

Study of Accountability of Introvert and Extrovert Teachers Serving in Teacher Training Institutes

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Abstract

Many countries have made many efforts to ensure teaching and teacher accountability in the field of education. But even today many countries have not been able to achieve the condition of education which should be there. All the efforts of many countries failed to achieve their objective completely. The children of any country are considered the future of that country and this is also true. It is always said that if any country is to be developed then education should be developed among the people of that country. But how will this be possible, continuous efforts are being made to make it possible. But the expected result is not being achieved. The conclusion being given is that there is a lack of accountability among the teachers. Therefore, in this study an attempt was made to find out what is the relationship between personality and accountability. It was found that the effect of teachers and classes of different personalities on accountability has been found to be different.

Keywords: Teacher, Teacher Training Institute, InService Teacher, Introverted Personality, Extroverted Personality, Accountability.

Introduction:

Education has been an important cornerstone of the development of the society, that is why every country always makes successful efforts to upgrade education to change its status. This evaluation of the rulers of the country is not only in the political scenario but also in the social development and moral pursuits. Is accepted as a medium of expression. While education inculcates good qualities in a person and removes the bad qualities, it also creates such an emotional state which can expand the state of happiness for all. If we look at the initial situation of India, it is known that only on the basis of education, India remained more prosperous than other countries because in ancient times there was no discrimination of any kind regarding education. Similarly, efforts were made to create upliftment and development in the social environment on the basis of education system.

In India, the approach of equality and inequality towards education on the basis of caste and gender expanded more in the medieval period, the main reason for this was the forceful imposition of established beliefs by external invaders in the name of morality. Here this morality was based and created by them. In this situation, the education system which was socially universal got affected. In place of the universal and universal education system which was running since ancient times in the form of language, culture, art and spirituality, there was religious opposition, fanaticism and animosity and

opposition to humanism. Attempts to implement new definitions were made in the medieval period. This situation can be seen till pre-independence.

The vast changes that took place in the education system after the arrival of the British. It is accepted as a modern education system. The British established education based on religious and religion-derived values as a means of competition and industrialization. In the education system which the British implemented in India, the English language was to be established as a linguistic difference, however, as a result of the process of industrialization, the English language was also given importance in social change, but the original culture of India was not given any meaningful importance. The influence has been spread through education in the form of culture. Education is an inseparable part of development which specifies the way of life theoretically and practically through various works. This is the process in which the child acquires social learning of moral values through behavior and development through teaching and training in the classroom from his teachers in the context of development of himself and society. In which the role of the teacher is important on the basis of educational efficiency.

In the eyes of a teacher, educational efficiency is evident through the study of his/her knowledge and behavior after the specific qualities and teaching related material because through this it is known how effectively and significantly the global knowledge is presented by the teacher. Its evaluation depends on the various characteristics and qualities of the teacher, preparation of his study work plans, efficient management, subject expertise and interpersonal relationships. This dependence also reflects the personality of the teacher because the personality of the teacher directly affects the students the most. Teacher develops teaching efficiency in student teachers. He is considered an influential teacher for those students. In the context of teacher's personality, it is also believed that teacher's personality is influenced by two types of personality, which can be explained in the following way -

Under introverted personality, such teachers who focus only on their studies, teaching and themselves, who do not take any special cognizance of sociality and practicality other than the subject, nor are they interested in any kind of participation on the practicality of other subjects. . Such teachers are considered to be of introverted nature. It is also seen that such teachers try to keep themselves away from other subjects and do not present their ideas to anyone else. Efficiency is found to be higher in introverted teachers because they do not demonstrate themselves. At the time of teaching-training, such teachers show impressive productivity due to their previous thinking. Such teachers are opinionated, less tactful, idealistic, love solitude, and have a self-centered approach. Under educational psychology, teachers with introverted personality should have qualities like analytical method, personal alertness, curiosity, intellectual orderliness, seriousness in proper logical behavior and humility in explaining the subjects to reveal their cognitive skills during teaching and training. approach is adopted.

The teachers of the second personality are of extroverted tendency, as compared to the teachers of introverted personality, the popularity of the teachers of extroverted personality is more because along with their interest in teaching training, they give more importance to practical and social activities, as a result, they are more aware of the external world. Such teachers give importance and are action oriented. They are more interested in demonstrating their knowledge because they prefer practical social activism. Such teachers influence students or trainees more. Among the qualities of extroverted teachers, the qualities of subject creativity, conformity, social reality, normal behaviour, continuous creativity, social discussion, popularity etc. are found prominently. The impact of these qualities is also reflected on teaching and training.

Teachers with introverted personality do not like to have a direct relationship with the training as per

their personality because generally they do not focus on the trainees and practical problems. Although introverted teachers are self-reflective and mentally mature because they propound educational and policy ideas only after thinking, in such a situation their popularity is found to be limited. Various study results also make this clear like- Shah Sujata¹ (2015), Kaur, S.² (2015), Walia J. S.³ (2014) etc.

Academic problems of students trained by extrovert teachers are solved on the basis of creativity. The teaching efficiency of such teachers is high because they do every work through new dimensions and approaches. He understands the feelings and interests of the students and solves them and encourages them. In such a situation, extroverted teachers make the social system of schools more efficient than introverted teachers. In this context, study analysis of Agustin⁴ (2018), Fahd⁵ (2017), Lawrence and Lawrence⁶ (2014), Rawai⁷ (2014) etc. is important.

The subject of teacher accountability is a very complex and sensitive one. Without accountability, there is a high possibility of anarchy spreading in teaching or doing any work. This intention was also expressed by Mr. Wagner. The moral accountability of teachers' work is related to the people affected by them. Like- principal, student, parent, co-worker etc. While contractual liability is related to the employer, such as school board, school, district, regional or state government supervisors and superintendents can be. Professional or professional accountability is usually related to teachers' teaching as it reflects their professional purpose, beliefs and ability to perform. Social accountability, however, refers to the accountability of teachers to society or the community, which is determined by the colleges. Accountability is a much more important issue. In the opinion of the researcher, the concept of teacher's work accountability is a wide range of responsibilities related to students, such as management, parents, colleagues, society and self is also an issue. There is also the issue of what is the teacher accountable for? It can be said here that the accountability of the teacher should be towards his work. This accountability should be measured not only in the academic performance of the students but also in terms of the following-

- A. moral development of the student
- B. effective teaching learning
- C. Curriculum Planning and Development
- D. classroom management
- E. Planning and developing teaching strategies taking into account individual differences
- F. maintenance of records
- G. Organization of co-curricular activities
- H. maintenance of records
- I. Organization of co-curricular activities
- J. Educational, vocational guidance to students
- K. evaluation of student performance
- L. Establishing human relations in schools and colleges
- M. Effective community relations and services, believes in and follows organizational rules and regulations,
- N. professional development,
- O. Participating in all college systems,
- P. Result.

Objective:

1. To find out the responsibilities of introvert and extrovert teachers serving in teacher training institutions.
2. To conduct a comparative study of the accountability of introvert and extrovert teachers serving in teacher training institutes.
3. To conduct a comparative study of teacher accountability of introvert and extrovert teachers working in teacher training institutes (male/female), gender and subject wise (Arts/Science).

Hypothesis:

H 01: There is no significant difference in teacher accountability of introvert and extrovert teachers in teacher training institutes.

H 02: There is no significant difference in the gender of introverted teachers, their teacher accountability among the teachers serving in teacher training institutes (male/female).

H 03: There is no significant difference in teacher accountability based on sex, gender (female/male) of extraverted teachers among in-service teachers in teacher training institutions.

H 04: There is no significant difference in teacher accountability based on gender (female/male) among teachers serving in teacher training institutions.

H 5: There is no significant difference in teacher accountability among in-service teachers in teacher training institutions based on their subject category (Arts/Science).

H 6: There is no significant difference in teacher accountability among in-service teachers in teacher training institutions based on their subject category (Arts/Science).

H 7: There is no significant difference in teacher responsiveness among in-service teachers in teacher training institutions on the basis of subject category (Arts/Science) among extroverted teachers.

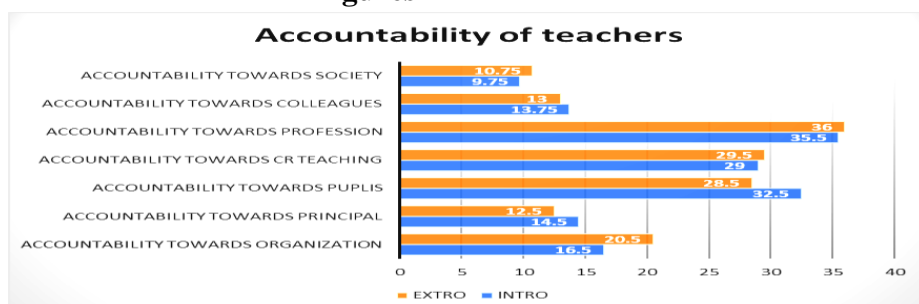
Delimitation: For the presented research paper, 400 teachers from teacher training institutes (B.Ed. Colleges) located in Ghazipur district of Uttar Pradesh state have been selected.

Research Method: Descriptive survey based method has been used in the study of this research paper.

Sample: In the present study, a random sample of 400 teachers from teacher training institutes has been selected using lottery method. In which 200 male and 200 female teachers have been included. The outline of the sample is as follows-

Objective 1. To find out the responsibilities of introvert and extrovert teachers serving in teacher training institutions.

Figures-1

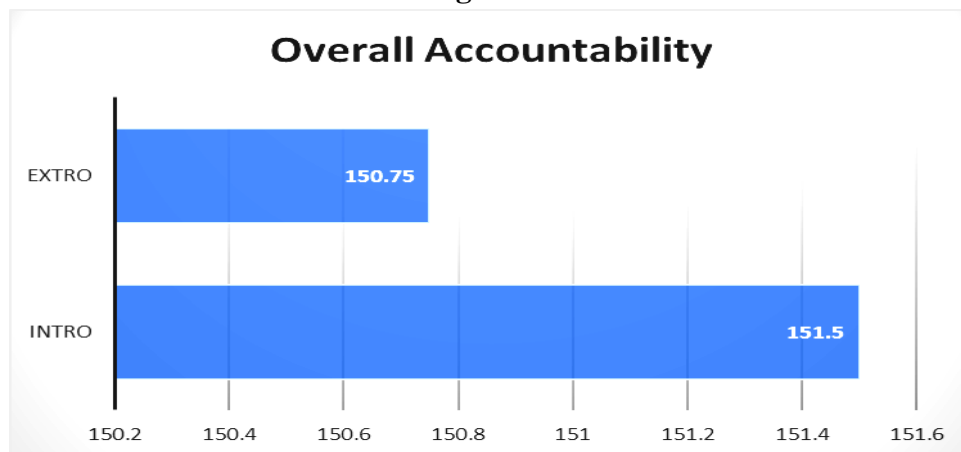


Explanation: From the data collected on 400 respondents and with the help of above bar graph we can interpret that the responsiveness of introvert respondents to the organization is less than that of extrovert respondents, the responsiveness of introvert respondents to the leader is much higher than that of extrovert respondents. Introverted respondents are more responsive to the number of students than extroverted respondents, Introverted respondents are significantly less responsive to CR teaching than extroverted respondents, Introverted respondents are more responsive to profession than extroverted respondents Significantly less, Introverted respondents' responsiveness to peers is significantly higher than extroverted respondents', Introverted respondents' responsiveness to society is significantly lower than extroverted respondents'.

Objective 2: To make a comparative study of the responsiveness of introverted and extroverted teachers serving in teacher training institutions.

H 01: There is no significant difference in teacher accountability of introverted and extroverted teachers in teacher training institutions.

Figures-2



Figures-3

Group Statistics

		personality	N	Mean	Std. Deviation	Std. Error Mean
accountability	introvert		100	151.5100	5.82141	.58214
	extrovert		300	150.7467	5.58688	.32256

Tables-1

Independent Samples Test

Accountability	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.877	.350	1.171	398	.242	.76333	.65196	-.51838	2.04505
Equql variances not assumed			1.147	164.002	.253	.76333	.66553	-.55078	2.07745

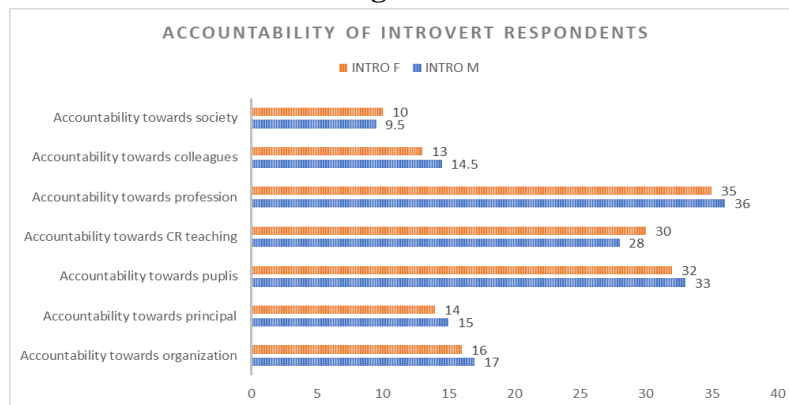
Interpretation: To serve the above purpose and to test the above hypothesis, we have applied t-test, from the result we can see that the p-value is more than 0.05, so we can interpret that introverted teacher's responsiveness There is no significant difference. and extrovert teachers in teacher training institutes. Also, we can see from the graph that the overall responsiveness of introverted respondents is significantly higher than that of extroverted respondents.

Objective 3: To make a comparative study of teacher accountability of introvert and extrovert teachers working in teacher training institutes (female/male) gender and subject wise (Arts/Science).

Tables-2

Comparison of factors Introverted and Extroverted				
comparison of factors	meaning first	means second	average difference	p-value
Responsiveness of introverted respondents on male/female	153	150	-3.0	0.25
Responsiveness of extroverted respondents on male/female	153	148.50	-4.5	0.048**
Responsiveness of Respondents on Male/Female	153	149.25	-3.75	0.039**
Responsibilities of respondents on arts/science	152.24	154.39	2.15	0.48
Responsiveness of introverted respondents on arts/sciences	148	151.14	3.14	0.061
Responsiveness of Extroverted Respondents on the Arts/Sciences	155.68	156.24	0.56	0.13

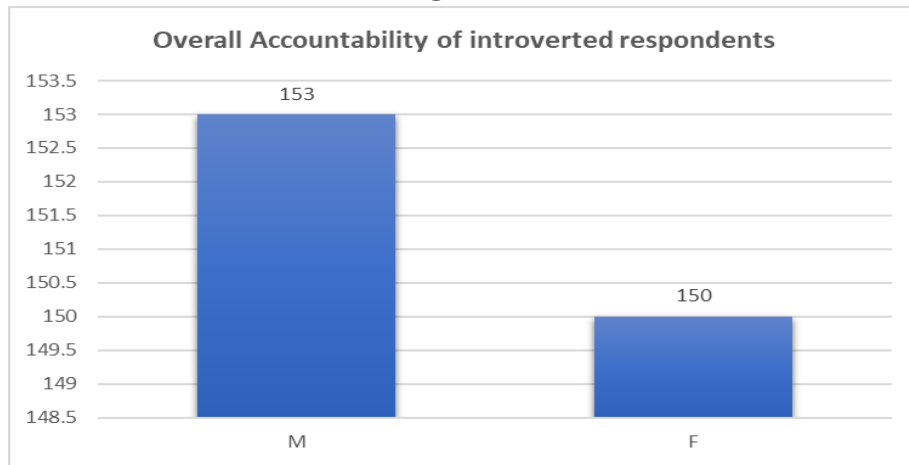
Figures-4



Explanation: From the data collected on 400 respondents and using the above bar graph, we can interpret that responsiveness of introverted women to society is significantly higher than that of introverted men, responsiveness of introverted women to peer is more than that of introverted men Introverted females are significantly less responsive to education than introverted males, similarly introverted females are significantly more responsive to CR education than introverted males, similarly introverted males Introverted women are significantly less accountable to the student, similarly introverted women are significantly less accountable to their principles than introverted men, similarly introverted women are significantly less accountable to the organization than introverted men.

H 02: There is no significant difference in the gender of introverted teachers, their teacher accountability among the teachers serving in teacher training institutes (male/female).

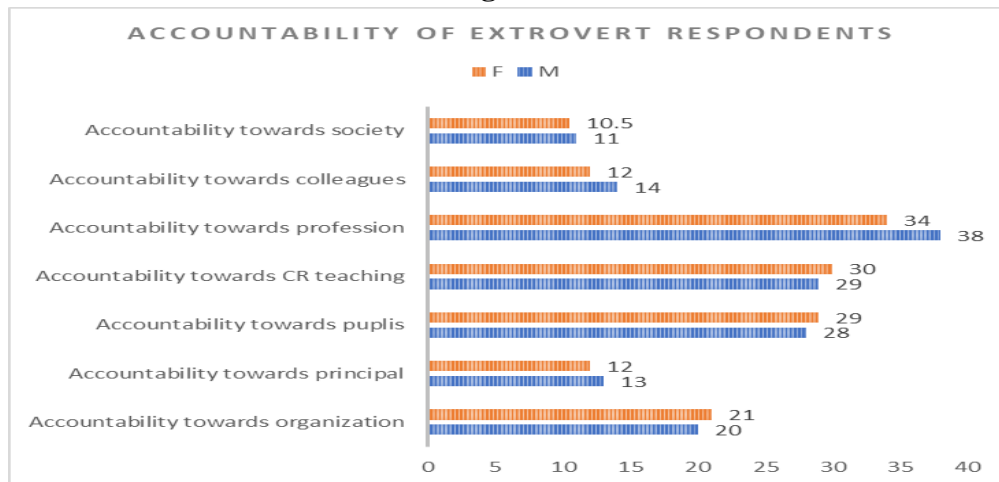
Figures-5



Interpretation: To serve the above purpose and to test the above hypothesis, we have applied t-test, from the result we can see that the p-value is more than 0.05, so we can interpret that teacher responsiveness of introverted males There is no significant difference. and introverted women.

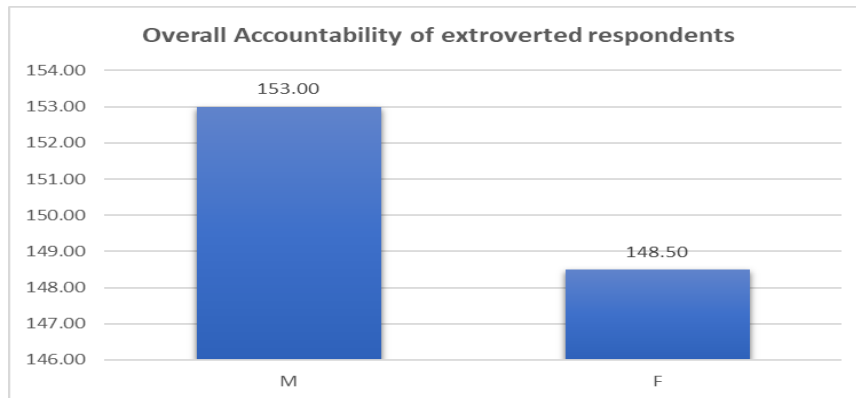
H 03: There is no significant difference in teacher accountability based on sex, gender (female/male) of extraverted teachers among in-service teachers in teacher training institutions.

Figures-6



Explanation: From the data collected on 400 respondents and using the above bar graph, we can interpret that extroverted women's responsiveness to society is much lower than extroverted men's, extroverted women's responsiveness to peers is higher than extroverted men's The accountability of extrovert women towards business is much less than that of extrovert men. Similarly, the C.R. of extrovert women is much less than that of extrovert men. Responsibility towards education is much higher, similarly, extroverted women have much more responsibility towards their students as compared to extroverted men, similarly extroverted women have much less responsibility towards the organization as compared to extroverted men. Responsiveness is much higher than that of extroverted men.

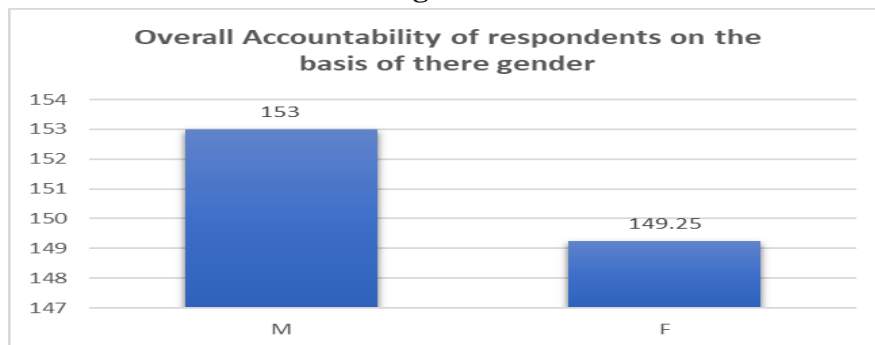
Figures-7



Interpretation: To fulfill the above purpose and test the above hypothesis we have applied t-test, from the result we can see that the p-value is less than 0.05, so we can interpret that the teacher responsiveness of extroverted males is less. There is a significant difference and extroverted women.

H 04: There is no significant difference in teacher accountability based on gender (female/male) among teachers serving in teacher training institutions.

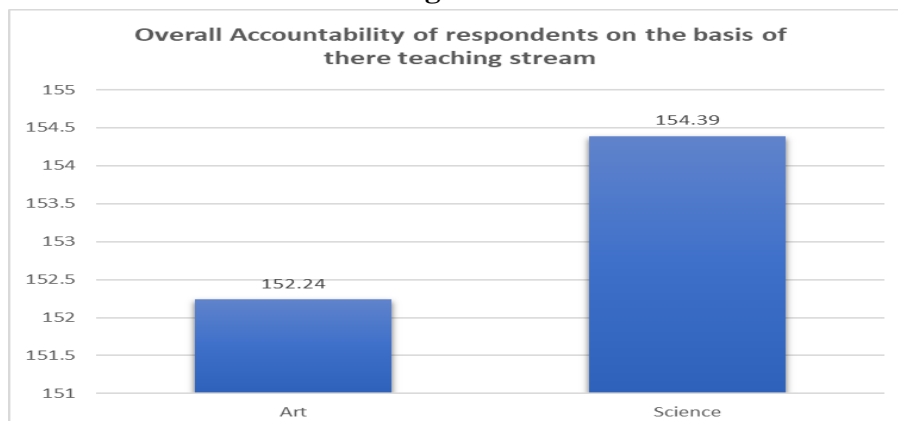
Figures-8



Interpretation: To serve the above purpose and to test the above hypothesis, we have applied t-test, because from the result we can see that the p-value is less than 0.05, so we can interpret that male teachers There is a significant difference in accountability between men and women.

H 5: There is no significant difference between in-service teachers in teacher training institutions on the basis of subject category (Arts/Science) in their teacher accountability.

Figures-9

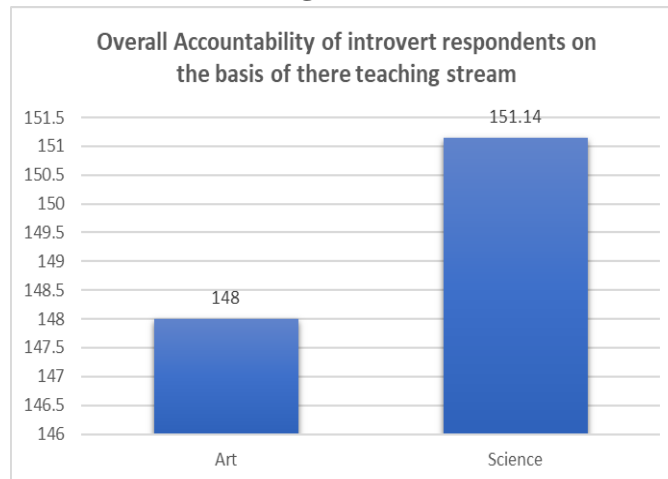


Interpretation: To fulfill the above purpose and to test the above hypothesis we have applied t-test, as

from the result we can see that the p-value is more than 0.05, so we can interpret that art teacher responsibilities There is no significant difference between and teachers of science stream.

H 6: There is no significant difference in teacher accountability among in-service teachers in teacher training institutions based on their subject category (Arts/Science).

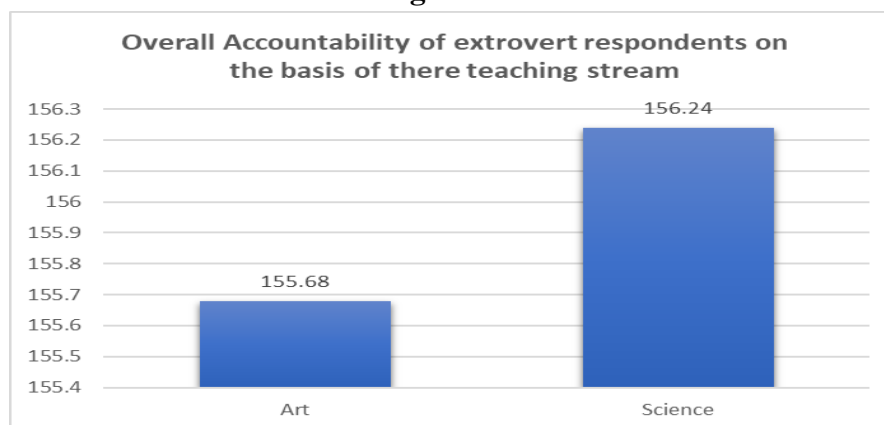
Figures-10



Interpretation: To serve the above purpose and to test the above hypothesis we have applied t-test, from the result we can see that the p-value is more than 0.05, so we can interpret that teacher responsiveness of introvert There is no significant difference. Teacher of Arts and Introverted Science Stream.

H 7: There is no significant difference in teacher responsiveness among in-service teachers in teacher training institutions on the basis of subject category (Arts/Science) among extroverted teachers.

Figures-11



Interpretation: To serve the above purpose and to test the above hypothesis, we have applied t-test, from the result we can see that the p-value is more than 0.05, so we can interpret that the responsiveness of extroverted teacher There is no significant difference.

In order to improve the teaching aptitude and responsiveness of introverted and extroverted teachers serving in the teacher training institutions of the Faculty of Arts and Sciences, the teachers may be motivated from time to time to acquaint the education sector with newer and more effective teaching methods. Special lectures, workshops and dialogue programs can be organized for this. In which new ideas in the field of education can be compromised. This will improve the teaching competency and accountability of the teachers and make them more intelligent, proactive and ready for the latest teaching

methods.

Conclusion

Here a comparative study has been done on the responsibilities of introvert and extrovert teachers during their service in teacher training institutions and the objective has been decided whether there is any meaningful difference in this context or not. Various techniques have been used for this study such as Levene's Test Variances for Equality and t-test for Equality of Means. The following results were obtained through these techniques –

There is no significant difference in responsibilities between introvert and extrovert teachers. This means that both types of teachers are fully accountable for their work and there is no significant difference between them. This study provides hypotheses for the development of reforms in the field of education and can help in the development of revised education policies to promote inclusion and inclusion in the field of education. For which there is a need to create a balanced environment so that our education system can prosper in taking it on a quality and progressive path.

In this study, the responsibilities of in-service introvert and extrovert teachers in teacher training institutions have been examined through a survey in a fixed format and no significant discrimination has been found between them. A comparative study has been done. Similar conversational techniques have been used in this study, due to which the reliability and validity of the results is maintained. This study will be helpful in establishing new directions in the field of education and training, which can play an important role in ensuring better development for education. A lot of research and in-depth investigation has been done to learn and understand the results of this study. In the data given here, other factors have also been taken into account, which influence the results of this study, such as sensitivity of teachers, method of imparting education, and differences between various educational colleges etc. This type of study can help in the prosperous development of education. Teacher training institutions play an important role in the development of India's education sector.

It is also important for teacher training institutions to maintain relations with various educational institutions. With this, the education training institute can create a reference for its teachers in different subjects and styles and can provide them help in development for education. Therefore, there is a need to promote sensitivity and support towards teachers in education training institutions. Education Training Institute Teachers can be motivated for new teaching methods, technology and teaching plans so that they can improve their teaching skills and can demonstrate more excellence in teaching skills. This type of study has the potential to pave a better way to contribute to the sensitive development of the education system and helps in improving the field of organization, management and teaching of teacher training institutions. This is an important way to upgrade the education system which can play an important role in national development.

The results of this study can provide new directions for improving the quality of education in all areas. Helps in developing new policies and programs for improving education training institutions. This study can play a role in paving the way for improvement in the education system. Educational institutions should be motivated to improve themselves and provide better education to the students. With this, important concepts can be propounded for new changes and progress in the education system, which can be made capable of accepting positive changes in the field of education in the future.

If the results of this study are understood and used appropriately, the accountability of teachers and the quality of training programs in education training institutions can be improved. These results can make

possible a positive change and progress in the field of education, which will provide significant assistance in the positive development of the society and the nation.

There is no significant difference in the teaching accountability of introverted teachers in their gender among in-service teachers (male/female) in teacher training institutes. To fulfill this objective, t-test was applied and the p-value is more than 0.05, hence it can be said that no significant difference has been found in teacher accountability between introverted male and female teachers.

The results of this test determine that there is no gender-based difference in accountability between male and female teachers in teacher training institutions. This result is very important which helps in removing the confusions arising from gender, caste and other traditional religious ideas and social beliefs, superstitions etc. in teacher training. This is a positive trend which helps in increasing common approach and credibility among teachers. Through teacher training institutes, teachers are trained in various teaching methods, provisions and innovations so that students can be understood better and their development can be streamlined and ensured. This improves the teaching skills and science knowledge of teachers which helps in making the education process systematic and definitely successful. Most teacher training institutes operate with an organized division and curriculum that prepares teachers at various educational levels and subjects.

Thus, the importance of teacher training institutions is immense which equips teachers with rich knowledge, teaching skills and innovations and helps them to make a positive difference in the development of their students. This makes an important contribution in improving the field of education and helps in moving the future direction and condition of the country in a positive direction.

Suggestion

By using different study methods between introvert and extrovert teachers serving in teacher training institutes, equality in their teaching ability and quality can be ensured. Introverted teachers can be provided with well-organized subject knowledge and teaching techniques to facilitate their work with higher level students in the classroom. Extroverted teachers can also get access to innovative education research, support for educational programs, and information related to their teaching experiences.

To foster relationships among teachers in teacher training institutions, institutions should collaborate with future experts and professionals. Due to which we can be able to improve the accountability of teachers towards their teaching. Which will contribute significantly in providing strong and equitable education in the education sector. This will pave the way for building a prosperous and dynamic education world and will help in ensuring reforms in the field of education.

To improve the accountability of introvert and extrovert teachers serving in teacher training institutions, teachers can be encouraged to promote educational values to make them the basic authorities of moral values, fairness, harmony, equality and effectiveness. To understand these values, special learning programs, seminars and speeches with professionals related to moral education can be organized. This will improve the morality of teachers and can motivate them to be more sensitive and responsible in the field of education.

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