



A Correlational Of Personality Types And Performance Of The Teacher Trainers In The Teacher Training Programme

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Abstract:

A Study of Personality and Academic Performance among teacher trainers was undertaken to examine the unique contribution of personality traits (extrovert, ambivert and introvert) towards academic performance. To assess the relationship between personality type and academic performance of male and female teacher trainers, a sample of eighty students (40 males and 40 females) in the age group of 13-22 were selected from the district Jammu. The personality type was assessed by using the Personality Test (Introversion –Extroversion) by Dr. Sharma, A. and Dr. Aggarwal, M. (1974). To assess the performance level, the Performance scale/ observation schedule were used. The data collected was statistically analyzed using correlation to establish the relationship between personality types and performance of the students in teacher training programme. The findings of the study showed a significant relationship between personality type exhibited and performance of the students in teacher training programme.

Keywords: *Extrovert, Ambivert and Introvert Academic Performance, Gender difference.*

1. Introduction:

1.1. Background Information:

“In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever more fierce in the world of work, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike”

1.2. By Melissa J. Bell

College students face a myriad of pressures and challenges in the academic environment as they seek to maintain optimal performance or even to remain in the academic program. Much effort is made to identify, evaluate, track and encourage the progress of students in colleges. Good academic results provide more career choices and job security. These institutions, though investing in fostering good academic habits for the same reason, are also often influenced by concerns about their reputation and the possibility of monetary aid from government institutions, which effects on the overall academic performance of the schools or colleges. The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process.

Students differ in their performance levels; they receive and process information differently; there is a difference in their personality traits and so is their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Educators, researchers, and psychologists have been constantly searching for parsimonious set of variables that predicts patterns of students' personality types and their relationship to academic performance. Personality has been recognized as a determining factor on how people learn (*Lawrence, 1997; Myer et al, 1998*). College students tend to prefer learning environments consistent with their own personality type preference. Extroverts are more confident about their performance in the teacher training program than introverts because they feel shy in front of other students and introverts needs to do more to improve their performance in the training program. Students need to recognize the differences between introvert and extrovert personality types prior to recording their intended subjects. Introvert personality types are typically more reserved

and quiet than their extrovert counterparts, and introverts' body language will reflect their need to keep to themselves. Extroverts, on the other hand, engage others with lively talks and a more open body posturing.

Education is a unique investment and academic achievement is a vital aspect of it. In this world of industrialization and globalization, the educational status of an individual is largely assessed through the academic achievement. Adolescent achievement is the result of a long history of cumulative effects. Early on, positive educational environments, both family and school, lead to personal traits that support achievement, intelligence, confidence in one's own abilities, the desire to succeed and high educational aspirations. Nevertheless, improving an unfavorable environment can help a poor performing young person, can bounce back, opening the door to a more satisfying adult life. There are many factors that affect and contribute to academic achievement of students. In this regard personality traits and academic achievement are both interrelated. Through the centuries, personality has been regarded as a practical force in determining success or failure in life. The importance of personality increases as social life becomes more complex. A pleasing personality has a marketable value in this complex society and is highly prized and sought after. Students with different personality traits show different level of performance in examinations. It is because of their different level of intelligence, study habits, interest etc. In the same way some traits such as sociability, self-confidence and ambitiousness are associated with academic achievement of students. These personality traits work in a musical and effective manner for the development of individual. Personality is of great significance in all nearly aspects of our life.

2. Personality

2.1. Meaning of Personality:

Personality is a criterion reference for knowing, understanding or evaluating any person. Personality depends on the psychophysical development of a person. It includes a person's nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc. Personality of an individual is strongly determined by the genetic factors. But the environmental factors cannot be ignored. The early experience at home, neighborhood and school lay foundations for the personality. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individual's typical manner of personal and social adjustment. Each cultural group has established

behavioral patterns appropriate for the members of two sexes. Since personality is a product of cultural influences and is shaped by pressures from the social group, the individual normally comes to think of himself as a member of a particular group and his confirming behavior becomes habitual.

2.2. Characteristics of Personality

- The personality is something unique and specific. Every one of us has a unique pattern in himself. No two individuals, not even identical twins, behave in precisely the same way over any period of time. Every one of us has specific characteristics for making adjustments.
- Personality exhibits self-consciousness as one of its main characteristics. Man is described as a person or to have a personality when the idea of self enters in to his consciousness.
- Personality includes everything about a person. It is all that a person has about him. It includes all the behavior patterns i.e., cognitive, cognitive and affective and covers not only the conscious activities but goes deeper to semi-conscious and unconscious also.
- It is not just a collection of so many traits or characteristics which is known as personality.

It is organization of some psycho-physical systems or some behavior characteristics and functions as a unified whole.

- Personality is not static. It is dynamic and ever in process of change and modification. The process of making adjustment to environment is continuous. One has to struggle against the environment as well as the inner forces throughout the span of his life.
- Every type of personality is the product of heredity and environment.

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability. The other understands how the various parts of a person come together as a whole.

2.3. Definitions of Personality

Jung, C. (1934). Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation

of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination.

Views of *Allport (1937)* – defines “Personality is the dynamic organization within the individual of those psychophysical systems that determine the unique adjustment to their environment.”

Eysenk (1952) states personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique that determines one's unique adjustment to the environment.

Views of *Mann (1959)* “Personality is the most characteristic integration of an individual's structure, mode of interests, attitudes, behavior, capacities, abilities and attitudes”. Personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to environment.

Hurlock, (1978) according to him the personality comes from the Latin word "Persona" meaning mask. According to this root, personality is the impression we make on others; the mask we present to the world.

Carver & Scheier (2000, p.5) suggest that the word personality .conveys a sense of consistency, internal causality, and personal distinctiveness. This issue of personal distinctiveness is very important. There are certain universal characteristics of the human race and particular features of individuals. We all for example experience stress and the elevated cortisol that goes with it, and we all suffer the immune suppressive effects thereof. But each one of us is unique as well.

Personality test introversion and extroversion by *Sharma, A. and Aggarwal, M. (1974)*.is the effective way to assess the personality type of the student in the classroom and on their basis one can show their relation with the performance of students in the class. Personality is of three types as under:

- Extrovert
- Introvert
- Ambivert

2.4. Types of Personality:

These types of personality affect classroom participation according to the situation.

- Extroversion:-Extroversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extroverts tend to enjoy human interactions and tend to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. Politics, teaching, sales, managing and brokering are fields that favor extroversion. An extrovert person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves.
- Introversion:-Introversion is "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life "Some popular writers have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction. This is similar to Jung's view, although he focused on psychic energy rather than physical energy. Few modern conceptions make this distinction.

The common modern perception is that introverts tend to be more reserved and less outspoken in groups. They often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. An introvert is likely to enjoy time spent alone and finds less reward in time spent with large groups of people, though he or she may enjoy interactions with close friends. Trust is usually an issue of significance: a virtue of utmost importance to an introvert in choosing a worthy companion. They prefer to concentrate on a single activity at a time and like to observe situations before they participate, especially observed in developing children and adolescents. They are more analytical before speaking. Introverts are easily overwhelmed by too much stimulation from social gatherings and engagement, introversion having even been defined by some in terms of a preference for a quiet, more minimally stimulating environment.

Introversion is not seen as being identical to shy or to being a social outcast. Introverts prefer solitary activities over social ones, whereas shy people (who may be extroverts at heart) avoid social encounters out of fear, and the social outcast has little choice in the matter of his or her solitude.

- **Ambiversion:** Although many people view being introverted or extroverted as a question with only two possible answers, most contemporary trait theories measure levels of extraversion-introversion as part of a single, continuous dimension of personality, with some scores near one end, and others near the half-way mark. Ambiversion is falling more or less directly in the middle. An ambivert is moderately comfortable with groups and social interaction, but also can enjoy time alone, away from a crowd. A 'mixed type' the ambivert has been recognized and most individuals belong to this mixed type and are called ambivert, (Heidbreder (1926)). Ambiverts are common social persons possess some traits of introverts and some of extroverts.

Every student differs in their personal values and they receive and process information differently, different personality traits lead to different levels of understanding. A personality profile with versatile traits is necessary for people to be successful in their career and life in general. Personality has been recognized as a significant factor in understanding learning patterns of an individual. College students tend to prefer learning environment consistent with their own personality type preferences. The present study is an attempt is an attempt to understand the personality profile of B.Ed. college students as well as their performance levels. An attempt has also been made to understand how personality traits affect performance level.

3. Academic Performance:

Academic Performance is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals. The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of learning process. Academic performance provide framework for talking about how students fare in institutions, and a constant standard to which all students are held. Performance results allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and institutions accountable for the components of each and every grade.

Hansen, Joe B. (2000). According to him student performance depends on different socio-economic, psychological, environmental factors. The student performance is

affected by different factors such as learning abilities because new paradigm about learning assumes that all students can and should learn at higher levels but it should not be considered as constraint because there are other factors like race, gender, sex that can affect student's performance

Crow and Crow (1954) According to them academic achievement means the extent to which a learner is profiting from the instructions in a given area of learning i.e., achievement is reflected by the extent to which a skill or knowledge has been acquired by a person from the training imparted to him.

Aleamoni (1987) offers the following arguments to support the use of student ratings of teacher performance:

--Students are the main source of information about the learning environment, including teachers' ability to motivate students for continued learning, rapport or degree of communication between instructors and students.

--Students are the most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks, homework, and student interest.

--Student ratings encourage communication between students and their instructor. This communication may lead to the kind of student and instructor involvement in the teaching-learning process that can raise the level of instruction.

Many empirical studies are carried out to explore factors affecting college students' performance. The focus of this research is that student performance is associated with students' profile consisting of his attitude towards attendance in classes, time allocation for studies, parents' level of income, mother's age and mother's education. The research is based on student profile developed on the bases of information and data collected through survey from students of a group of private colleges. Public sector educational institutions are not the focus of this study.

4. Rationale

Education is a right of every child irrespective of her/his caste, creed, sex, and culture. The different agencies and individuals concerned have no right to categorize his/her future citizens on the basis of gender differences, personality traits and their educational

achievements. This piece of research is an attempt to assess the relationship between personality types and performance of the male and female students in the teacher training programme.

This study also examines the influence of personality traits on academic performance of both male and female students in their classroom. So this study was undertaken to analyze the personality difference between male and female students regarding their personality traits and their performance in the class room. This paper also presents a survey of studies dealing with the influence of extroversion and introversion on students undergoing teacher training programme.

5. Review of Literature

Review of related literature helps the researcher to go deep into the problem in hand and it helps to study the different sides of the problem. It provides further orientation to the problem and the same time eliminates duplication of studies. It is a reliable guide for defining the problems, recognizing its significance, suggestions and processing data gathering devices and sources of data. This also helps to sharpen and define understanding of existing knowledge in the problem areas and provide a back ground for research project.

The review of literature in this area of personality and their relation with performance of college students reviewed and is presented under the following headings.

- Personality
- Performance of students
- Relation between personality and students
- Personality and performance
- Gender difference, personality and performance.
- Personality: Studies conducted in the area of personality are as under:
- Understanding Personality is quite relevant for learning process. Extrovert personality is linked with risk-taking whereas introvert is associated with self-esteem.
- Myers,(1962).Extroverts are more interactive than that of introvert students in class room because introverts like to have few friends in the class but extroverts keep on enhancing their company.

- Carskadon (1978) concluded that extroverts, though have few thoughts, they act more than that of introverts who have more thinking power but act less than extroverts. Extrovert students usually produce more action with fewer thoughts whereas introvert students produce various thoughts with little action.
- Larsen and Ketelaar (1991)–showed that extraverts respond more to positive affect than to negative effect, since they exhibit more positive-affect reactivity to the positive-affect induction, yet they do not react more negatively to the negative-affect induction.
- Feingold (1994) did research in the domain of personality traits and gender differences and found that males tend to show higher level of assertiveness ,aggressiveness and self-esteem but their level of trust ,anxiety and tender mindedness is low than female.
- Galvan and Fukada (1997/1998) found that extrovert students participated more than introverts. The participants who self-reported as having passive learners were least likely to initiate a question or volunteer an answer to a teacher’s question. Additionally, knowledge of personal preferences can help teachers and administrators understand and predict student performance so they can restructure the situation to facilitate more student participation.
- Kuppens (2008) showed that extraverts and introverts engage in different behaviors when feeling pleasant, which could be a potential explanation for underestimating the frequency and intensity of happiness exhibited by introverts.

6. Performance

Studies conducted in the area of performance of the students are as follows:

- Yvonne et al,(1998) elaborated that student performance is very much dependent on SEB (socio economic back ground) as per their statement, “High school students’ level of performance is with statistically significant differences, linked to their gender, grade level, school location, school type, student type and socio-economic background (SEB).”
- Kirby, Winston et al. (2002) focused on student’s impatience (his time-discount behavior) that influences his own academic performance. Goethe found out that

weak students do better when grouped with other weak students. It shows that students' performance improves if they are with the students of their own kind. There are often different results by gender, as in Hoxby's K-12 results.

- Sacerdote (2001) finds that grades are higher when students have unusually academically strong roommates. The results of Zimmerman (1999, 2001) were somewhat contradictory to Goethe results but again it proved that students performance depends on number of different factors, it says that weak peers might reduce the grades of middling or strong students.
- Sud and Prabha (2003) conducted study on 'Academic performance' in relation to perfectionism test procrastination and test anxiety of high school children. This study examined the relationship of academic performance with perfectionism, test procrastination and test anxiety (and its worry and emotionality) components among high school males and females. Total sample was 200 aggregate of annual academic scores were taken from the school records of previous year. Correlation analysis revealed that academic performance was significantly and negatively related to self-oriented perfectionism, procrastination, test anxiety worry and emotionality.

7. Personality and performance:

- Studies showing different research studies in the area of personality and its impact on performance of the students-
- Bhadra and Girija (1984) reported that high achievers show dominant characters in competition than low achievers 'the sample consisted of 120 scheduled caste/tribe students admitted to the under graduate programmes of the University of Agricultural Sciences, Bangalore. Standard progressive matrices (Reven, 1949) and general mental ability test were used to measure non-verbal and verbal ability respectively. Twelve related personality scales from Edward personality inventory and personal and interpersonal values were administered to assess personality characteristics and value patterns respectively.
- Goyal (1984) conducted a study on personality correlates of creativity in secondary school teachers under training. The subjects were 500 teacher trainers, 200 male and 300 female enrolled in the B.Ed. course randomly selected from 5 teacher training colleges in Punjab state. The mean age of the sample was 21.83 years ranging from 18 to 47 years? The tools used were Form A of the Torrance

tests of creative thinking verbal and figural (Research edition, 1966) and form A of the Cattell's 16 PF. Both the tests were translated in to Punjabi. The results indicated that intelligence (factor B) was the only factor which discriminated between the high and low creative people and the high creative being higher on it.

- Sharma and Bansal (1991-92) conducted a study on Academic achievement and intelligence of extrovert and introvert adolescent females. The study was taken up during the period 1989-90 with a view of compare their academic achievement and level of intelligence between XI class students of G.G.I.C (Pant agar) and Sanatan Knaya Inter College (Rudrapur). The total number of students was 426, extroversion and introversion questionnaire were distributed among 426 girl students. On the basis of their answers 66 females were extrovert, 41 were introvert and remaining were ambivert. A random sample of 30, 30 each from extrovert and introvert group was selected by chit lottery method. The result revealed that extrovert adolescent females differ significantly in their attitudes towards level of intelligence. However, they were almost similar in their academic achievements on the whole the extrovert adolescents females were more intelligent than introverts.
- Roy (1995) conducted a study on differences in personality factors of experienced teachers, physicians, bank managers and fine artists. Data were collected from 95 teachers of well-known private and public schools 68 physicians of major govt. hospitals, 72 bank managers of different branches, 51 fine artists of renowned govt. colleges of the 4 metropolitan cities of Calcutta, Delhi, Bombay and Madras. The mean age of the sample was 43-69 years. Cattell's 16 PF questionnaires was used for collection of data. Results showed that teachers were significantly more extroverted and anxious; physicians were more intelligent, introverted and anxious. Bank managers were more extroverted, relaxed, tough minded and intelligent artists were introverted and tender minded.
- Isbibister & Nass (2000) created introvert and extrovert static characters by manipulating both their verbal and non- verbal behavior. Extrovert verbal behavior was specified with long, friendly language and confident assertion, while introvert had weaker phrasing expressed by questions and suggestions. Extroverts showed poses with limbs spread wide from the body and postures

closer to the user, whereas introvert had their limbs closer to the body and did not approach the user.

- Khan and Bhat (2008) undertook the study of the personality factors of high and low achievers of elementary level students. The sample for the study was 100 (50 high achievers and 50 low achievers) who were selected randomly from one educational zone (soibugh) of district Budgam (J&K). The results revealed that high achievers were reserved, detached, aloof, critical, stiff, more intelligent and also high achievers were found to be emotionally less stable, mature and faced reality while as low achievers were emotionally unstable and affected by feelings.
- Gender Difference, Personality & performance:
- In addition to the relationship between personality traits, performance of the students, our research also supports the possible influence of gender Studies conducted in the area are as follows:
- Males are more likely to be extrovert than females are. But the real difference is in how it plays out. For males it can be a little bit more difficult, because there are cultural demands for males to be very dominant that is why males seem more extrovert than females. Literature from multiple disciplines documents gender differences in personality traits. Different opinions of gender proposed by scholars and researchers are as follows-
- Srivastava, K.D. (1971), study on personality of U.P. higher Secondary of 17+ and concluded that females fared intellectually better than males and females epitomized large heartedness, catholicity and sacrificing and hesitant to react to novelties is as often as males.
- Parmeshs (1976) In a study revealed that personality dimensions did not affect scholastic achievement. He conducted a study on dimensions of personality and achievement in scholastic subjects. The Eysenk personality inventory was administered to 155 high school males with a mean age of 16.14. On the basis of the median scores they were divided in to 4 groups representing EN, En, eN and en levels of extroversion and neuroticism. The scholastic achievement of these subjects as represented by their marks in the curriculum subjects obtained at the secondary school leaving certificate public examination was analyzed as related to the personality dimensions.

- Ajwany and Upadhyay (1982) conducted a study on personality as a determinant of problem solving behavior. A group of 800 males and females from each of the three age groups 10-11 years (5th class), 14-16 years (10th class) and 19-23 years (final graduation and post-graduation classes) was selected as the primary sample for the present study. These 2400 subjects were given Cattle's personality questionnaires suitable for the respective age group (16 PF, HSPQ or CPQ). The results showed that high scholastic mental capacity (Factor B high), high ego strength (Factor C high) practicability (Factor I low) untroubled adequacy with a mature and anxiety free confidence (Factor O low), low agric tension (Factor Q4 low) and tendency of being regulated by external realities (Factor M low) were found to facilitate the problem solving behavior considerably while the opposite traits were observed to hinder problem solving behavior.
- Goyal (1984) conducted a study on personality correlation of creativity in secondary school teachers under training .the subjects were 500 teacher trainers , 200 males and 300 females enrolled in the B.Ed. course and result indicated that personality is also an important factor which discriminated between high and low creative.
- Costa, Terracciano and McCrae (2001) Considering the gender differences in performance and personality traits, gender should be taken into consideration to more accurately examine the relationship between personality and performance of the students.
- Costa and McCrae, (2001) found that gender difference in personality traits of college age students and adult which reported that women are higher in agreeableness, warmth and openness to feelings while men scored higher in assertiveness and openness to ideas.
- Abele (2003); Wang, Heppner and Berry (1997).studies on gender and personality consistently describe the assertive and dominant disposition of extroversion as a male-stereotyped trait Thus, the traditional gender-stereotyped personality seems to explain the significant influence of extroversion in the male group.

8. Research Methodology

Methodology is the backbone of a scientific research. It defines the objectives and research questions, illustrates sampling plan and procedure for data collection. It further illustrates the procedure for statistical analysis of data. Methodology also prepares an investigator to adopt techniques to neutralize the effects of sampling and statistical errors and finally enable the investigator to conclude the study.

9. Objectives

To study the relationship between personality types and the performance of students in the teacher training program.

10. Hypothesis

There will be a significant relationship between personality types exhibited and performance of the students in the teacher training programme.

11. Variables

- The Performance of the students in the teacher training program.
- The Personality of the students
 - Extrovert personality
 - Introvert personality
 - Ambivert personality
- Gender
 - Male
 - Female

12. Sample

As Sampling is known as the soul of all kind of research and the researcher can never collect data from whole population in any research but at the same time all members of the population have an "equal and independent" chance of being included in the sample. As such each member of the population has been assigned a distinct number then by using the table of random numbers, the members of the population are selected for the sample. And this type of sampling is called as probability random sampling.

In this research the sample of 80 students (40 female students and 40 male students in Sant Mela Singh College of Education are selected to undertake the study).

13. Sample Design:

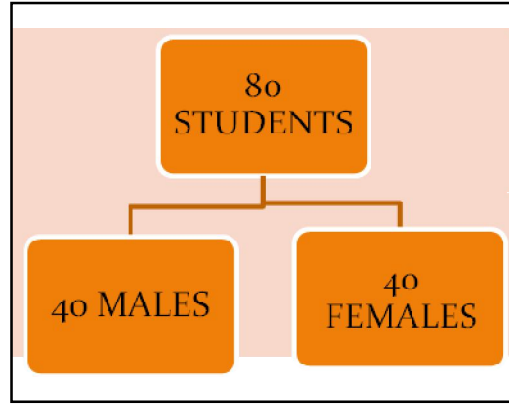


Figure 1

14. Tools Used

To make a research scientific, a tool with high reliability and validity is used for collecting the relevant data required to study any problem. There are numerous tools available for the social scientists to uncover truths, find explanations for the occurrence of a phenomenon and to facilitate the understanding of problems and situation. It requires extensive and imaginative planning, careful analysis and interpretation of data gathered. To undertake the present study following tools are used as under:

- Personality Test- Introversion–Extroversion by Dr. Sharma, A. & Dr. Aggarwal, M. (1974) is used to undertake the study. This test measures following variables:

Extroversion (E) is defined as getting energy from active involvement in events and having a lot of different activities:

- Seen as “outgoing” or as a “people’s person”.
- Comfortable in groups and like working with them.
- Have a wide range of friends and know lots of people.
- Jump quickly into an activity and does not allow enough time to think it over.

Introversion (I) is defined as getting energy from dealing with the ideas, pictures, memories and reactions that are inside held, in inner world.

- Seen as “reflective” or “reserved”.

- Feel comfortable being alone and like things one can do one's own.
- Prefer to know just a few people well.
- Spend too much time reflecting and don't move into action quickly enough.

Ambiversion: The ambivert has been recognised as "mixed types". They are common social persons possesses some traits of introverts and some of extroverts.

Performance scale or observation schedule: Performance scale or observation schedule has been used to assess the performance of students in teacher training program in Sant Mela Singh College of Education .This tool is a part of teacher training program which has been taken from a manual for practicing teachers by Renu Gupta (2011) to assess the performance of students on the basis of observation schedule used by the researcher.

This observation schedule is for stimulus variation in which stimulus refers to an objectively described situation or event that is an occasion for an organism's response.

Variation refers to varying degree of combination of physical acts and intellectual processes. "Stimulus variation observation schedule is established to bring deliberate change in the attention drawing behavior of the teacher trainer in order to secure and sustain pupil's attention towards the teaching at high level. It assesses the 8 components of teaching given as under:-

Movement: While teaching the teacher trainer generally adopts the following movement related practice moving about to and fro, moving from one place to another with a purpose or from one position to another at appropriate intervals. Such movements cause swift shifts in pupil's focus of attention resulting in loss of concentration and consequently inattention. Change of position by the teacher at appropriate intervals produces a corresponding change in the eye movement of the pupils which keeps them active and attentive. Similarly purposeful movement towards the black-board etc. too keeps them active and attentive.

Gestures: Gestures are used to catch and direct attention and make communication more effective. Gestures consist of movement of hand, head, eye, facial expressions etc. for expressing or illustrating an idea, an emotion or a feeling. In other words gestures are non-verbal cues which are used for expressing certain ideas, catch & direct attention of pupil teachers and make communication more effective.

Change in Voice/Voice Variation: While teaching a teacher spends about 70% of his time on talking. This lends great importance to the quality of speech, which has several dimensions via speed, pitch, volume, intonation. Speed refers to the number of words

spoken per unit of time. Pitch refers to the rate of vibration of the vocal cords during speech. Volume refers to the degree of loudness of speech. Intonation refers to the rise and fall of voice in connected speech due to variation in pitch. A teacher can modulate his voice by bringing about variations in anyone or any combination of these components

Focusing: Focusing behaviors are of three types:

1. Verbal focusing
 2. Gestural focusing and
 3. Verbal-cum-gestural focusing.
- Verbal focusing: It is used to focus the attention of pupils to a point by such statement as ‘look at the diagram’, ‘listen to me carefully’, ‘watch what happens when the north pole of this magnet is brought near the south pole of the suspended magnet.’
 - Gestural focusing: In the context of teaching, gestural focusing refers to underlining important words or statements on the blackboard by the teacher or pointing out important features of a diagram or characteristic features of the boundary of a country with a pointer.
 - Verbal-cum-Gestural focusing: In this type of focusing, the teacher makes use of both verbal statements and gestures for drawing attention of the pupils to important points. When the teacher attracts attention of the pupils by pointing to a diagram any saying ‘look at the diagram carefully’, he uses verbal –cum – gestural focusing.

The art of focusing can be learnt through planned practice. Once these behaviors become internalized, the teacher can use them in a natural and effortless manner.

Pupil’s Physical Participation: Physical participation by the pupil takes such forms as dramatization, fixing up an apparatus, solving a problem or drawing a diagram on the blackboard or on the exercise books.

Pausing: Pausing means deliberate silence of short interval introduced during teacher talk. For attracting the attention of the pupils to something important, the teacher introduces a pause during his speech. The novice teachers may be cautioned not to use pauses very frequently or for long duration. In order to be effective a pause should be of a short duration introduced at appropriate place during utterance. If a pause is of unduly long interval, it ceases to be meaningful or effective.

Change in Interaction Patterns: Teaching is now-a-days not regarded as a one way activity in which the teacher speaks while the pupils listen .It is now considered to be a two way activity in which teacher and students interact with each other in a variety of interaction patterns.

Broadly speaking interaction pattern in the classroom situation may be:

- Interaction between the teacher and the class (T =C)
- Interaction between the teacher and pupil (T =P)
- Interaction between / among pupils (P = P)

Each type of interaction is illustrated below with the help of examples taken from teaching situations in the class room.

- T =C: A teacher demonstrates the correct pronunciation of a difficult word and all the pupils pronounce that word after him.
- T =P: The teacher asks a question to which the pupil responds. The teacher follows up the response with another probing question and this process continues till the teacher
- P =P: This pattern of interaction usually occurs when a teacher resorts to discussion method of teaching.

Audio – Visual Switching: Nowadays teachers make use of multimedia channels and shift from one medium to another in order to motivate children and sustain their interest and attention. Example of audio media is the use of tape recorder; examples of visual media are use of specimen, models, charts, cartoons, graphs, maps, slide etc. Audio-visual media in the context of teaching consist of educational films, educational television, video recording etc. For maintaining interest of the students and sustaining their attention, it is necessary that the teachers shift from one medium to another after appropriate intervals.

Statistics:

Mean: To assess the major personality types exhibited by the male and female students in the teacher training programme

Co-relation: To study the correlation between the variables i.e. personality types and performance of the students in the teacher training program.

15. Tabulation And Analysis

The collected data as such has no sense unless analyzed and interpreted by using suitable scientific methods. Analysis of data means putting the numbers in the categories to be compared and tabulate them in order to determine meaning. It involves breaking up of complex factors into simpler part and putting them in new arrangements for the purpose of interpretation. Collection of data has no meaning unless it is tabulated properly, analyzed and interpreted by sophisticated statistical technique. A systematic and sufficient treatment of tabulated data is essential for drawing valid conclusions.

The data collected in the present study is represented in the tabulated form in the table given below:

	MOST INTROVERT	INTROVERT	AMBIVERT	EXTROVERT	MOST EXTROVERT	Total
MALES	0	3	5	12	20	40
FEMALES	1	15	13	7	4	40
Grand Total	1	18	18	19	24	80

*Table No. 1:- Showing Different Personality Types Exhibited By male And Female
teacher trainers*

The present Table indicates categorization of sample in accordance to their personality types viz most introvert, introvert, ambivert, extrovert and most extroverts.

	V GOOD	GOOD	AVERAGE	WEAK	V WEAK
MALES	11	16	11	2	0
FEMALES	19	10	8	3	0

*Table 2: Shows Performance of Male and
Female Students:*

Table showing the level of performance of Male and female students in the Teacher Training Programme under study.

S.NO.	EXT PERSONALITY(X)	WEAK PERFORMANCE(Y)	X ²	Y ²	XY
1	20	2	400	4	40
2	12	0	144	0	0
3	4	3	16	9	12
4	7	0	49	0	0
N-4	$\sum X=43$	$\sum Y=5$	$\sum X^2=609$	$\sum Y^2=13$	$\sum XY=52$

Table 3- Correlation between Extrovert Personality and Weak Performance

$$\text{CORRELATION } r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{(N\sum X^2 - (\sum X)^2) (N\sum Y^2 - (\sum Y)^2)}}$$

$$= \frac{-7}{\sqrt{15849}}$$

Correlation between Extrovert Personality and Weak Performance $r = -0.05$

The results show that there is moderate but inverse relationship between Extrovert Personality and High Performance.

S.NO.	INTROVERT PERSONALITY(X)	HIGH PERFORMANCE (Y)	X ²	Y ²	XY
1	3	11	9	121	33
2	0	16	0	256	0
3	15	19	225	361	285
4	1	10	1	100	10
N-4	$\sum X=19$	$\sum Y=56$	$\sum X^2=235$	$\sum Y^2=838$	$\sum XY=328$

Table No. 4- Correlation between Introvert Personality and High Performance

$$\begin{aligned} \text{CORELATION } r &= \frac{N\sum XY - \sum X \sum Y}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}} \\ &= \frac{248}{\sqrt{125064}} \\ &= 0.70 \end{aligned}$$

The figures of Correlation between Introvert Personality and High Performance are found to be 0.70 .The results show that there is positive and high relationship between Introvert Personality and High Performance.

16. Interpretation & Discussions

As indicated in Table No.1, majority of the male students of our sample exhibited extrovert personality type. It shows that in male's category, there are 20 male students in most extrovert category and 12 are having extrovert personality, 5 males having ambivert personality and only 3 males have introvert personality out of the total sample of 40 males, 32 males are having extrovert personality. It can also be attributed to the reason that we live in a male dominated society where males are considered to be future assets of a family where as females occupy only subordinate position which makes males more outward looking From table No. 1: it is also found that 4 female students exhibit most extrovert personality, 7 exhibit extrovert personality, 13 female students exhibit ambivert personality, 15 exhibit introvert personality and only one girl exhibits most introvert personality. The probable explanations to the findings can be attributed to the fact that in the present era, the female folks are performing numerous tasks in addition to the house hold responsibilities which is contributing to the change in their personality traits as wells.

As per Table No. 2: it can be seen that the performance of male students in teacher training programme is high and it is found that out of 40 males; 11 males performance in the teacher training programme is found as very good, 16 as good, 11 as average performers and only two males are there who are found weak in the training programme. As such, it can be concluded that out of 40 males, 27 males show high performance in the teacher training programme. The findings of the present research are in agreement with the findings of Mundaragi (1999) who reported that boys were slightly higher in academic achievement compared to girls. Similarly In this table, it is found that out of 40 females, 19 females have performed very well, 10 are good performers, 8 are average

and only 3 of them are weak.. The results of the present study is in accordance with the results of the study conducted by Sinha and Verma (1972) that girls are better in maturity, creativity, this may be because girls attain maturity slightly ahead than boys such trend was observed the boys were better in mental health which may be because of the differential upbringing given by parents. As such females are found to possess brighter over all personality disposition and tends to be more conscientious, worrying and preserving.

Table No 3: Shows correlations between extrovert personality and high performances and the result are -0.49 which indicates that there is an inverse relationship between extrovert personality type and high performance. The value is significant and there is a moderate inverse relationship between extrovert personality and high performance. This means with higher extroversion personality traits, the performance level reduces and this can be due to the reason that extroverts spend more time in socializing than studying and their performance level reduces due to their sociability, distractibility and impulsiveness. Our result is in agreement with the findings of (Child, 1964; Entwistle & Entwistle, 1970; Savage, 1962) in their research into the relationship between extroversion and academic performance and reveals that introvert perform better than extroverts- because of their greater ability to consolidate learning and better study habits.

Table No 4: reveals correlation between introvert personality and high performance of the students in teacher training programme and the result value is 0.70, which shows that there is high positive correlation between introvert personality and high performance and the value is also found to be significant Therefore, we can conclude from table 5, & 6 that there is a significant relationship between personality types exhibited and performance of the students and therefore our *hypothesis* (There will be a significant relationship between personality types exhibited and performance of the teacher trainers in the teacher training programme) stands accepted.

Since teaching is a profession which requires inward qualities and control over emotions and requires introspection and isolation. At the same time the introverts are gifted with greater power of concentration which results in their better performance. Introverts observe silence and have more time for concentration which is highly required for learning of extrovert personality types are needed at the time of delivery of knowledge that is taking classes. Hence it can be concluded that there is a significance relationship between personality types exhibited and performance of the students. The finding of the present research is in agreement with the findings of *Sinha (1973)* found that academic

achievement was positively related with introversion while extroversion was negatively related.

17. Limitations

This study of research has some limitations which are as follows-

- Sample size selected for the research is small to make generalizations.
- This research study is confined to one college only.
- This personality test used only two types of personality.

18. Conclusion, Educational Implications and Suggestions

18.1. Conclusion

From the results of present study one may conclude that

- The large number of male students in B.Ed. College exhibit extrovert personality type.
- Female students showed various personality traits like ambivert, extrovert and introvert in their behavior.
- The male and female students showed significant difference in their personality types exhibited.
- The male students showed higher performance as compared to their female counterparts.
- The large number of female students showed higher performance in the present study.
- There is a significant difference between personality types and performance of the students undergoing B.Ed. training programme.

18.2. Educational Implications

“Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught “

Like other studies, this research is again of great importance because it clarifies many old myths about the educational achievement and personality traits of the introvert and extrovert students. The belief that all introverts are lethargic and cannot compete with extrovert has been proved wrong. As such the teachers and parents will have to change

their views about their myth and should provide congenial atmosphere and bring positive results out of the usual ignored lot. Moreover the gender difference cannot be a hurdle in making ones behavior: extrovert or introvert. What matters is the environment provided by home, society and educational institutions. This study go long way in changing the approach of parents and teachers towards their children's on the basis of gender differences and personality traits.

18.3. For Further Research

The following suggestions may be incorporated for further research:

- The study can be conducted on larger samples to make generalization.
- Similar study can be conducted on different B.Ed. Colleges of Jammu region, since the present is confined to one college only.
- Similar study can be conducted on academic colleges of Jammu region since present study is confined to professional college in Jammu.
- Similar study can be conducted to study the comparison between males and females students of rural and urban areas.
- This study can also be conducted in other regions of J&K state involving colleges selected on random basis.
- Similar study can be taken up on different educational issues pertaining to students of different castes, different economic backgrounds, ward of literate and illiterate parents and wards of serving and non-serving parents etc.

19.Reference

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