

# A Study on Identification of Personality Types in Two Year B.Ed. and Four Year Itep Trainees in the Andaman and Nicobar Islands

**K. Revathi**

M.Sc., B.Ed., M.A. (EDUCATION), Resource Person, Jawaharlal Nehru Rajkeeya Mahavidyalaya, Sri Vijaya Puram, Andaman and Nicobar Islands

## **ABSTRACT:**

People tend to have a general notion that personality refers to a personal appearance with a charming smile, or outlook. But psychologists view the concept as dynamic in nature concerned with growth and development of a person's whole psychological system. Personality and its relation with psychological, social, and educational factors are considered to be one of the most important issues in human life. In this present study teacher trainees of Tagore Government College of Education college of Vijay Puram (Port Blair) district, were considered as the population and from them total 107 teacher trainees were selected randomly for the present study. Particular specific abilities, interest and personality traits are effectively affected by the particular profession. Mean Score of Integrated Teacher Education Programme Trainee and Two-Year B.Ed. Course was almost the same and the Personality Type was non-significant. Mean Score of Female and Male teacher trainees was also almost the same and the Personality Type was non-significant. Even the Mean Score of 20 - 23 Yrs and 24 - 39 Yrs teacher trainer was almost the same and the Personality Type was non-significant. Hence Course Wise, Gender wise and Age wise no effect was found on Personality Type and it was found that most of the teacher trainees of the islands have the Ambivert and Slightly Introvert Personality type.

**Keywords:** Behavior, Education, Personality, Psychology, Teacher trainee.

## **INTRODUCTION:**

People tend to have a general notion that personality refers to a personal appearance with a charming smile, or outlook. But psychologists view the concept as dynamic in nature concerned with growth and development of a person's whole psychological system. Personality and its relation with psychological, social, and educational factors are considered to be one of the most important issues in human life. Jeel (2000) defined personality as the group of aptitudes, acquired interests from experience, and inherited biological motives. It could be argued that personality refers to the external characteristics, which make us differ from others, as a result of the individual differences (Salhi, 2013). Iswai (2002) indicated that personality is the combination of individual personal traits, growth, interests, and thoughts, which result from the interaction between heredity and environment, as well as some personal traits formed as a result of environmental, political, religious, intellectual, methods of socialization. Explanations for personality can focus on a variety of influences, ranging from genetic effects to the role of the environment and experiencing shaping an individual's personality. The discussions on personality traits are multifaceted.

Personality traits are expressed through the person's behavior. The situations are barriers for personality traits (Boag, 2011 quoting McCrae and Costa (1995)) yet the traits are powerful to overcome them.

### **OBJECTIVES OF THE STUDY:**

1. To identify the dominant personality type found in the final year Teacher Trainee of B. Ed College of Andaman and Nicobar Islands.
2. To find out whether the Personality varies with gender of Teacher Trainees.
3. To find out whether the Personality type of Teacher Trainees depend on their age.
4. To find out whether the length of the Teacher Training Programme affects the personalities of the trainees.

### **DELIMITATIONS OF THE STUDY:**

1. The study will be delimited to the Final Year Teacher Trainees of Tagore College of Education, Middle Point, Andaman and Nicobar Island only.
2. The present study will include only the Personality types using the K.I.E.I tool.
3. The study will involve only the influence of Gender, Age and Length of the Programme.

**POPULATION AND SAMPLE OF THE STUDY:** In this present study teacher trainees of the Tagore Government College of Education, Middle point, Vijaya Puram (Port Blair), South Andaman District were considered as the population and from them total 107 teacher trainees were selected randomly for the present study.

### **VARIABLES OF THE STUDY:**

Variables of the present study are given as follow:

1. Course Duration (Two Year B.Ed./ITEP)
2. Gender (Male/Female)
3. Age Group (20-23/24-39 Yrs).

### **TOOL USED FOR THE PRESENT STUDY:**

For the present study, a questionnaire tool, i.e., K.I.E.I (Kundu Introversion Extraversion Inventory) was used to collect primary data from the Student Teacher Trainee of Tagore Government College of Education, Port Blair.

### **MAJOR FINDINGS OF THE STUDY:**

Major findings of the study are as follow:

1. Identification of the dominant personality type found in the final year Teacher Trainees.
2. Effect of gender on the personality of Teacher Trainees.
3. Effect of age on the personality of Teacher Trainees.
4. Effect of the length of course on the Personality of Teacher Trainees.

## Effect of Gender on the Personality of Teacher Trainer:

Scale	Gender	No. Of Responded	Mean	Standard Deviation	Significance Level	p-value	Remark
K.I.E.I	Male	16	163.75	12.07	>0.05	0.745	Non-Significant
	Female	91	169.50	13.40			

As per the above analysis, the inferences from the Descriptive Statistics as well as the t-test results may be stated as follow-

Taking into consideration the K.I.E.I Scores, the mean score of Male and Female has been found to be 163.75 and 169.50 respectively. And the t-test for equality of means between Male and Female has been found to be non-significant. So, it indicates that “There is no significant difference in the personality of the students with respect to the type of gender to which they belong”.

## Effect of Age on the Personality of Teacher Trainer:

Scale	Gender	No. Of Responded	Mean	Standard Deviation	Significance Level	p-value	Remark
K.I.E.I	20-23 Yrs	77	166.6	12	>0.05	0.487	Non-Significant
	24-29 Yrs	30	168.6	14.53			

As per the above analysis, the inferences from the Descriptive Statistics as well as the t-test results may be stated as follow-

Taking into the consideration the K.I.E.I Scores, the mean score of the Age Group 20-23 yrs and 24-29 Yrs has been found to be 166.68 and 168.6 respectively. And the t-test for equality of means between 20-23 Yrs and 24-29 Yrs has been found to be non-significant. So, it indicates that there is no significant difference in the personality of the students with respect to the different type of age which they belong.

## Effect of the Length of Course on the Personality of Teacher Trainer:

Scale	Gender	No. Of Responded	Mean	Standard Deviation	Significance Level	p-value	Remark
K.I.E.I	ITEP	53	171.88	12.62	>0.05	0.0745	Non-Significant
	B.Ed.	54	167.5	12.56			

As per the above analysis, the inferences from the Descriptive Statistics as well as the t-test results may be stated as follow-

Taking into consideration the K.I.E.I Scores, the mean score of ITEP and B.Ed. Course has been found to be 171.88 and 167.5 respectively. And the t-test for equality of means between ITEP and B.Ed. Course has been found to be non-significant. So, it indicates that there is no significant difference in the personality of the students with respect to the course duration in different curricula.

## PERCENTAGE ANALYSIS TO COMPLETE VARIOUS PERSONALITY TYPES AMONG TEACHER OF TAGORE GOVERNMENT COLLEGE OF EDUCATION

Range Score	Classification	No. of Respondents	Total	Percentage
75 & below	Extremely Extravert	0	0	0%
76-89	Grossly Extravert	0		
90-112	Moderately Extravert	0		
113-130	Slightly Extravert	0		
131-144	Ambivert	6	60	56.07%
145-157	Ambivert	9		
158-171	Ambivert	45		
172-185	Slightly Introvert	42	47	43.92%
186-199	Moderately Introvert	5		
200-228	Grossly Introvert	0		
229 & above	Extremely Introvert	0		

As per the above analysis the inferences from the simple percentage method may be as follows-

Taking into consideration the K.I.E.I scores, the percentage score of Extravert, Ambivert and Introvert has been found to be 0%, 56.07% and 43.92%, respectively. Thus, from the above obtained data, it is concluded that about 56.07% of Teacher Trainees of Tagore Government College of Education, Port Blair have an Ambivert Personality type and 43.92% of teacher trainees of Tagore Government College of Education, Port Blair have an Introvert Personality.

## CONCLUSION:

Thus, the findings of the present study indicates that there is no significant difference in the level of introversion and extroversion based on the evidence collected between the two different courses, gender and age group of the teacher-trainees. As the psychological theories suggest that the individuals involved in the teaching profession should have either an extrovert personality or ambivert personality, which will help the teacher to cope the profession and even theories also suggest that a person with an introvert personality face difficulties with students and co-workers in the school.

Thus, the study gathered valuable data with respect to the identification of personality types of the island's teacher trainees, which provides valuable information that the present curriculum of both ITEP and B. Ed. In Tagore Government College is effective and leads to good personality development in the teacher trainees with respect to the courses, gender and age group. Even the information will be helpful to college

administrators and the curriculum frame workers to be aware of the standard training programme and its maintenance for the upcoming consecutive years.

## REFERENCES:

1. A. Kudryashova, et al., —Teacher's roles to facilitate active learning, || *Mediterranean Journal of Social Sciences*, vol. 7, no. 1, pp. 460-471, 2016.
2. Block, Jack; Block, Jeanne H. (October 2006). "Nursery school personality and political orientation two decades later" (PDF). *Journal of Research in Personality*. 40 (5): 734–749. doi:10.1016/j.jrp.2005.09.005. Retrieved 22 February 2022.
3. Church, A. Timothy (August 2000). "Culture and Personality: Toward an Integrated Cultural Trait Psychology". *Journal of Personality*. 68 (4): 651–703. doi:10.1111/1467-6494.00112. PMID 10934686.
5. Corr, Philip J.; Matthews, Gerald (2009). *The Cambridge handbook of personality psychology* (1. publ. ed.). Cambridge: Cambridge University Press. ISBN 978-0-521-86218-9.
6. Eysenck, H. (1992). Four ways five factors are not basic. *Personality and Individual Differences*, 13, 667–674.
7. Jeronimus, Bertus F.; Riese, Harriëtte; Sanderman, Robbert; Ormel, Johan (2014). "Mutual reinforcement between neuroticism and life experiences: A five-wave, 16-year study to test reciprocal causation". *Journal of Personality and Social Psychology*. 107 (4): 751–764. doi:10.1037/a0037009. PMID 25111305.
8. Hogan, Joyce; Ones, Deniz S. (1997). "Conscientiousness and Integrity at Work". *Handbook of Personality Psychology*. pp. 849–870. doi:10.1016/b978-012134645-4/50033-0. ISBN 9780121346454.
9. Kail, Robert; Barnfield, Anne (2014). *Children and Their Development*. Pearson. ISBN 978-0-205-99302-4.
10. 10.L. Göncz, —Teacher personality: A review of psychological research and guidelines for a more comprehensive theory in educational psychology,|| *Open Review of Educational Research*, vol. 4, no. 1, pp. 75-95, 2017.
11. Norman, W. T. (1963). Toward an adequate taxonomy of personality attributes: Replicated factor structure in peer nomination personality ratings. *Journal of Abnormal and Social Psychology*, 66, 574–583.
12. Strobel, Maria; Tumasjan, Andranik; Spörrle, Matthias (February 2011). "Be yourself, believe in yourself, and be happy: Self-efficacy as a mediator between personality factors and subjective well-being". *Scandinavian Journal of Psychology*. 52 (1): 43–48. doi:10.1111/j.1467-9450.2010.00826.x. PMID 20497398. S2CID 44632456.
13. Thurstone, L. L. (1934). The vectors of mind. *Psychological Review*, 41, 1–32. Tupes, E. C. and Christal, R. E. (1992). Recurrent personality factors based on trait ratings. *Journal of Personality*, 60, 225–251. (Originally published 1961.)