

## **PERSONALITY AND ACADEMIC ACHIEVEMENT AMONG STUDENT TEACHERS IN THENI DISTRICT**

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### **Abstract**

*Present research Aims to study Personality among students teachers. The study's sample was picked by the Simple Random Sampling method which included 300 (54 boys and 246 girls). The Personality scale by H. J. Eysenck used for this study. Mean, SD, ANOVA, and "t" tests were used for analyzing the data. Finally, the investigator concludes that there is a significant difference between Personality and academic achievement among student teachers, there is no significant difference among student teachers in relation to their age, gender, educational qualification and parents' monthly income in their Personality.*

**Keywords:** *Mental health, Student teachers.*

### **Introduction**

Human personality and achievement are most important issues of educational psychology. Social issues that cause worry and irritation. This feeling may be due to their identify crises, selection of courses, peer fresher, relationship and expected or unexpected responsibilities. They all act differently regardless of the circumstance and attempt to tackle the issues alone. When this doesn't solve their issues, people become frustrated, which further affects their overall performance. Personality is the psychology the capacity to analyse data in certain ways that can be engaged in using culture to control emotions or find solutions to issues or control the emotion or As humans, we have many various methods of expressing ourselves, meaning many distinct types of personalities. Create items that are desirable in a community.

### **Statement of the Problem**

The focus of the study selected by the investigator is "**PERSONALITY AND ACADEMIC ACHIEVEMENT AMONG STUDENT TEACHERS IN THENI DISTRICT**".

### **Definition of Key Terms**

The key terms of the study are defined below to have a comprehensive idea of the problem. Below are also listed each term's operational definitions.

**Personality**

Personality is the characteristic patterns of thoughts, feelings, and behaviors that make a person unique.

**Academic Achievement**

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

**Theni District**

Theni District has developed after bifurcation from erstwhile Madurai District in Tamil Nadu

**Student Teachers**

In this study students teachers means the trainees undergoing the B.Ed. programme in colleges of Education affiliated to Tamil Nadu Teachers Education University, Chennai.

**Objectives of the Study**

- To identify the personality and Academic Achievement of B.Ed. Student Teachers with the help of Eysenck Personality inventory.
- To study the personality and Academic achievement of student teachers in theni district with respect to their personal variables such as gender, age, educational qualification, and parents' monthly income.

**Hypotheses of the Study**

- There is no significant difference between personality and academic achievement among student teachers.
- There is no significant difference in the Personality among student teachers with respect to gender.
- There is no significant difference in the Personality among student teachers with respect to Age.
- There is no significant difference in the Personality among student teachers with respect to their educational qualification.
- There is no significant difference in the personality among student teachers with respect to parent's monthly income.

**Methodology****Method Adopted in the Present Study**

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

**Population**

Population is the aggregate or totality of objects or individuals, who are proposed to be covered under the scheme of study. The population for the present study is students teacher in Theni district.

### **Sample**

The sample is a small proportion of a population selected for observation and analysis. John. E. Conklin defines, "A sample is a representative group of people chosen from a large population". The researcher has chosen participants using the cluster sampling method. The sample size is 300 (54 Boys and 246 Girls). Student teachers were selected from different colleges in Theni district.

### **Tool used for Present Study**

Tool becomes another major consideration in an educational research. Another important factor in an educational research is the tool. "Tools employ distinction way of describing and qualifying the data". Schedules for interviews, questionnaires, and observation are crucial research instruments in education.

Personality scale by H. J. Eysenck

### **Description of the Tool**

#### **Personality Scale**

The invention belongs to H. J. Eysenck. The tool included 57 components. The texts were converted from English to Tamil. Each item measured the personality of the respondent. Each item had to be answered by choosing anyone of the two choices namely YES or NO.

### **Validity**

The investigator uses the standardized tool for the research work. The tool was framed and validated by H. J. Eysenck personality inventory.

### **Reliability**

The results are roughly the same when the same object is measured in terms of personality on several occasions. The reliability co-efficient can be used to evaluate the consistency of two sets of scores. After establishing the validity, the reliability was found by using test-re-test method. The investigator collected the data required for establishing reliability from 30 student teachers of one college. The same tool was used with the same group of students after a 15-day break, and the dependability coefficient was discovered as (0.79).

### **Data Collection**

The investigator obtained permission from the Principal of the selected colleges for the collection of data. Also desired were the student instructors' willingness and

cooperation. The data were collected personally by the investigator from the randomly selected 300 student teachers. Before conducting the psychological test, the pupils received the proper instructions.

### Personal Data Sheet

To gather information on the personal details of the B.Ed., student teachers, a personal data sheet was created. such as Gender, Age, Name of the college, Educational Qualification and Monthly income of the parents.

### Selection of Tool

By the evaluation of different data gathering tools used in educational research, the investigator was very certain that the Eysenck Personality, useful inventory tool for evaluating personality and Academic achievement for collecting data.

### Statistical Techniques Used

The interpretation of the data made use of appropriate descriptive and inferential statistical techniques to draw out a meaningful picture of results from the collected data 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

The investigator has studied the personality and academic achievement among student teacher's. The collected data has been examined as follows.

**Table 1.1 Showing Mean and Standard deviation of Personality and Academic achievement among student teachers**

Variable	MEAN	S.D	N	Df	't' value	Level of Significance at ( 5 % )
Personality	29.94	4.504	300	299	81.01	S
Academic Achievement	330.56	64.124				

From the above table it is clear that obtained 't' value is 81.01 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".

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 Comparison of Personality among Student Teachers with Respect to Gender

The investigator has studied in the Personality among student teachers based on their gender. The collected data has been analyzed as follows.

**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	29.907	4.556	54	298	0.053	NS
Female	29.943	4.501	246			

From the above table it is clear that obtained 't' value is 0.053 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".

### Hypothesis 3

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

#### Table 1.3 Comparison of Personality among Student Teachers with Respect to Age.

The investigator has studied the Personality among student teachers based on their Age. The collected data has been analyzed as follows.

**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	Level of Significance at ( 5 % )
A(Between)	117.450	39.150	3	1.948	2.64	NS
B(Within)	5948.347	20.096	296			

From the above table it is clear that obtained 'f' value is 1.948 which is lesser than the table value 2.64 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".

**Table 1.4 Comparison of Personality among Student Teachers with Respect to Educational Qualification.**

Using their educational qualifications as a starting point, the researcher has analysed the personalities of student teachers. The collected data has been analyzed as follows.

**Table 1.4 Showing Mean and Standard deviation of Personality among student teachers with respect to Educational Qualification**

Variable	MEAN	S.D	N	Df	't' value	Level of Significance at ( 5 % )
U.G.,	30.127	4.515	235	298	1.399	NS
P.G.,	29.246	4.430	65			

From the above table it is clear that obtained 't' value is 1.399, 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 their educational qualification".

### Hypothesis 5

There is no significant difference in the personality among student teachers with respect to parent's monthly income.

**Table 1.5 Comparison of Personality among Student Teachers with Respect to Parent's Monthly Income.**

The investigator has studied the personality among student teachers based on their Parent's monthly income. The collected data has been analyzed as follows.

**Table 1.5 Showing Mean and Standard deviation of Personality among student teachers with respect to parent's monthly income**

Factor	Sum of squares	Mean of squares	Df	'F' Cal value	'F' Tab value	Level of Significance at ( 5 % )
A(Between)	22.212	11.106	2	0.546	3.03	NS
B(Within)	6043.585	20.349	297			

From the above table it is clear that obtained 'F' value is 0.546, which is lesser than the table value 3.03 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 parent's monthly income".

## Findings

- **It was found that** there is a **significant** difference between personality and academic achievement among student teachers. Personality have higher than academic achievement due to their education. Academic Achievement was not affected by any factors of personality.
- **It was found that** there is **no significant** difference in the Personality among student teachers with respect to gender.
- **It was found that** there is **no significant** difference in the Personality among student teachers with respect to Age.
- **It was found that** there is **no significant** difference in the personality among student teachers with respect to their educational qualification.
- **It was found that** there is **no significant** difference in the personality among student teachers with respect to parent's monthly income.

## Recommendations

- The study recommended that the student teachers can be encouraged to provide guidance to the future student and vice versa.
- The further study can be conducted to develop interest among the B.Ed., student teachers through training and personality development programmes.
- The study recommended that implement the personality courses in higher education of the curriculum.

## Conclusion

In this competitive world Teacher's Personality is very essential mold and influence students. The personality development helps a person to get positive thought pattern, gain confidence, improve behavior, learn better communication and development of a physically fit body. When a student teachers have a good personality no doubt he/she will become a great teacher in future. It is clear that personality have a great impact on Academic Achievement. Hence there is a need for the Student Teachers to develop their personality in order to improve their Academic Achievement. The present study analysed the personality and Academic Achievement of B.Ed. Student Teachers it is found the result to the moderate.