

A Study Of Personality And Academic Achievement Among B. Ed College Student Teachers

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ABSTRACT

The present research aims to study personality among B. Ed College student teachers. The sample of the study was selected by simple random sampling method, which included 150 (27 boys and 123 girls). H. J. Eysenck's Personality Scale was used for this study. Mean, ANOVA and "t" tests were used to analyze the data. Finally, the investigator concluded that there is a significant difference between personality and academic achievement among student teachers.

Keywords: Mental health, Achievement of Student teachers.

INTRODUCTIONS

Human personality and achievement are important topics in educational psychology. Social issues that cause worry and annoyance. This feeling can be due to their identity crises, choice of courses, fresher, relationship and expected or unexpected responsibilities. They all behave differently regardless of the situation and try to cope with the problems alone. When this does not solve their problems, people get frustrated, which further affects their overall performance. Personality is psychology, the ability to analyze data in some way that can be involved in the culture to control emotions or find solutions to problems or control emotion. Or as humans, we have many different ways to express ourselves, that is, many different types of personalities. Create things that are desirable in the community.

STATEMENT OF THE PROBLEM

The focus of the study chosen by the investigator is "A Study of Personality and Academic Achievement among B.Ed College Student Teachers".

DEFINITION OF KEY TERMS

Academic achievement

Academic success can be defined as the extent to which a student is benefiting from education in a particular subject area.

Student Teachers

In this study, student teachers are trainees pursuing B.Ed. program in colleges of education affiliated to the Teacher Education University in Dharwad district of Karnataka state.

OBJECTIVES OF THE STUDY

1. To identify the personality and academic achievement of B.Ed student teachers.
2. To study the personality and academic achievement of B.Ed student teachers in relation to their individual variables such as gender, age.

HYPOTHESES OF THE STUDY

1. There is no significant difference between personality and academic achievement among student teachers.
2. There is no significant difference in personality among student teachers with respect to gender.
3. There is no significant difference in personality among student teachers with respect to age.

METHODOLOGY OF THE STUDY

Methodology adopted in the present study

The methodology adopted in the present study is a standard survey method. It attempts to determine the status of the phenomena under investigation.

POPULATION OF THE STUDY

Population is the totality of objects or individuals proposed to be included under the study plan. The population of the present study is the student teachers of B.Ed College in Dharwad district of Karnataka state.

SAMPLE OF THE STUDY

The researchers selected the participants using cluster sampling method. The sample size was 150 (27 boys and 123 girls). Student teachers were selected from various colleges in Theni district.

TOOL USED FOR PRESENT STUDY

- Personality scale by H. J. Eysenck

DATA COLLECTION

The investigator obtained permission for data collection from the principals of the selected colleges. The willingness and cooperation of the student teachers was also desirable. The investigator personally collected data from 150 randomly selected student teachers. Before conducting the psychological test, the students received proper instructions.

PERSONAL DATA SHEET

A personal data sheet like gender, age, etc. has been created to collect information about the personal details of B.Ed., student-teachers.

Selection of Tool

Through an evaluation of various data collection instruments used in educational research, the investigator was very certain that the Eysenck Personality Inventory was a useful inventory tool for assessing personality and collecting data to evaluate academic achievement.

STATISTICAL TECHNIQUES USED

Data interpretation was done using appropriate descriptive and inferential statistical techniques to draw a meaningful picture of the results from the data collected in the present study. The following statistical measures were used: mean, standard deviation, t-test, ANOVA.

HYPOTHESES TESTING

Hypothesis 1

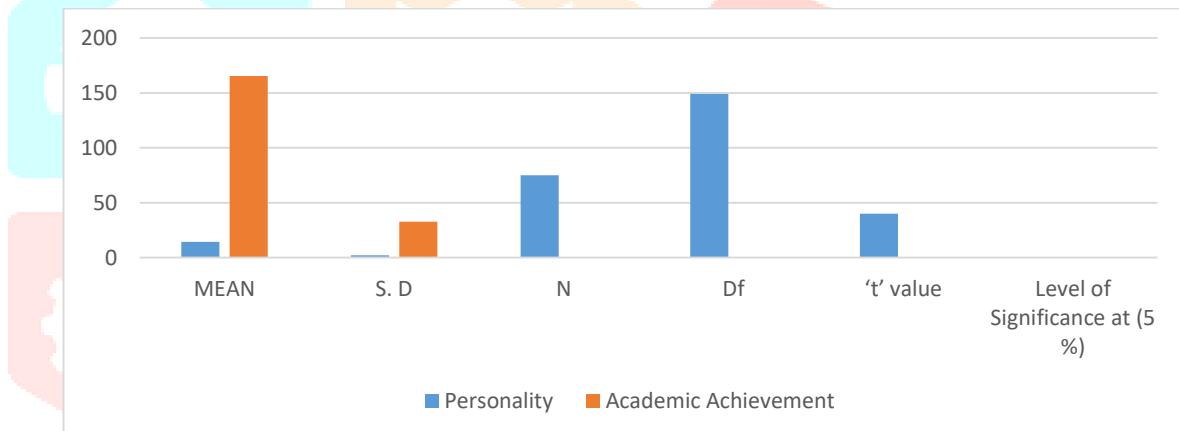
There is no significant difference between personality and academic achievement among B.Ed., student teachers.

Table 1.1 Comparison of Personality and Academic Achievement Among Student Teachers

Variable	MEAN	S. D	N	Df	't' value	Level of Significance at (5 %)
Personality	14.47	2.252	75	149	40.01	S
Academic Achievement	165.28	32.62				

From the above table it is clear that obtained 't' value is 40.01 which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference between personality and academic achievement among student teachers".

Graph 1.1 Comparison of Personality and Academic Achievement Among Student Teachers



Inference: Personality have higher than academic achievement due to their education. Academic Achievement was not affected by any factors of personality.

Hypothesis 2

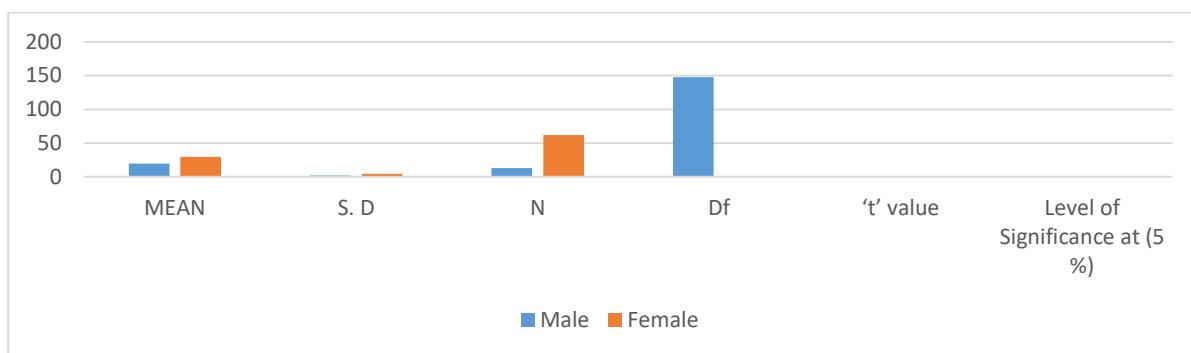
There is no significant difference in the Personality among student teachers with respect to gender.

Table 1.2 Showing Mean and Standard Deviation of Personality among Student Teachers with Respect to Gender

Variable	MEAN	S. D	N	Df	't' value	Level of Significance at (5 %)
Male	19.453	2.278	13	148	0.26	NS
Female	29.421	4.250	62			

From the above table it is clear that obtained 't' value is 0.26 which is lesser than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "There is no significant difference in the Personality among student teachers with respect to gender".

Graph 1.2 Showing Mean and Standard Deviation of Personality among Student Teachers with Respect to Gender



Hypothesis 3

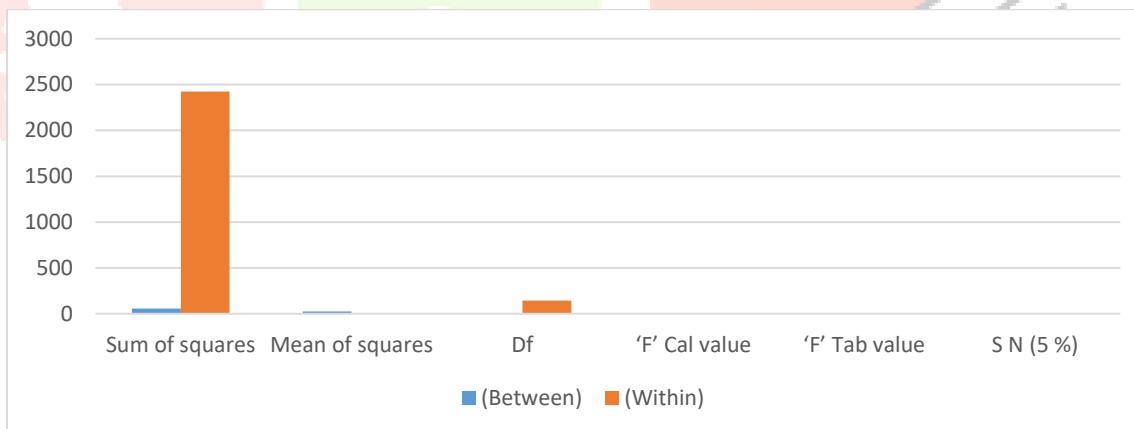
There is no significant difference in the Personality among student teachers with respect to Age.

Table 1.3 Showing Mean and Standard Deviation of Personality among Student Teachers with Respect to Age

Factor	Sum of squares	Mean of squares	Df	'F' Cal value	'F' Tab value	S N (5 %)
(Between)	58.225	24.75	1	1.424	1.32	NS
(Within)	2424.347	10.043	143			

From the above table it is clear that obtained 'f' value is 1.424 which is lesser than the table value 1.32 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "There is no significant difference in the Personality among student teachers with respect to Age".

Graph 1.3 Showing Mean and Standard Deviation of Personality among Student Teachers with Respect to Age



FINDINGS OF THE STUDY

- It was found that there is a significant difference between personality and academic achievement among student teachers. Personality is more important than academic achievement due to their education. Academic achievement is not affected by any aspect of personality.
- It was found that there is no significant difference in personality among student teachers with respect to gender.
- It was found that there is no significant difference in personality among student teachers with respect to age.

RECOMMENDATIONS

- The study recommended that student teachers can be encouraged to mentor future students and vice versa.
- Further studies can be conducted to develop interest in B.Ed., student teachers through training and personality development programs.

CONCLUSION

In this competitive world, the personality of a teacher has a very important imprint and influence on the students. Personality development helps a person to acquire a positive thinking pattern, gain self-confidence, improve behavior, learn good communication and have a physically fit body. There is no doubt that if a student teacher has a good personality, he/she will become a good teacher in the future. The present study analyzed the personality and academic performance of B.Ed. student teachers, the results of which are found for the middle class.

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