

PERSONALITY TRAITS AMONG PROSPECTIVE TEACHERS

V. Kanagaraj¹, Dr. A. Rajeswari ²

¹ Ph.D., Research Scholar

² Ph.D., Research Supervisor & Assistant Professor and Head

^{1,2} Department of Curriculum Planning and Evaluation

Tamil Nadu Teachers Education University, Chennai-97.

Tamil Nadu, India.

ABSTRACT

The aim of this study is to investigate the Personality Traits of prospective teachers, examining its correlation with various variables such as Gender (Male, Female), Specialization (Arts, Science) and Locality (Rural, Urban). The Personality Traits Inventory (PTI) constructed by Prof. Dr. S. Sathiyagirirajan and standardized by Prof. Dr. N. Natesan, Madurai Kamaraj University, served as the tool for this investigation. The research sample comprised 300 student teachers from the Tiruchirapalli District in Tamil Nadu. The findings indicated that, the level of personality traits among prospective teachers was determined to be moderate. There is no significant differences were observed in Personality Traits scores based on the Gender (male, female), Specialization (arts, science), or Locality (rural, urban) of the prospective teachers.

Keywords: Personality Traits and Prospective Teachers

INTRODUCTION

The exploration of personality traits is a fundamental aspect of psychological research, offering valuable insights into individual variances, behaviors, motivations, and interpersonal dynamics. Personality, being a multifaceted construct, encompasses a plethora of features that delineate and distinguish individuals from one another. The study of personality has evolved significantly, progressing from early psychological theorists like Freud, Jung, and Adler to contemporary researchers employing advanced methodologies, thereby providing deeper understandings and applications across diverse domains.

Throughout history, the significance of personality traits has been underscored by their implications in predicting behaviors, understanding interpersonal relationships, and guiding therapeutic interventions. The introduction of comprehensive personality assessment tools, such as the Big Five (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism), has revolutionized the field by furnishing a structured framework for evaluating and categorizing individual differences.

This research paper aims to delve into the intricate nuances of personality traits, scrutinizing their theoretical foundations, empirical evidence, and practical implications. Through the synthesis of an extensive body of literature, empirical studies, and theoretical frameworks, this paper seeks to

clarify the complexities inherent in personality traits, exploring their developmental trajectories, underlying mechanisms, and overarching impact on various life outcomes.

RESEARCH BACKGROUND

Building upon the previous discussion, this study sought to examine the Personality Traits of prospective teachers in the Tiruchirapalli District of Tamil Nadu, considering variables such as Gender (Male, Female), Specialization (Arts, Science), and Locality (Rural, Urban).

NEED AND SIGNIFICANCE OF THE STUDY

The role of personality traits in educational contexts carries significant weight, shaping teaching methods, interactions between educators and students, classroom management techniques, professional growth, curriculum formulation, and, most importantly, student results. Initially, grasping the individual traits of teachers paves the way for crafting customized teaching approaches that resonate with their inherent strengths, inclinations, and communication modes. For instance, teachers with pronounced extraverted qualities are poised to thrive using interactive instructional techniques, thereby enhancing student involvement and fostering collaborative learning environments. In contrast, those with conscientious attributes often find success in well-organized, methodical classroom environments that prioritize curriculum consistency and instructional clarity.

Additionally, these individual traits wield considerable influence over the relational dynamics established between educators and students, shaping communication strategies, trust-building endeavors, and mentoring interactions. Educators endowed with agreeable and compassionate traits are inclined to cultivate a nurturing, supportive classroom atmosphere that bolsters students' academic, emotional, and psychological welfare. Such traits also guide effective classroom management practices, disciplinary strategies, and conflict-resolution methods, empowering assertive educators to maintain order, set explicit expectations, and create an optimal learning milieu for every student.

Furthermore, harnessing the insights derived from educators' personality traits extends to shaping curriculum structures, teaching approaches, and resource selections that align seamlessly with their instructional philosophies and methodologies. For example, teachers characterized by innovative and imaginative traits might weave experiential learning, project-centric tasks, and cooperative endeavors into their pedagogical repertoire, thereby nurturing students' analytical thinking, problem-solving prowess, creativity, and collaborative capacities. In essence, a nuanced grasp and adept application of personality traits in educational contexts not only refine teaching efficacy but also enrich student-teacher dynamics, customize professional growth pathways, and engender favorable educational outcomes, fostering resilient, enlightened, and adaptable learners equipped to confront multifaceted challenges across varied settings.

REVIEW OF RELATED LITERATURE

A literature review typically serves as a meticulously synthesized evaluation of the current state of knowledge on a specific educational topic. It encompasses published information within a designated timeframe related to a particular subject field. Such a review scrutinizes existing

research within a specific subject area, often spanning knowledge accumulated over a specified period. The objective of this literature review is to analyze various studies pertaining to Personality Traits.

Rajammal (2022) conducted a study examining the personalities of B.Ed. trainees in the Villuppuram and Chennai districts, utilizing a sample comprising 1,152 B.Ed. trainees. Data collection employed a Personality Development scale developed by Ranjith Kumar and Selvaraju in 2014. The findings indicated variations in personality traits among B.Ed. trainees based on factors such as gender, locality, instructional medium, academic year, marital status, educational credentials, academic specialization, age, management type, and the institutional affiliations of the B.Ed. trainees.

Feyzullah Sahin (2020) investigated the impact of teachers' personality traits on student creativity, utilizing a descriptive research method. A random sampling approach was employed to select 100 second-grade teachers, and data were gathered through the administration of questionnaires. The results revealed that teachers exhibited a high degree of openness and experienced personalities, significantly influencing student creativity. However, no significant differences were observed concerning neuroticism and agreeableness personality traits. Furthermore, a notable distinction existed in the profiles of teachers and their respective personality traits.

Ruggero Andrisano Ruggieri and colleagues (2020) investigated the volatility of teachers' personality traits under conditions of work-related stress. Employing a descriptive research approach, the study utilized a convenient sampling method to select 301 teachers, and data were gathered through the administration of a questionnaire. The findings revealed a significant disparity in the types of personality traits exhibited by teachers, with the exception of conscientiousness, which showed no notable difference. Overall, teachers demonstrated a moderate level of personality traits, and variations were observed in their personality traits based on the level of psychological risk they encountered.

Karakoyun (2019) explored the personality traits and social network usage objectives of pre-service teachers. The study adopted a survey methodology, employing a questionnaire to gather data from a randomly selected sample of 660 pre-service teachers. The results revealed that conscientiousness, negative valence, and openness to experience significantly impacted the purposes for which teachers utilized social networks. On the other hand, extraversion and neuroticism exhibited no discernible influence on the social network usage intentions of teachers.

RESEARCH OBJECTIVES AND HYPOTHESES

The objectives of this study are to determine whether there is any significant difference in the Personality Traits scores of Prospective Teachers based on their Gender (Male, Female), Specialization (Arts, Science) and Locality (Rural, Urban).

The null hypotheses posit that there is no significant difference in Personality Traits scores among Prospective Teachers concerning their Gender (Male, Female), Specialization (Arts, Science) and Locality (Rural, Urban).

RESEARCH METHODOLOGY

In this study, the normative survey method was utilized. The sample consisted of 300 student teachers from various colleges of education in the Tiruchirapalli District of Tamil Nadu, selected through random sampling technique.

Research Tool

To test the formulated hypotheses, the researcher utilized the Personality Traits Inventory (PTI) constructed by Prof. Dr. S. Sathiyagirirajan and standardized by Prof. Dr. N. Natesan, Madurai Kamaraj University.

Reliability

The reliability of the tool was evaluated through the test-retest method, with the calculation of the correlation coefficient yielding a reliability coefficient of 0.64. This result signifies a high level of reliability for the test.

Validity

The validity of the tool was confirmed by deriving the square root of the reliability coefficient, which was 0.8. Based on this value, it can be inferred that the tool possesses high validity.

DATA ANALYSIS

Table: 1: The level of Personality Traits of Prospective Teachers.

S. No	Levels of Personality Traits	N	Percentage
1.	Low	41	14
2.	Moderate	176	59
3.	High	83	27

Hypothesis Testing: 1

Table: 2 : Personality Traits Scores of Prospective Teachers with respect to Gender

Variables	N	Mean	SD	t - Value	Level of Significance	Remarks
Male	84	131.68	19.34	1.23	0.05	Not Significant
Female	216	128.71	18.47			

Hypothesis Testing: 2

Table: 3 : Personality Traits Scores of Prospective Teachers with respect to Specialization

Variables	N	Mean	SD	t - Value	Level of Significance	Remarks
Arts	142	134.78	18.97	1.16	0.05	Not Significant
Science	158	132.27	18.33			

Hypothesis Testing: 3

Table: 4 : Personality Traits Scores of Prospective Teachers with respect to Locality

Variables	N	Mean	SD	t - Value	Level of Significance	Remarks
Rural	257	131.86	17.02	1.24	0.05	Not Significant
Urban	43	135.41	18.92			

RESEARCH FINDINGS

The level of personality traits among prospective teachers was identified as moderate. There is no statistically significant differences were noted in personality traits between male and female prospective teachers. Additionally, there is no significant differences were observed in personality traits between prospective teachers specializing in arts and those specializing in science disciplines. Furthermore, there is no significant difference in personality traits between prospective teachers from rural and urban areas.

CONCLUSION

In summary, analyzing personality traits within educational settings highlights their essential influence on teaching methods, interactions between students and teachers, and the broader learning atmosphere. The study emphasizes the importance of recognizing specific teacher traits like extraversion and conscientiousness, which shape customized teaching methods, communication approaches, and classroom management techniques. Such understanding informs the creation of impactful teaching strategies, nurtures supportive classroom climates, and directs professional growth efforts, all aimed at improving student achievements and fostering adaptable, confident learners ready to thrive in varied educational contexts.

REFERENCES

- Best, J. W. (1963), —Research in Education, Prentice Hall of India Private Limited, New Delhi—110 006.
- Kothari. C. R. (1988), Research Methods, V.S. Publications, New Delhi.
- Agya Ajit Singh- Psychology of Learning and Development. First Edition published in 2018 by 21st Century Publications Patiala, P.254-255.
- Dr. S. K. Mangal- Learner, Learning and Cognition Reprint 2011.
- Irshad Ahmad Najjar & Wahid Ahamad Dar (2017). Big Five Personality Traits Of Post Graduate Students In Relation To Gender, Type Of Family, And Residential Background, International Journal of multidisciplinary education and research, ISSN : 2455-4588, Volume-2, Issue-6. pp.1-6 www.educationjournal.in
- Nuvetha Sheebha K. (2016). A Study On Relation Between Study Habits And Personality Traits Of Higher Secondary Students, International Journal of research-Granthaalayah, ISSN : 2350-0530(0) ISSN : 2394-3629(p), Volume-4, Issue-5, pp.40-43 <http://www.granthaalayah.com>