

A Study of Personality Type Determining the Choice of Bachelor of Education Programme

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Abstract- The purpose of this study is to determine the type of personality of student teachers opting for BED programme. The survey method was used in the present study. Introversion-Extroversion test developed by Dr. R.A.Singh was used for collection of the data. The sample consisted of 115 student teachers of both second and fourth semesters of State college of teacher education, Kohima, Nagaland. The findings of study reveals that majority of the student teachers enrolled to the BED programme belong to extrovert type of personality. female.

Key words: B.Ed, Extroversion-Introversion, Personality, Student teachers.

I. INTRODUCTION

Personality refers to important and relatively stable aspects of behaviour. It deals with a wide range of human behaviour. According to theorists, personality includes everything about a person mental, emotional, social and physical. Some aspects of personality are observable, such as overt actions but whereas others are unobservable, such as thoughts, memories, and dreams. Jung (All port, 1960) held that a man is extroverted “when he gives interest to the outer or objective world and attributes in all important and essential value of it, he is introverted on the contrary, when the objective world suffers a sort of depreciation, or want of consideration for the sake of exaltation of the individual himself. Several attempts (Hippocrate, Kretschmer, Sheldon, Spranger etc) have been made to classify personality into various types. The classification ‘Personality Type’ refers to ‘classification of an individual according to the pattern of his behaviour tendencies. Jung classified people into Extroverts, Introverts and Ambiverts. Guilford’s factor analysis shows three independent variables – social extroversion, emotional dependence and masculinity-femininity. The first two factors were put under one name- extroversion-introversion by him (All port, 1960) Jung pointed out that on the basis of orientation towards objective reality and towards subjective determinants to fundamental distinction between personalities can be made.

There are varied definitions of introvert and extroverts, but today psychologists tend to agree on some points of

differences between introverts and extroverts (based on Cain 2012a and b):

a. Outside stimulation - Introversion is different from being shy (fear of social judgement), it is more about how one responds to stimulation, including social stimulation. Introverts feel more content with less outside stimulation (for example, talking with a close friend or reading a book) compared to extroverts who enjoy more outside stimulation (for example, going to parties and listening to loud music). b. Work styles- Extroverts tend to tackle assignments quickly, making fast decisions and are comfortable with multitasking and risk-taking. Introverts, on the other hand, work more slowly and deliberately, preferring to focus on one task at a time. c. Social styles – Introverts can enjoy attending a party or business event, but after a while they would prefer to head home to relax. Introverts devote their social energies to close friends or family, listen more than talk, think before they speak, express themselves better in writing than in conversation, tend to dislike conflict and small talk, but enjoy a deep discussion. Extroverts are often thought of as those who add life to the party. Extroverts lean toward being assertive, dominant, and prefer being with people rather than alone. Extroverts think out loud, are rarely at a loss for words, prefer talking to listening, and sometimes speak before they think. Extroverts are comfortable with conflict, but not solitude. One of the key aspects underlying this question is one of value – the need to equally value both introvert and extrovert temperaments. In today’s new teaching and learning techniques (for example, collaborative learning and project-based-learning), as well as classroom configurations (such as interactive classrooms

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with tables and white boards to facilitate group interaction), primarily accommodate the learnings of the extrovert temperament (Godsey 2015). Research shows that introverts and extroverts process information differently, using different parts of the brain and different neurotransmitters (Isaacs 2009 and Granneman n.d.). For example, extroverts use a small amount of information from the short-term memory for developing thoughts, whereas, introverts recall thoughts located in the long-term memory to create more complex associations, which requires more time. The result of these different processing strategies is observed in the classroom on a daily basis. For example, as stated by Isaacs (2009), “In a lively classroom the extrovert appears excited by the discussion and eager to participate, while the introvert may seem unenthusiastic and unsociable. These perceptions are not presenting a complete picture of our students. The introvert is so busy reflecting on the ideas that it does not occur to him to volunteer to answer questions.” Both students are participating in the discussion; however, only one may be receiving credit.

Gnanguru, Selvaraj,A.,and Kumar, Suresh M., (2008) found that the normal and over achievers are having extrovert personality but the under achievers are having the introvert type of personality. There is difference among under, normal, and over achieving B.Ed students in their home environment and their personality types. Krishnegowda, B., (1991) found that there was no significant difference in the levels of total creativity of B.Ed students belonging to introversion, ambiversion and extroversion groups. Raina, V.K., revealed that students by and large, differed considerably on the 16PF test. According to Dickson and Wiersma (1984) and Gibney and Wiersma (1986), there is ample evidence supporting the view that personality of a teacher is a very important determiner of successful teaching, and that the teacher effectiveness is perceived to exist as a consequence of the characteristics of a teacher as a person.

OBJECTIVES OF THE STUDY

To find out the major type of personality that opts for B.Ed studies, and whether the curriculum transaction in the B.Ed Colleges cater to the needs of different personality types.

II. METHODOLOGY

Method: The present study has used the descriptive survey method.

Population: The population for the study consisted of BEd student teachers who were enrolled under the two years course from 2017-2019.

Sample: The sample consisted of 117 student teachers using the purposive sampling technique to draw proportionate number of sample of both male and female sexes.

Tool used for the study: The standardized tool Introversion-Extroversion Test constructed and standardised by Dr. R.A Singh (1986) was used to determine the type of personality of the student teachers. The test consisted of 70 (seventy) items related to behaviour. Personality of people is categorised into 9 types. They are Extremely Extrovert (EE), Grossly Extrovert (GE), Moderately Extrovert (ME), Slightly Extrovert (SE) Ambivert (Am), Extremely Introvert (EI), Grossly Introvert (GI), Moderately Introvert (MI) and Slightly Introvert(SI).

III. RESULTS AND INTERPRETATION

Table I. Distribution of Personality Type of Male Student Teachers

Gender	ME	SE	AM	SI	MI	Total
Male	08 (24.24%)	21 (63.64%)	03 (9.09%)	01 (3.03%)	-	33 (100%)

From the table, we observed that 29 (87.88%) of the male students were found to be extrovert while 03(9.09%) ambivert and only 01 (3.03%) was introvert.

Table II. Distribution of Personality Type of Female Student Teachers

Gender	GE	ME	SE	AM	SI	MI	Total
Female	01 (1.22%)	07 (8.54%)	67 (81.71%)	05 (6.10%)	01 (1.22%)	01 (1.22%)	82 (100%)

From the above table, we observed that 75(91.46%) of the female student teachers were found to be extrovert, 05(6.10%) were ambiverts and 01(1.22%) slightly introvert and 01(1.22%) moderately introvert.

Table III Comparison of Personality Type of Male and Female Student Teachers

Gender	GE	ME	SE	AM	SI	MI	Total
Male	00	08 (6.96%)	21 (18.26%)	03 (2.61%)	01 (.87%)	00	33 (28.70%)
Female	01 (.87%)	07 (6.09%)	67 (58.26%)	05 (4.35%)	01 (.87%)	01 (.87%)	82 (71.30%)
Total	01 (.87%)	15 (13.04%)	88 (76.52%)	08 (6.96%)	02 (1.74%)	01 (.87%)	115 (100%)

From the analysis of above table, we observed that the personality type of student teachers 01(.87%) were found to be grossly extrovert, 15(13.04%) fall in moderately extrovert, 88(76.52%) fall in slightly extrovert, 08(6.96%)

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fall in ambivert, 02(1.74%) fall in slightly introvert, and 01(.87%) moderately introvert of personality types of B.ED student teachers were found to be enrolled to the course.

The mode of B.Ed curriculum transaction adopts the approaches and methods which are appropriate to shape the behaviours of student teachers - Collaborative-Participatory learning, Constructivist, Discussion, Small Groups Discussion, Team Teaching, Learner-Centred, Multidisciplinary and Interdisciplinary, A/V aided, Seminar presentation, Role-Play, etc. Student teachers are practically oriented through practical based learning like Micro-teaching, Work experience, Workshop on lesson planning, Chart-making, Educational Evaluation workshops, School Experience/Internship, Co-curricular activities, Practice Teaching, Teaching aids preparation, etc.

As majority of the student teachers 90.94% opted for the BED programme belonged to extrovert personality type, we can therefore, conclude that the B.Ed curriculum transaction adopted for the course caters to the need and requirements of the extrovert personality type of the B.Ed students.

IV. DISCUSSION

From the study, we observed that majority of the student teachers who were enrolled to the B.Ed programme have the extrovert personality type. When compared between the male and female student teachers' personality type, it was found that 87.88% of male and 91.46% of female student teachers were extroverts. Male 9.09% and female 6.10% were ambiverts, 3.03% male and 2.44% female belong to introvert type of personality. Thus, female student teachers with extrovert personality type stands higher as compared to their male counter-part. The male student teachers with introvert type of personality were slightly higher than the female student teachers who were enrolled into B.Ed course.

V. CONCLUSION

Keeping in view of the different types of personality of student teachers, the B.Ed curriculum is sufficiently broad to accommodate and cater to the diverse needs of the student teachers. The curriculum also underlined varied transactional mode for both curricular and co-curricular activities to address the diverse groups and personality differences. The transaction of curriculum revolves around the needs, characteristics and problems of learners in the

local context. There are several ways by which we can address the need of both introverts and extroverts like, (1) Think-Pair-Share technique (2) Pause after a question is asked 5-10 seconds (3) Expand the class discussion to go beyond the classroom walls. (4) Design rotations so that all students are required to respond to questions. (5) Feedback sessions during skill development among student teachers could be given in mild dosages so that the students are neither embarrassed nor humiliated. (6) A variety of co-curricular activities need to be made available to enable student teachers to select their choices from an array of activities suitable to them. These are some ways by which we can to accommodate personality diversity in our classrooms. We need to foster the talents of all the students in our classroom – the extroverts and the introverts, as discussed herein, as well as all other types of diversity – gender, racial, ethnic, cultural, socio-economic, disability, age, language, and so on. To devise ways of bringing these talents among students, is one of the greatest callings and privileges of being a teacher.

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