

## A study of teaching competency of pupil teachers in relation to their personality traits

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### Abstract

This research paper related to teaching competency and personality. It is obvious that different types of personality are linked by teaching competency in different ways. Extrovert has positive relationship with teaching competency, while introvert has negative relationship with teaching competency. This paper also through light on the fact that men and women are differ significantly in different types of personality. In this paper 100 men and 100 women pupil teachers are taken. Among 50 men are from arts stream and 50 men are from science stream. Similarly 50 women are from arts stream and 50 women are from science stream. In this investigation, we use general teaching competency scale developed by B.K. Passi and M.S. Lalitha personality inventory by Yasvir Singh and Mohan Singh.

**Keywords:** teaching competency, personality traits (extrovert, introvert)

### Introduction

The main aim of the education is to modify the behavior of the child according to the needs and expectancy of the society and the fulfillment of the aim of the education depend much upon the teachers 'competency. Competency over this task of teaching is the essence of a successful educational system. The development of teaching competency among teachers necessitates a clear understanding of the term. The term competency refers to the criteria determine teacher effectiveness. It is the ability of a teacher to exhibit appropriate teaching skills in order to archive the intended objectives with the help of the necessary input within a social institution.

The NCTE has identified ten teaching competency areas i.e. conceptual, contextual, context, transactional, other educational activities, developing teaching-learning material, evaluation, management, working with parents, working with community which have become crucial to teacher preparation.

### Personality

An impressive personality is often taken to be synonymous with a good appearance, healthy physique, pleasing manners, a good character, a pleasant temperament, etc. personality is the total integration of physical, intellectual, emotional social and character make up of the individual which is expressed in terms of the experience, manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits, sentiments, temperaments and traits.

Jung's typology is a part of his system of analytical psychology. Jung believed that the normal mind is expressed during their serious tension or rational thinking. When one or the other modality predominates, the individual is said to be either a thinking type or an emotional type. Generally speaking, the thinking type is introverted and the emotional type is extroverted. The introvert, as we see, tends to retreat from the external world and to engage in meditation, is

observed in his own thoughts, and generally approaches life from the stand point of his own personal or subjective values. The extrovert on the other hand, is oriented towards the external world of objects and people. He is doer rather than thinker. His subjected life is oriented by and related to the object, rather than to himself.

### Statement of the problem

"A study of the teaching competency of pupil teachers in relation to their personality traits"

### Objective of the study

- To find out the difference between male and female pupil teachers of arts stream in relation to teaching competency.
- To find out the difference between male and female pupil teachers of science stream in relation to teaching competency.
- To find out the difference between male and female pupil teachers of art stream in relation to extroversion (a dimension of personality traits).
- To find out the difference between male and female pupil teachers of art stream in relation to introversion (a dimension of personality traits).
- To find out the difference between male and female pupil teachers of art stream in relation to extroversion (a dimension of personality traits).
- To find out the difference between male and female pupil teachers of art stream in relation to introversion (a dimension of personality traits).
- To find out the relationship between personality traits and teaching competency of pupil teachers.

### Hypothesis

- There is no significant difference between male and female pupil teachers of art stream in relation to teaching competency.

- There is no significant difference between male and female pupil teachers of science stream in relation to teaching competency
- There is no significant difference between male and female pupil teachers of art stream in relation to extroversion (A dimension of personality traits)
- There is no significant difference between male and female pupil teachers of art stream in relation to introversion (A dimension of personality traits)
- There is no significant difference between male and female pupil teachers of science stream in relation to extroversion (A dimension of personality traits)
- There is no significant difference between male and female pupil teachers of science stream in relation to introversion (A dimension of personality traits)
- There is no significant relationship between personality traits and teaching competency of pupil teachers.

**Design of the study**

The researcher has used the descriptive survey method for the

present study. In this study 200 pupil teachers (100 male 100 female) have been taken. Among them 50 male pupil teachers are from arts stream and 50 male pupil teachers from science stream. Similarly 50 female pupil teachers are taken from arts stream and 50 female pupil teachers from science stream.

**Tool used**

In this investigation, the investigator has used the following tools:

- General Teaching Competency Scale (GTCS) developed by B.K. Passi and M.S. Lalitha
- Personality inventory (Extroversion-Introversion) by Yashvir Singh and Har Mohan Singh.

**Statistical techniques used**

‘t’ test was used to do the differential studies. Karl-Pearson’s Coefficient was used to do the relational studies.

**Interpretation**

**Table 1:** Teaching Competency of male and female pupil teachers of Arts Stream

S. No.	Variables	Sex	N	Mean	S.D.	‘t’ Value	Level of Significance
1.	Teaching Competency	Male	50	108.96	5.65	0.34	Not Significant
		Female	50	109.34	5.28		

Tabulated ‘t’ value : 1.98 at 0.05 and 2.62 at 0.05 level of significance at 98 df

The Table 1 shows that the ‘t’ value(0.34) is less than the tabulated ‘t’ value at 0.05 and 0.01 level of significance. So

male and female pupil teachers of Arts stream do not differ significantly. So the null hypothesis, that “ There is no significant difference between male and female pupil teachers of arts stream in relation to teaching competency” is retained.

**Table 2:** Teaching Competency of male and female pupil teachers of Science Stream

S. No.	Variables	Sex	N	Mean	S.D.	‘t’ Value	Level of Significance
1.	Teaching Competency	Male	50	108.64	5.93	0.52	Not Significant
		Female	50	109.30	6.75		

Tabulated ‘t’ value : 1.98 at 0.05 and 2.62 at 0.05 level of significance at 98 df

The Table 2 shows that the ‘t’ value(0.52) is less than the tabulated ‘t’ value at 0.05 and 0.01 level of significance. So

male and female pupil teachers of Science stream do not differ significantly. So the null hypothesis, that “There is no significant difference between male and female pupil teachers of arts stream in relation to teaching competency” is retained

**Table 3:** Personality Traits of male and female pupil teachers of arts stream

S. No.	Variables	Sex	N	Mean	S.D.	‘t’ Value	Level of Significance
1	Extroversion	Male	50	30.48	2.99	2.33	Significant at 0.05 level
		Female	50	27.34	3.28		

Tabulated ‘t’ value : 1.98 at 0.05 and 2.62 at 0.05 level of significance at 98 df

The Table 3 shows that the ‘t’ value(2.33) is higher than the tabulated ‘t’ value at 0.05 and 0.01 level of significance. So male and female pupil teachers of arts stream do not differ significantly regarding extroversion. So the null hypothesis,

that “There is no significant difference between male and female pupil teachers of arts stream in relation to extroversion (A dimension of personality traits)” is rejected. The male teachers were found better in extroversion in comparison to female pupil teachers.

**Table 4:** Personality Traits of male and female pupil teachers of arts stream

S. No.	Variables	Sex	N	Mean	S.D.	‘t’ Value	Level of Significance
1	Introversion	Male	50	25.20	2.97	3.21	Significant at 0.05 level
		Female	50	21.62	2.29		

Tabulated ‘t’ value : 1.98 at 0.05 and 2.62 at 0.05 level of significance at 98 df

The Table 4 shows that the ‘t’ value(3.21) is higher than the tabulated ‘t’ value at 0.01 level of significance. So male and

female pupil teachers of arts stream do not differ significantly regarding introversion. So the null hypothesis, that “There is no significant difference between male and female pupil teachers of arts stream in relation to introversion (A dimension

of personality traits)” is rejected. The male teachers were found better in introversion in comparison to female pupil teachers.

**Table 5:** Personality Traits of male and female pupil teachers of Science Stream

S. No.	Variables	Sex	N	Mean	S.D.	't' Value	Level of Significance
1.	Extroversion	Male	50	29.12	4.44	2.59	Significant at 0.05 level
		Female	50	26.74	5.14		

Tabulated ‘t’ value : 1.98 at 0.05 and 2.62 at 0.05 level of significance at 98 df

The Table 5 shows that the ‘t’ value(2.59) is higher than the tabulated ‘t’ value at 0.01 level of significance. So male and female pupil teachers of Science stream do not differ significantly regarding extroversion. So the null hypothesis,

that “There is no significant difference between male and female pupil teachers of Science stream in relation to extroversion (A dimension of personality traits)” is rejected. The male teachers were found better in extroversion in comparison to female pupil teachers.

**Table 6:** Personality Traits of male and female pupil teachers of Science Stream

S. No.	Variables	Sex	N	Mean	S.D.	't' Value	Level of Significance
1.	Introversion	Male	50	26.14	4.19	2.33	Significant at 0.05 level
		Female	50	28.50	4.89		

Tabulated ‘t’ value : 1.98 at 0.05 and 2.62 at 0.05 level of significance at 98 df

The Table 6 shows that the ‘t’ value(2.33) is higher than the tabulated ‘t’ value at 0.01 level of significance. So male and female pupil teachers of Science stream do not differ significantly regarding introversion. So the null hypothesis,

that “There is no significant difference between male and female pupil teachers of arts stream in relation to introversion (A dimension of personality traits)” is rejected. The male teachers were found better in introversion in comparison to female pupil teachers.

**Table 7:** Relationship between Teaching Competency and Personality Traits

S. No	Variables	Arts Men (50)	Arts Women (50)	Arts (100)	Science Men (50)	Science Women (50)	Science (100)	Men (100)	Women (100)	Total Sample (200)
1.	Teaching competency with extroversion	0.532	0.350	0.392	-0.07	0.188	0.088	0.203	0.250	0.212
2.	Teaching competency With introversion	-0.427	-0.275	-0.319	-0.022	-0.206	-0.109	-0.185	-0.229	-0.195

The Table 7, the interfaces drawn are following:

- Teaching competency has low positive relationship with extrovert at 0.01 level of significance.
- Teaching competency has low negative relationship with introvert at 0.05 level of significance.

**Interpretations**

- Teaching competency has low positive relationship with extrovert for male pupil-teachers of Arts stream.
- Teaching competency has low negative relationship with introvert for female pupil-teachers of Arts stream.
- Teaching competency has insignificant relationship with extrovert for male pupil-teachers of Science stream.
- Teaching competency has insignificant relationship with introvert for female pupil-teachers of Science stream.
- Teaching competency has low positive relationship with extrovert for male pupil-teachers of colleges of education.
- Teaching competency has low negative relationship with introvert for pupil-teachers of colleges of education.

**Conclusion**

This study will be more useful for the teachers who may locate studies by observing their behavior in different situations. By establishing, a relationship between teachers

and students. The teachers can thus modify their behavior pattern in the relevant directions. The teacher can arrange for the substitutes in more logical manner. Teachers may also pay a social attention in developing the desirable traits among students.

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