

A Study on Relationship between Teaching Practice Problem and Personality Traits of B.Ed. Students

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ABSTRACT: The aim of this study is to find out the teaching practice problem and personality traits of B.Ed. students with reference to Gender and Locality of the college. In the present study normative survey method was by the investigator. Teaching practice problem inventory (TPPI)-Constructed and standardized by the Investigator and Dimensional Personality Traits (DPI) adopted and Guide(2014) inventory Constructed and Standardized by Mahesh Bhargava (2006). For the purpose of the study a sample of 600 B.Ed. students were selected through simple random sampling technique. The data were collected and Mean, Standard deviation, t-test were used to analyze the data. The results found that the level teaching practice problem of B.Ed. students is average, personality traits is also better level. There is a significant difference between gender and locality of the college of B.Ed. students in respect of teaching practice problem. There is a significant difference between gender and there is no significant difference between the locality of the college of B.Ed. students in respect of personality traits.

KEYWORDS: Teaching practice problem, Personality traits, Gender and Locality of the college B.Ed. students

I. INTRODUCTION

The teaching practice is a vital aspect of teacher training programme. It serves as an opportunity to be exposed to the realities of teaching and performance of professional activities. Teaching Practice is an important component towards becoming a teacher. It provides experiences to student teachers in the actual teaching and learning environment.

Humayun Kabir (1958) mentioned the four causes responsible for student unrest: Loss of leadership by teachers, growth of economic difficulties, defects in existing system of examination and general loss of idealism. Some of the causes of student unrest are indiscriminate admission and overcrowded classrooms, lack of responsibility of family, economical problems, lack of physical and recreational facilities in colleges, effect of cinema, corrupt examination system, lack of opportunities for emotional outlet through student bodies, lack of moral instruction, uncertainty among the students in respect of their future employment, frustration among teachers and the generation gap. The problem of students' unrest mainly a problem of education therefore it is necessary.

Personality is defined as the totality of character attributes and behavioural traits of a person. Personality Analysis is a methodology for categorizing the character and behaviour of a person. The term "Personality" is derived from the Latin word "persona" which means the mask worn by the Roman actors. In this sense personality means the individual as seen by others. The term personality is used in so many different ways that a detailed discussion is neither possible nor desirable in the present context.

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Vol. 4, Issue 8, August 2015

II. NEED FOR THE STUDY

The study would reveal the problems faced by the student teachers during the teaching practice. It would provide useful information for the improvement of the system of teaching practice programmes. Further the personality of different subject teacher trainees may differ certainly it will affect or affect the problems faced by the trainees. Hence the study is more suitable and relevant to the present context.

Objectives of the study

1. To find out the level of teaching practice problem of the B.Ed. students.
2. To find out the level of personality traits of the B.Ed. students.
3. To find out whether there is any significant difference between the teaching practice problem scores of B.Ed., students with regard to the sub-samples a) gender and b) locality of the college.
4. To find out whether there is any significant difference between the personality traits scores of B.Ed., students with regard to the sub-samples a) gender and b) locality of the college.
5. To find out whether there is any significant relationship between the teaching practice problem and personality traits of B.Ed. students.

Hypotheses of the study

1. The level of teaching practice problem of the B.Ed. students is low.
2. The level of personality traits of the B.Ed. students is low.
3. There is no significant difference between the teaching practice problem scores of B.Ed., students with regard to the sub-samples a) gender and b) locality of the college.
4. There is no significant difference between the personality traits scores of B.Ed., students with regard to the sub-samples a) gender and b) locality of the college.
5. There is no significant relationship between the teaching practice problem and personality traits of B.Ed. students .

III. METHOD AND SAMPLE OF THE STUDY

In the present study the investigator followed normative survey method. The present study consists of 600 B.Ed. students in Cuddalore and Nagapatinam Districts. The sample was selected by using simple random sampling technique.

Scoring Procedure

For this purpose the Teaching Practice Problem Inventory (TPPI) constructed and standardized by the Investigator was used according to the high range is 36 and above, average range is 22-35 and low range is up to 21. Dimensional Personality Traits (DPI)-Constructed and Standardized and Validated by Mahesh Bhargava (2006) was used according to the high range is 72 and above, average range is 54-71 and low range is up to 55.

Analysis and Interpretation of Data

In the present study the data collected were of analyzed by using descriptive, differential and correlation statistics. The analysis and interpretation are given in the following tables.

Hypothesis 1

The level of teaching practice problem of B.Ed., students is low.

Table 1
Showing the Mean and Standard Deviation scores of Teaching practice problem of B.Ed. Students

Variable	N	Mean	SD
Teaching Practice Problem	600	44.80	8.03

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Vol. 4, Issue 8, August 2015

It is evident from the Table 1, the calculated mean score of entire sample is found to be 44.80 and the standard deviation value is 8.03. The mean score lies between the high value range ie. (36 and above). Therefore Hypothesis 1 is rejected and hence it is inferred that the teaching practice problem of B.Ed. students is high.

Hypothesis 2

The level of personality traits of the B.Ed. students is low.

Table 2

Showing the Mean and Standard Deviation scores of Personality traits of B.Ed. Students

Variable	N	Mean	SD
Personality traits	600	64.66	8.72

It is evident from the Table 2, the calculated mean score of entire sample is found to be 64.66 and the standard deviation value is 8.72. The mean score lies between the average value range ie. (54- 71). Therefore Hypothesis 2 is rejected and hence it is inferred that the personality traits of B.Ed. students is average.

Hypothesis-3

There is no significant difference between the teaching practice problem scores of B.Ed., students with respect to the subsamples

- a) Gender [Male/Female]
- b) Locality of the college [Urban/Rural]

Table-3

Showing 't' values of Teaching practice problem scores of sub-samples

Variables	Sub samples	N	Mean	SD	t-value	Level of Significance at 0.05 Level
Teaching practice problem	Male	108	44.71	4.56	1.98	Significant
	Female	492	44.68	4.29		
	Urban	508	44.57	4.28	2.16	Significant
	Rural	92	45.33	4.59		

It is evident from the Table 3, that the calculated 't' values are found to be 1.98 and 2.16 for gender and locality of college respectively which are significant at 0.05 level. Hence, the framed null hypothesis 3(a) and 3(b) is rejected. It is inferred that the gender and locality of college of B.Ed. students is differ significantly in their teaching practice problem.

Hypothesis-4

There is no significant difference between the personality traits scores of B.Ed., students with respect to the subsamples

- a) Gender [Male/Female]
- b) Locality of the college [Urban/Rural]

Table-4

Showing 't' values of Personality traits scores of sub-samples

Variables	Sub samples	N	Mean	SD	t-value	Level of Significance at 0.05 Level
Personality traits	Male	108	63.25	9.06	2.52	Significant
	Female	492	64.40	8.80		
	Urban	508	63.50	8.08	0.66	Not Significant
	Rural	92	68.04	7.22		

International Journal of Innovative Research in Science, Engineering and Technology

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Vol. 4, Issue 8, August 2015

It is evident from the Table 4, that the calculated 't' values are found to be 2.52 and 0.66 for gender and locality of the college respectively. In which, the 't' value of gender is significant at 0.05 level. Hence, the framed null hypothesis 3.(a) is rejected. It is inferred that the gender of B.Ed. students differ significantly in their personality traits. And the locality of the college of B.Ed. students do not differ significantly in their personality traits. Since the 't' value is 0.66 which is not significant at 0.05 level.

Hypothesis-5

There is no significant relationship between the teaching practice problem and personality traits of B.Ed. students.

Table - 5

Showing the correlation values between Teaching practice problem and Personality traits of B.Ed. Students

Variables	N	'r' value	Level of significance
Teaching practice problem and Personality traits	600	0.197	Not Significant

The co-efficient of correlation between teaching practice problem and personality traits of B.Ed. students is found to be 0.197 at 0.01 level. Which indicates that there is no significant correlation between teaching practice problem and personality traits scores. Hence, it is concluded that there is no significant relationship between Teaching practice problem and Personality traits of B.Ed. students.

Findings of the Study

- ❖ The teaching practice problem of B.Ed. students is high.
- ❖ The personality traits of B.Ed. students is average.
- ❖ There is a significant difference between the teaching practice problem scores of B.Ed., students with regard to the gender.
- ❖ There is a significant difference between the teaching practice problem scores of B.Ed., students with regard to the locality of the college.
- ❖ There is a significant difference between the personality traits scores of B.Ed., students with regard to the gender.
- ❖ There is no significant difference between the personality traits scores of B.Ed., students with regard to the locality of the college.
- ❖ There is no significant relationship between Teaching practice problem and Personality traits of B.Ed. students.

IV. DISCUSSION

Since the problems of the teaching practice of B.Ed. students is at high level, necessary steps to be taken to reduce the problem for effective teacher training. The personality traits are at average level. Effective counseling at guidance should be given to improve their personality traits. once such programmes are given certainly there may be positive relationship between teaching practice problem and personality traits of B.Ed. students.

V. CONCLUSION

The current study aims to find out the significant difference between teaching practice problem and personality traits the basis of the data collected. After collecting the data they were analyzed. The consequence concluded that there is a significant difference between gender of students in respect of teaching practice problems and personality traits of B.Ed. students and no difference in the personality traits of B.Ed. students with regard to locality of the college. Further no significant relationship exists between teaching practice problems and personality traits of B.Ed. students.



ISSN(Online) : 2319-8753
ISSN (Print) : 2347-6710

International Journal of Innovative Research in Science, Engineering and Technology

(An ISO 3297: 2007 Certified Organization)

Vol. 4, Issue 8, August 2015

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