated and included in the M Ed curriculum. The current study also has an implication for policy makers as data from this study about Personality Type and Teaching Competence of Teacher Educators is proved.

#### 15. CONCLUSION:

The quality of the citizens rests upon the quality of their education. the quality of their education depends upon the competence, dedication and quality of teacher educators, Hence Teacher educators shoulder the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and efficiency of the teacher educators. Teacher educators are given the other name as creator they are the creators of philosophers, leaders, doctors, advocates and many more. A teacher educator should possess a high degree of professional qualities and commitment are inculcated in the teacher educator's personality, the training program would remain incomplete.

The teaching competence of teacher educators are vital. This is because teacher educators with high teaching competence are able to help the student teachers not only to get the excellent result in the academics, but also they can train student teachers to become holistic teachers. Therefore, the ministry of education and colleges should have clear policy and long term program to maintain and upgrade the teaching competence of teacher educators.

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