Abstract

the study emphasises the importance of teaching –learning process through Audio-visual aids in teaching anaemia and the importance, need to undergo treatment, medicines to the girls who have reached the adolescence. Teaching is generally known as a communication between two or more persons who influence by their ideas and learn something in the process of interaction (Philip Barker 1985).Here the investigators putforth their efforts to find out the effects of teaching anaemia through audio-visual aids rather than mere teaching by conventional method.” A teacher can no more teaches unless someone learns than a seller can sell unless someone buys (Dewey1972). Actually teaching narrowly means the art of instruction in the educational institutions. It is a direct interaction between the teacher and the learners. Collectively teaching is a multiple capability of administering and executing the various techniques of being understood an idea or a concept by others.

I. INTRODUCTION

Psychologically, personality is all that a person is. It is the totality of his being and includes his physical, mental, emotional and temperamental make-up. His experience, perception, memory, imagination, instincts, habits, thoughts and sentiments constitute his personality. A child tends to exhibit a variety of characteristics in his relations with others, to the extent that there is unity of response he is displaying in his personality.
Teacher has a role as an instructor, as a scholar, as a pedagogue, as a trainer, as an educator, as stimulator and as a guide for the students. It is an established fact that teacher’s qualities, personality, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. The personality of a teacher plays vital role in teaching-learning process. Many factors effects on personality of teacher among them Scientific Temper, critical thinking, interest, job satisfaction, good mental health. In this study I mainly analyzed the effects of the factors Scientific Temper, Critical Thinking on Personality of Teacher Educators of TEIs.

1.1 Definitions of the key terms used:

a) **Personality**: Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding 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. In the present study I analyzed the personality of Teacher educators of TEIs and the factors effecting on

b) **Critical thinking**: We can say that critical thinking to be purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteria or contextual considerations upon which that judgment is based. Critical thinking is essential as a tool of inquiry. As such, critical thinking is a liberating force in education and a powerful resource in one's personal and civic life. Critical thinking is "the reasoned judgment of information and ideas. In the present study I analysed the effect of critical thinking on personality of Teacher educators of TEIs.

c) **Scientific temper**: Scientific Temper describes an attitude which involves the application of logic and the avoidance of bias and preconceived notions. Discussion, argument and analysis are vital parts of scientific temper. Scientific temper influence on the Teacher educator towards their personality because it is an attitude, way of living which would involve objective observation, rational analysis and healthy skepticism and also other attributes like honesty, truthfulness, humility, positive approach to failure are some of the essential universal human values.

d) **Teacher educators**: In this study, teacher educators refer to the teachers who are teaching in Government, Government Aided and Self-financed teacher education institutions/Colleges.

II. **OBJECTIVES OF THE STUDY**

Keeping the above said theoretical background in view the present study was taken up to study the personality dimensions of the teacher educators of TEIs of Hyderabad Karnataka Region with the following objectives.

1. To see the relationship and difference if any, between the personality and the selected
background variables.
2. To see the relationship and difference if any, between the personality and the critical thinking.
3. To see the relationship and difference if any, between the personality and the scientific temper.

III. HYPOTHESIS
1. \( H_{01} \): There is no significant difference between male and female teacher educators in their personality.
2. \( H_{02} \): There is no significant difference between rural and urban TEI’s Teacher educators in their personality.
3. \( H_{03} \): There is no significant difference between Science and arts teacher educators in their personality.
4. \( H_{04} \): There is no significant difference between more and less experienced teacher educators in their personality.
5. \( H_{05} \): There is significant difference between Scientific Temper and personality of teacher educators.
6. \( H_{06} \): There is significant difference between critical thinking and personality of teacher educators.
7. \( H_{07} \): There is no significant difference among Scientific Temper, Critical Thinking and Personality variables of teacher educators working in teacher education institutions.
8. \( H_{08} \): There is no significant relationship among Scientific Temper, Critical Thinking and Personality variables of teacher educators working in teacher education institutions.

IV. METHODOLOGY
4.1. Population:
All the Teacher Education Institutions (B.Ed. Colleges) i.e. Government, Government aided and Self-financed institutions/colleges existing in the Hyderabad Karnataka region (Bidar, Gulbarga, Yadgir, Raichur, Koppal, and Bellary districts) constituted the population of the present study.

4.2. Sample:
The sample of the study comprised of 1000 teacher educators drawn from Government and Self-financed teacher education institutions of Hyderabad Karnataka region. A list of B. Ed. Colleges (Government/ Government Aided and Self-financed institutions) was obtained from the National Council for Teacher Education, S.R.C., Bangalore. All the Government and Government Aided colleges were included in the sample whereas the data from Self-financed colleges was collected from those colleges which were situated in the same district where the Government/Government Aided Colleges are situated. Thus, a sample of 1000 teacher educators constituted the final sample of the study. The sample from all the colleges was collected randomly in such a way that each district was given equal representation. All these colleges were affiliated to the
Gulbarga University, Gulbarga or Karnataka State Woman’s University, Bijapur or Sri Krishnadevaraya University, Bellary.

4.3. Tools Used:
   i) General Information: Relating to (a) Teacher educators gender, b) Subject, c) locality of college and d) experience information.
   ii) Personality: Wide ranges of personality that relate to teacher educators were measured by using the Differential Personality Inventory (DPI) developed by Aashish Kumar Singh and Arun Kumar Singh was used for this purpose.
   iii) Scientific Temper: To measure the Scientific Temper, Scientific Temper Scale developed by Dr. Smt. Leela Pradhan (2012) was used.
   iv) Critical Thinking: To measure the Critical Thinking Inventory developed by Porgio and Rani, (2010) was used.

4.4. Procedure for data collection:
The Teacher educators were asked to be free and frank while giving responses clearly. All four scales were administered to the randomly selected sample of 1000 Teacher educators of TEI in six districts. The personal data of the teacher educators including their gender, locality of the college, type of college, status of college, nature of college, district and subject they are dealing, also collected.

4.5. Analysis of Data:
The data thus obtained was scored and analyzed in the following manner.
   i.) The personality measures were arranged in mean distribution across gender, experience, locale and subject teacher educators dealing and discussed. Comparing each age and gender means with that of the test manual’s description of their corresponding standard means for each gender, experience, locale and subject teacher educators dealing.
   ii.) Simple linear correlations and F value were computed in order to understand the relationship and difference of the selected personal social variables with the teacher educator's personality.

V. RESULTS AND DISCUSSION
5.1: Analysis of personality and selected background variables of teacher educators working in teacher Education institutions.

Table – 1: Means, SD and ‘t’ ratio of Personality and selected background variables of teacher educators working in teacher Education institutions

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Calculated ‘t’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (a)</td>
<td>Male</td>
<td>500</td>
<td>122.1</td>
<td>16.2</td>
<td>338.36</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>500</td>
<td>66.8</td>
<td>16.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience (b)</td>
<td>More exp</td>
<td>500</td>
<td>103.5</td>
<td>31.01</td>
<td>2.905</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Less exp</td>
<td>500</td>
<td>94.0</td>
<td>32.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place of TEI (c)</td>
<td>Urban</td>
<td>500</td>
<td>101.4</td>
<td>31.22</td>
<td>92.47</td>
<td>Significant</td>
</tr>
</tbody>
</table>
It is inferred from the above table that the calculated ‘t’ value 338.36 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. There is significant difference between male and female teacher educators in their personality. Hence the null hypothesis H01, is rejected and alternative hypothesis was accepted i.e. there is significant difference between male and female teacher educators in their personality. It means there is positive effect of gender on personality of teacher educators. Sugirtham (2009) made an attempt to assess personality, the results indicated that study says that Male dominate over the female in personality dimensions index, however, the level of significance is only at five percent.

It is inferred from the above table that the calculated ‘t’ value 2.905 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. There is significant difference between more and less experienced teacher educators in their personality. Hence the null hypothesis H02, is rejected and alternative hypothesis was accepted i.e. there is significant difference between more and less experienced teacher educators in their personality. It means there is positive effect of experience on personality of teacher educators. Ozel (2007) focused on the effect of Turkish geography teacher’s personality on his teaching experiences. There was a significant difference with respect to the fact that teachers make students feel that they can always give them reinforcement, according to the length of service variance, a significant difference was determined.

It is inferred from the above table that the calculated ‘t’ value 92.47 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. There is significant difference between rural and urban TEI’s Teacher educators in their personality. Hence the null hypothesis H03, is rejected and alternative hypothesis was accepted i.e. there is significant difference between rural and urban TEI’s Teacher educators in their personality. It means there is positive effect of Locality of TEI on personality of teacher educators. Sowmyah and Ningamma (2010) found that there was no significant difference in the means of rural & urban personality.

It is inferred from the above table that the calculated ‘t’ value 177.27 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. There is significant difference between science and arts teacher educators in their personality. Hence the null hypothesis H04, is rejected and alternative hypothesis was accepted i.e. there is significant difference between science and arts teacher educators in their personality. It means there is positive effect of teaching subject of teacher educators on personality. Khanna (1985) examined personality patterns of effective high school teachers he found that the effective teachers in the faculties of arts and science possess relatively different traits of personality. This data has been shown graphically as follows:
5.2 Analysis of personality and critical thinking and scientific temper of teacher educators working in teacher Education institutions.

Table -2: Means, SD, ‘t’ and ‘r’ ratio of Personality, critical thinking and scientific temper of teacher educators working in teacher Education institutions (N=1000)

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Gender</th>
<th>Mean</th>
<th>S.D</th>
<th>Calculated ‘t’ value</th>
<th>Calculated ‘r’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Scientific Temper</td>
<td>65.1</td>
<td>11.54</td>
<td>44.68</td>
<td>0.985(**)</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td>94.4</td>
<td>32.06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Critical Thinking</td>
<td>19.3</td>
<td>57.95</td>
<td>114.8</td>
<td>0.982(**)</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td>94.4</td>
<td>32.06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred from the table-2 (A), that the calculated‘t’ 44.68 value is more than the table value (1.96) for df 998, at 5% level of significance in the personality. Hence the respective null hypothesis H05 is rejected i.e. There is significant difference between Scientific Temper and personality.

The table-2 (A), also shows that the value of co-efficient of correlation between Scientific Temper and Personality development is 0.985. It represents a strong degree of positive
relationship between two variables which is an indicative of positive correlation between the above two variables. Therefore, the null hypothesis, “There is no significant relationship between the Scientific Temper and Personality of teacher educators working in private teacher education institutions.” stands rejected. Thus, we can interpret that there is strong positive correlation between Scientific Temper and Personality of the teacher educators working in teacher education institutions. On the basis of the above interpretations it is concluded that scientific temper and Critical thinking are correlated with each other. Change in the level of scientific temper is directly proportional to Personality. Hence we can say that there is positive effect of scientific temper on Personality of teacher educator.

It is inferred from the table-2 (B), that the calculated ‘t’ 114.8 value is more than the table value (1.96) for df 998, at 5% level of significance. Hence the respective null hypothesis $H_0$ is rejected i.e. There is significant difference between Critical Thinking and personality. The above table-2 (B), shows that the value of co-efficient of correlation between Critical Thinking and Personality development is 0.985. It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Therefore, the null hypothesis, “There is no significant relationship between the Critical Thinking and Personality of teacher educators working in private teacher education institutions.” stands rejected. Thus, we can interpret that there is strong positive correlation between Critical Thinking and Personality of the teacher educators working in teacher education institutions.

On the basis of the above interpretations it is concluded that Critical Thinking and personality are correlated with each other. Change in the level of Critical Thinking is directly proportional to Personality. Hence we can say that there is positive effect of Critical Thinking on Personality of teacher educator.
VI. MULTIPLE CORRELATION

Table – 3: Multiple correlations among Scientific Temper, Professional Development, Critical Thinking and Personality of teacher educators working in teacher education institutions (N = 1000)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scientific Temper</th>
<th>Critical Thinking</th>
<th>Personality</th>
<th>Multiple correlation</th>
<th>Calculated ‘F’ value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Temper</td>
<td>1</td>
<td>0.987(**)</td>
<td>0.985(**)</td>
<td>0.982</td>
<td>2604.21</td>
<td>Sing</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>0.987(**)</td>
<td>1</td>
<td>0.982(**)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td>0.985(**)</td>
<td>0.982(**)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At both 0.05 and 0.05 level of significance, the table value of ‘F’ is 2604.21, S - Significant)

It is inferred from the above table that the calculated ‘F’ value is greater than the table value (2.61) at both 0.05 and 0.05 level of significance. Hence the null hypothesis $H_0$ is rejected.

It shows that there is significant influence three variable one on another variable of teacher educators working in teacher education institutes of Hyderabad Karnataka region and also shows that there is significant relationship ($r = 0.982$) three variable one on another variable of teacher educators working in teacher education institutes of Hyderabad Karnataka region. Therefore we can say there is positive effect of scientific temper and critical thinking on personality of teacher educators.

VII. CONCLUSION

From this study it can be concluded that, there is significant difference between male and female teacher educators in their personality. It means there is positive effect of gender on personality of teacher educators.

- There is significant difference between more and less experienced teacher educators in their personality. It means there is positive effect of experience on personality of teacher educators.
- There is significant difference between rural and urban TEI’s Teacher educators in their personality. It means there is positive effect of Locality of TEI on personality of teacher educators.
- There is significant difference between science and arts teacher educators in their personality. It means there is positive effect of teaching subject of teacher educators on personality.

We can interpret that there is significant difference between Scientific Temper and personality and there is strong positive correlation between Scientific Temper and Personality of the teacher educators working in teacher education institutions.

On the basis of the above interpretations it is concluded that scientific temper and Critical thinking are correlated with each other. Change in the level of scientific temper is directly proportional to Personality. Hence we can say that there is positive effect of scientific temper on Personality of teacher educator.
VIII. REFERENCES


To Cite This Article