



Study of Teacher Morale and Personality Dimensions of Interns

KEYWORDS

Teacher Morale, Personality, Interns in teaching

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ABSTRACT *The internship programme in teaching offers a continuum of growth from pre-service to the professional teaching level. In addition to the improvement of the pedagogical skills the interns must be geared up to play the role of a future teacher in the schools and to handle the complex task of handling the children efficiently during the training period itself. It becomes imperative that teacher educators' focus must be directed towards the modification of the personality traits and improvement of the teacher morale of the interns. This paper aims to study the Teacher Morale and Personality dimensions of the interns*

INTRODUCTION

Nowadays the teacher training programmes organized even in formal institutions have become a focus of debate, challenging the quality of the teachers they produce. Even though many student-teachers pass out meritoriously their professional courses, many are labeled as ineffective teachers. Only the internship programmes offered during the course of the study in the B.Ed curriculum is to be pin pointed for the failures among the beginning teachers.

A pre-service teacher during the internship develops and refines the teaching skills and competencies. In addition to, the practitioner is expected to follow the moral and ethical standard of the profession and must be courteous to maintain professional relationship with the management and the staff. Moreover the intern is expected to receive and accept constructive criticism and should set an example for pupils in behavior, conduct and dress.

To provide an enriched and concentrated period of growth in professional and personal attributes during internship it becomes inevitable to focus on the teacher morale which will help the interns to emerge out as productive and collaborative teachers in future. It is imperative that personality variations of the interns must also be taken into account which determine the strength and weaknesses of the interns and tune them to make necessary adjustments to best serve the children.

Morale can be defined as "the state of the spirit of a person, or group as exhibited by confidence, cheerfulness, discipline and willingness to perform the assigned task." When the morale of the teachers is high, the institutional climate and the faculty culture will be healthy and the school environment will become dynamic resulting in the production of academically sound and socially matured students.

Personality is made up of the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. The personality style of a teacher influences the academic achievement of the students. Certain personality traits like Impatience, Quick to anger, Pessimism, Irritability, Overly sensitive, and Easily frustrated affect the classroom management of the teacher. Hence this investigation to study the personality dimensions and teacher morale of the student teachers during internship had been taken up by the investigator.

STATEMENT OF THE PROBLEM

The effect of the future teachers on students achievement and behavior is perennial. They as a teacher should be stress free to manage insuperable amount of responsibilities and duties. The teachers personality with empathy, flexibility and self-esteem as perceived by the students is significant. These aspects should draw the attention of the teacher educators to focus on the teacher morale and personality of the student teachers during the internship and hence this investigation attempts "to study the teacher morale and personality of the interns before and after internship during the course."

OPERATIONAL DEFINITIONS OF THE KEY TERMS.

The "teacher morale" refers to the attitude scores of the Teacher Morale Inventory. The "Personality" refers to the scores of the Personality scale. "interns" stands for the B.Ed pre-service teachers undergoing the formal full time programmes in colleges of education. "Internship" stands for the forty days teaching practice training undergone by the student teachers in the schools.

OBJECTIVES

1. To study the teacher morale and personality dimensions of the pre-service teachers before and after the internship.
2. To study the impact of gender, age, marital status, qualification, and subjects of specialization on teacher morale and personality.

HYPOTHESES.

Hypothesis.1. There is no significant difference in the Teacher Morale of the student teachers before and after the internship.

Hypothesis.2. There is no significant difference in the Personality dimensions of the student teachers before and after the internship.

Hypothesis.3... There is no significant difference in the teacher morale between the male and female, Adolescents and post adolescents, married and single, UG and PG qualified, Science and Humanity specialized interns.

Hypothesis 4. There is no significant difference in the Personality dimensions between the male and female, Adolescents and post adolescents, married and single, UG and PG qualified, Science and Humanity specialized interns.

VARIABLES

The independent variables are the attitude scores of the

teacher morale inventory and the Personality development Index . The dependent variable is the internship programme scheduled in different schools.

DELIMITATIONS

The internship programme was scheduled to be carried out in ten schools of different institutional climate, management and locality and the investigator had no control over it. This stood as delimitation.

METHODOLOGY

Method. The Pre test post test experimental design was used

The sample comprised of sixty one pre service teachers selected at random.

The tool. The tools used were the four point attitude scale namely the Perdue teachers Morale inventory (1967) and the five point attitude score Index namely the Personality devel-

opment Index by K.V.Kalliappan and S.Karthikeyan.(1997)

Procedure. The standardized tools namely the Perdue Teacher Morale Inventory(1967) and the Personality Development Index were administered to the sample two days before the internship programme and the same was administered after the 45 days of internship after one week of their return.

DATA COLLECTION

The sample was administered the Teacher Morale Inventory and the Personality Development Index two days before the teaching practice which offered the pre test scores. The same tools were administered one week after the students trainees have returned from the training programme which yielded the post test scores.

The data collected were subjected to t test, correlational analysis, and effect size calculations to estimate the magnitude of the experimentation.

Table No-1 Analysis of Significance of Means Teacher Morale and Personality

Sno.	Type	N	Specification	Teacher Morale				Personality		
				Mean	Sd	df	t & sig.	Mean	Sd	t&sig.
1	Whole Sample	61	Pre test.	301.65	24.7441	120	15.3*	375.8852	42.1212	9.84*
			Post test	396.2131	41.4298			304.1311	37.4771	
2	Woman	43	Pre test	285.3023	32.7134	84	16.65*	305.9062	35.550	1.5 ^{NS}
		43	Post test	389.7907	24.9471			296.6557	43.3780	
3	Men	18	Pre test	351	20.7279	34	9.85*	344.2791	27.3232	4.36*
		18	Post test	412.0556	16.1663			318.6279	27.2746	
4	Adolescents		Pre test	281.3571	42.9708	22	5.7*	371.400	43.9171	5.7*
			Post test	371.4	2.5841			281.3571	33.5871	
5	Post adolescents	47	Pre test	300.2353	43.2322	96	13.82*	306.4099	23.8814	0.78 ^{NS}
		51	Post test	398.3922	26.5368			301.3557	41.4238	
6	Married	38	Pre test	379.5789	30.6353	76	20.72*	380.875	31.7677	8.31*
		40	Post test	403.125	21.4359			313.00	40.05	
7	Unmarried	23	Pre test	325.3043	43.4149	42	8.89*	366.381	45.8372	5.46*
		21	Post test	414.1905	15.2040			293.393	42.7612	
8.	UG	41	Pre test	322.7805	32.0589	38	9.88*	376.5263	40.0073	8.05*
		38	Post test	387.1053	25.0737			298.0732	46.1462	
9	PG	20	Pre test	329.15	22.6257	41	9.56*	385.4348	32.6592	6.46*
		23	Post test	385.5217	33.1332			315.15	38.6745	
10	Science based optional	47	Pre test	312.5319	42.1632	88	10.51*	362.8372	37.1656	5.01*
		43	Post test	391.5116	26.6292			325.1702	34.2233	
11	Humanity based optional	14	Pre test	289.50	37.3358	30	9.56*	387.00	32.6592	9.92*
		18	Post test.	391.777	22.8976			326.944	37.6745	

*significant at .01 level.

The value of product moment correlation was found to be 0.25951 between the Teacher Morale and Personality which was found to be significant. The effect size for Teacher morale was found to be 0.87368 and for personality it was found to be 0.66892. The gain score for teacher morale was found to be 50% and that of the personality was found to be 35%.

FINDINGS

The t value between the pre and post test means in the case of Teacher Morale was found to be significant .Hence it can be concluded that the teacher Morale of the Pre-service teachers was found to improve during the internship programme.

The significant t value between the pre and post tests of the sample regarding the Personality dimensions help us to conclude that the internship programme had attempted to modify the personality traits of the student teachers.

With reference to all the influential attributes, the t values between the pre and post test was found to be significant and hence the other attributes namely sex, age, marital status and qualification have no impact on the Teacher morale of the interns.

The insignificant t value between the pre and post test mean scores of Men trainees and Post adolescent trainees regarding Personality dimensions confirms the impact of gender and age on personality dimensions. The significant t values in other cases proves the absence of impacts of the respective attributes on Personality dimensions.

The significant correlation between Teacher Morale and Personality dimensions depicts positive relationship between the variables. The gain score analysis shows a moderate gain in the case of teacher morale and comparatively a low gain in the case of Personality.

EDUCATIONAL IMPLICATIONS

When the teacher educators focus on the aspects of Teacher

Morale during the internship, the elevated morale in the future teachers may help their students to excel academically and socially. Personality is a complexity of desires and abilities. When the teacher educators' attention is drawn towards the Personality traits of the student teachers during internship, the pre-service teachers may tear out an old trait and insert new ones which may improve the quality of teachers and in turn the students.

CONCLUSION

Let the student teachers utilize this unique opportunity of the internship training as a valuable career test drive to prosper themselves and elevate their students in the educational ladder.

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