

" AN INVESTIGATION OF THE PERSONALITY TRAITS OF
TEACHER EDUCATORS TRAINED WITH EDUCATIONAL
TECHNOLOGY AT M.Ed. LEVEL"

CHAPTER - I

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CHAPTER - I

INTRODUCTION

The influence of advancements in the field of Science and Technology on the varied aspects of life, has resulted in its modernization which in turn has given rise to the new discipline - 'Educational Technology'. Today's world is the 'World of Technology' arising out of an explosion of knowledge population and catering to the varied needs of individuals. The resulting day-to-day changes need to be amalgamated with the educational process and, it is Educational Technology alone which can meet these diverse needs.

Educational Technology which is a new trend and a gift to the field of education, contributes to making the teaching - learning process effective and meaningful. An application of a scientific approach to teaching and learning has made it possible to provide circumstances which enable the work of the teacher to become considerably effective.

"Educational Technology is the application of modern skills and techniques to the requirements of education and training including the facilitation of learning by the manipulation of media and methods, and by the control of the environment, where this reflects on learning". (Unwin D. 1968)

The future schools, colleges and universities are bound to change rapidly due to the impact of the advanced technologies even in the field of education and there is,

therefore, the need to gear education and the teacher educators to meet the future requirements of the emerging society, characterised by the following notable characteristics.

1) It may be subjected to great international exposure.

2) It will accelerate the process of change.

3) It will provide greater opportunities resulting in specialisation and merit.

It will be Educational Technology that will gear the teacher-educators to the needs of the changing society.

In the B.Ed. course of Shivaji University, Kolhapur, Educational Technology is taught as an optional subject. Those student - teacher who opt for Educational Technology are given elementary knowledge of the subject e.g. Meaning of Educational Technology, Programmed learning Microteaching, Mass media etc.

At the M.Ed. course of Shivaji University, Kolhapur Instructional Technology is as an optional subject. Those student who opt for Instructional Technology, at this level, advanced knowledge of Educational Technology is imparted contributing to the development of certain specific teaching skills which are very essential for effective and efficient teaching.

What is Educational Technology?

Educational Technology is a fast growing term, which has been grossly underestimated as a mechanical approach to teaching and learning. With the profound advancement in the field of technology, its application to education is

inevitable. Educational Technology may be said to deal with the application of many fields of science to the educational needs of the individual and of the society as a whole.

The term 'Educational Technology' is derived from the two words 'education' and 'technology'. Education means 'helping to draw out the best out of'. This would involve socialization, acculturation, adjustment, all round development etc. And Technology is innovation to solve practical problems. It may be defined as the application of that branch of knowledge which deals with industrial art applied science and engineering for practical ends in different fields.

Educational Technology may be taken to mean the systematic application of technological knowledge and development of electro-mechanical devices of the field of education towards the attainment of practical goals.

Educational Technology is the purposeful combination or seperately of objects, techniques, devices, events and relationships to increase the effectiveness of the educational process. [1971, Vol.9, P-22].

"National Council of Educational Technology (U.S.A) also gives the defination of Educational Technology as, "Educational Technology is the development, application and evaluation of systems, techniques and aids to improve the process of human learning".

Thus the aim of Educational Technology is at improving the efficiency of educational systems by increasing the rate, depth, precision and value of the learning which takes place. It assite the learner in

obtaining knowledge and skills. [Murthy.S.K. 1984, P.4]

Educational Technology in the National Policy in Education 1986

Educational Technology has found a specific place in the National Policy on Education. The relevant excerpts from the policy Document are quoted below :

Media and Educational Technology :

1) Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable in order to avoid structural dualism, Modern Educational Technology must reach out to the most distant areas and the most deprived, sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.

2) Educational Technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values etc. both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure. In villages without electricity, batteries of solar packs will be used to run the programme.

3) The generation of relevant and culturally compatible educational programmes will form an important component of Educational Technology and all available resources in the country will be utilized for this purpose.

4) The media have a profound influence on the minds of children as well as adults; some of them tend to encourage consumerism, violence etc. and have a deleterious

effect. Radio and Television Programmes which clearly militate against proper educational objectives will be prevented. Steps will be taken to discourage such trends in films and other media also. An active movement will be started to promote the production of children's films of high quality and of usefulness.

The National Policy of Education, 1986, envisages use of Educational Technology to avoid structural dualism and as a mode of delivery of education out to distant areas and deprived section. It is also to be employed for dissemination of information for teacher training, for sharpening awareness of art and culture and inculcation, of value. It specifies the potentialities and role of communication technology. Optimisation of available infrastructure would be the mainstay of implementing the National Policy. The radio, television programmes depicting consumerism violence etc. that militate against educational objectives will be prevented. Computer also finds a specific place in the scheme of Education Technology in the National Policy on Education.

Importance Of Educational Technology :

Educational Technology which is a new trend and a gift to the field of education contributes to making the teaching learning process effective and meaningful. Educational Technology has been accepted as the systematic design and implementation of a learning system and as a method or approach which combined with the necessary media and materials, brings about improvements in the teaching learning and evaluation process.

Educational Technology definitely aids in the improvement of teaching learning process. Secondly for the effective use of Educational Technology, the humans especially the teachers in the school, have a very vital role to play. Educational Technology is to become a part of Educational institution and its culture.

Learning is an activity that starts at birth and can be expected to continue for a lifetime. For all individuals much learning is accidental and coincidental, however in classrooms and training centers facilities and personnel are employed to provide as education designed to prepare all the students to work and participate in the society in which they live creative, effective use of Educational Technology increase the probability that students will learn more, retain better what they learn and improve their performance of the skills they are expected to develop. Education Technology is used for enrichment of the experience of the learner.

Lord Boyle (1971) mentioned the following new freedoms and opportunities that are given through Educational Technology.

- 1) greater freedom in the use of time.
- 2) greater freedom from the point of space.
- 3) Elimination of audience effect.
- 4) Greater allowance for individual difficulties in the rate of learning the elements of critical appraisal.
- 5) Advantage with certain subjects at being able to bear two or three very able practitioners sharpening their minds on one another (Derek P.19).

Every teacher - educator should be capable of making best use of Educational Technology for the improvement of their classroom teaching and other instructional programmes. What then are the personality traits or characteristics of teacher - educators trained with Educational Technology at the M.Ed. level ? As educators it is essential to know something about the personality traits of teacher - educators trained with Educational Technology. Are their personality traits different from those teacher - educators who are not trained with Educational Technology ? Before we study this aspect it is essential to know what the mean of 'Personality'.

Personality is more than just a collection of statistical characteristics. Personality is dynamic, it leads to behaviour especially to consistencies in behaviour. A theme runs through an individual behaviour, day-after-day he acts in consistent ways that can best be understood by inferring an organisation of characteristic namely personality, that guides his behaviour. The raw data are there, Sudhir acts aggressively in many situations, Vijay seeks power over others, while Salim withdraws from challenging situation. How do we infer about the personalities of these three students from the raw material ? In order to describe the personality of an individual we must consider all of the persons characteristics, his abilities, his emotional and social traits, his interests and attitudes.

We may therefore define personality as the dynamic organisation within an individual of those psycho physical

systems that determine his characteristics behaviour and thought". [Allport, 1961]

Some aspects of personality are rather evident, for instance friendliness, sociability, calmness, vigour etc. Psychologists often refer to such clearly evident aspects as surface traits.

These traits are measured with such devices as rating scales and inventories which we shall describe in a later section. There are also such factors as fears, anxieties, desires and aspirations which may not be seen superficially the individual may reveal them. Personality also includes what we might call 'interbeing', the way a person sees himself. This is also called self concept or self image. The way we view ourselves has a great deal to do with our behaviour, behaviour is only the outward appearance of self concept. If we see ourselves as low abiding citizens, we will most of the time, act that way. If we see ourselves as worthwhile productive people we will act confident about our abilities. If, on the other hand, we see ourselves as uncertain and lacking confidence, we will demonstrate those feelings in our behaviour.

Self concept can be either positive or negative. Either way it is pretty well formed, although the child's interaction with others and through attempts successful or otherwise, to master the environment. When attempts are successful and rewarded by the approval of others, self image is enhanced. When others do not approve or when attempts are met by repeated failure, positive self-image is threatened no single event is crucial, Self concept

depends on a complex interaction of events and responses over a period of time.

'Self concept is expressed through the specifics of behaviour that we call traits or habit. Do we approach an unfamiliar situation with caution? or with confidence? Do we usually take a leading role in a group ? or do we wait for some one else to set the pace ? In most people there is a mixture of traits, a combination of ingredients. We take the lead in some situations wait to be led in others, we co-operate well with certain people, compete with others, we are independent at times, need comforting at other times. When the person is studied in a real situation or is interviewed, those are known as depth factors. We require a holistic approach for studying these aspects.

The Trait Theory :

A trait describes the consistent behaviour of an individual. A trait is a quality of behaviour. It is a quality of a behaviour and not a physical peculiarity. A squint in the eye is not a trait, further a trait is a quality which is consistently seen in an individuals behaviour over a long period of time. Cheerfulness is a trait, a cheerful man is consistently cheerful over a long period of time in varied situations.

Woodsworth R.S. in 1952 (K.G. Rastogi Educational Psychology 1983) defines a Personality traits as, "Some particular quality of behaviour such as cheerfulness or self reliance which characterises the individual in a wide range of his activities and is fairly consistent over a period of time."

Describing personality in terms of traits is better than describing it in terms of types. This approach to study personality is analytic and somewhat piecemeal. It goes upon the assumption that the traits may be measured separately. A problem raises, How many different traits are discernible? About 18,000 adjectives are used in the English language to describe how people act, think, perceive, feel and behave. The dictionary also contains about 4,000 words that might be accepted as traits such as humanity, sociability, honesty, forthrightness etc. Many of these words are synonyms. Psychologists have made statistical analysis of a large variety of personality tests in an effort to determine fundamental or primary traits. The twelve primary traits have been isolated after considerable research with tests, questionnaires and rating scale data. Each of these traits describes the dimensions of personality such as amiable and hostile, intelligent and stupid, dominant and submissive sensitive and hard-boiled and so on. The two words denote the two ends of the personality dimension.

According to the trait theory you can describe a personality by its position on a number of scales or dimensions each of which is a trait. These scales will give you a person's position on different traits. If Rahul rates high on the ascendance submission scale, the sociability scale and the vigour slackness scale. Rahul would be considered as a frank, outgoing and sociable person. We can thus get a trait profile or a psychograph, which indicates the place of the individual on the various dimensions of personality.

Having studied at length that every teacher - educator is capable of making best use of Educational Technology, for the improvement of their classroom teaching and other instructional programmes. What then are the personality traits or characteristics of teacher - educators trained with Educational Technology at the M.Ed. level? As educators it is essential to know something about the personality traits of teacher - educators trained with Educational Technology. Therefore, the researcher has undertaken the present study.

STATEMENT OF THE PROBLEM :

"AN INVESTIGATION OF THE PERSONALITY TRAITS OF TEACHER EDUCATORS TRAINED WITH EDUCATIONAL TECHNOLOGY AT M.Ed LEVEL".

DEFINATION OF THE TERMS :

The following terms have been operationally defined -

Personality Traits :

Personality traits refer to the measurement of sixteen functionally independent psychological meaningful dimensions, features or characteristics of the individuals personality, which will be measured with 16 P.F. Test.

The Sixteen personality factor question naire is based on the theory of personality structure of R.B. Cattell of the U.S. Its purpose is to measure 16 'Primary' personality factors plus a number of 'Secondary' and 'tertiary' factors.

Teacher - Educators :

Teachers teaching the one year B.Ed. courses and four year B.A. B.Ed. courses in the colleges affiliated to

Shivaji University, Kolhapur, Maharashtra.

Educational Technology :

Educational Technology is the systematic application of scientific knowledge about learning and conditions of learning to improve the effectiveness and efficiency of teaching and learning.

M.Ed. Level :

Master's degree in Faculty of Education course of Shivaji University, Kolhapur, Maharashtra.

Objectives :

The following are the objectives of this study.

1) To prepare a personality profile of teacher - educators trained with Educational Technology at the M.Ed. level.

2) To prepare a personality profile of teacher - educators trained with optionals other than Educational Technology at the M.Ed. level.

3) To find out the difference in personality profiles of male and female teacher educators trained with Educational Technology as an optional at the M.Ed. level.

4) To compare the personality profiles of male teacher educators trained with and without Educational Technology as an optional at the M.Ed. level.

5) To compare the personality profiles of female teacher - educators trained with and without Educational Technology as an optional at the M.Ed. level.

6) To establish that Educational Technology at the M.Ed. level is responsible for the personality traits identified in Educational Technology teacher-educators.

Hypothesis :

Based on the six objectives of the study the following hypothesis have been stated :

H₁ - There is no significant difference in the personality traits of teacher - educators trained with and without Educational Technology as an optional at the M.Ed level.

H₂ - There is no significant difference in the personality traits of male and female teacher - educators trained with Educational Technology as an optional at the M.Ed. level.

H₃ - There is no significant difference between the personality traits of male teacher-educators trained with and without Educational Technology as an optional at the M.Ed. level.

H₄ - There is no significant difference between the personality traits of female teacher - educators trained with and without Educational Technology as an optional at the M.Ed. level.

H₅ - There is no significant difference between the mean scores of teacher educators trained with and without Educational Technology as an optional on factor 'A'.

H₆ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'B'.

H₇ - There is no significant difference between the mean scores of teacher educators trained with and without Educational Technology as an optional on factor 'C'.

H₈ - There is no significant difference between the mean scores of teacher educators trained with and without Educational Technology as an optional on factor 'E'.

H₉ - There is no significant difference between the mean scores of teacher - educators trained with and with out Educational Technology as an optional on factor 'F'.

H₁₀ - There is no significant difference between the mean scores of teacher-educators trained with and with out Educational Technology as an optional on factor 'G'.

H₁₁ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'H'.

H₁₂ - There is no significant difference between the mean scores of teacher educators trained with and without Educational Technology as an optional on factor 'I'.

H₁₃ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'L'.

H₁₄ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'M'.

H₁₅ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'N'.

H₁₆ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'O'.

H₁₇ - There is no significant difference between the mean scores of teacher educators trained with and without Educational Technology as an optional on factor 'Q'.

H₁₈ - There is no significant difference between the mean scores of teacher - educators trained with and without

Educational Technology as an optional on factor 'Q₂'.

H₁₉ - There is no significant difference between the mean scores of teacher educators trained with and without Educational Technology as an optional on factor 'Q₃'.

H₂₀ - There is no significant difference between the mean scores of teacher - educators trained with and without Educational Technology as an optional on factor 'Q₄'.

LIMITATIONS OF THE STUDY :

The study was limited to :

1) Teacher - educators teaching in the one year B.Ed and four year B.A., B.Ed. Colleges affiliated to Shivaji University, Kolhapur during the academic session of 1993-1994 only.

2) Teacher - Educators who have undergone the M.Ed training in the regular course conducted in the Department of Education, Shivaji University, Kolhapur only were selected for the study.

3) The 16 P.F. Cattell's Questionnaire only was used to score the teacher - educators personality profile.

ABOUT THE THESIS

Chapter I - Introduction

This chapter elaborates the need, statement of problem, objectives, hypothesis and limitations of the problem.

Chapter II - Review of the Related Literature

Reviews of the related literature on teacher effectiveness, personality factor and teaching effectiveness are included in this chapter.

Chapter III - Plan and Procedure

This chapter includes the information about the research methodology, tools used for particulars of the samples, method of data collection and its analysis.

Chapter IV - Analysis and Interpretation

This chapter tabulates and analyses the data collected from teacher educators teaching in the one year B.Ed. and Four year B.A.B.Ed courses of Shivaji University, Kolhapur.

Chapter V - Summary, Conclusions and Implications

In this chapter the findings of the study are elaborated. The summary of the work done and implications of the study have also been discussed.

In the field of education as in any other field, the research worker needs to acquire up-to-date information about what has been thought of and done in the particular area from which he intends to take up a problem for research. The following chapter reviewed the related studies in the area under study.

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