AN ANALYTICAL STUDY OF TEACHER EDUCATOR'S PERSONALITY TRAITS AND ATTITUDE TOWARDS THEIR PROFESSION IN RELATION TO LEARNING STYLE AND ACADEMIC ACHIEVEMENTS OF B.Ed. STUDENTS OF SELF-FINANCED AND GOVERNMENT-AIDED COLLEGES OF LUCKNOW CITY

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Babu Banarasi Das University

For the Degree of

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In

Education

By

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March, 2021



Certificate of the Supervisor

This is to certify that the thesis, entitled An Analytical Study of Teacher Educator's

Personality Traits and Attitude Towards their Profession in Relation to Learning

Style and Academic Achievements of B.Ed. Students of Self-financed and

Government-Aided Colleges of Lucknow City, submitted by Ms. Sajitha Rajan, for the

award of Degree of Doctor Philosophy by Babu Banarasi Das University, Lucknow is a

record of authentic work carried out by him/her under my/our supervision. To the best of

my/our knowledge, the matter embodied in this thesis is the original work of the

candidate and has not been submitted elsewhere for the award of any other degree or

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Declaration by the Candidate

I, hereby, declare that the work presented in this thesis, entitled An Analytical Study of

Teacher Educator's Personality Traits and Attitude Towards their Profession in

Relation to Learning Style and Academic Achievements of B.Ed. Students of Self-

financed and Government-Aided Colleges of Lucknow City, in fulfillment of the

requirements for the award of Degree of Doctor of Philosophy of Babu Banarasi Das

University, Lucknow is an authentic record of my own research work carried out under

the supervision of Dr. Roli Rai. I also declare that the work embodied in the present

thesis is my original work and has not been submitted by me for any other Degree or

Diploma of any university or institution. I am fully responsible for all the quotations,

citations and calculations & interpretations of my research work.

Date:

Name & Signature of the candidate

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PREFACE

Education is all about facilitating learning or acquiring knowledge, values, skills, morals, beliefs and habits. Education is carried out effectively under the guidance of educator. The role of educator and its contribution can never be ignored. Teacher educators refers to those who indicate, guide, support and educate prospective teachers and practicing teachers. The nature of work and scope of academic responsibilities assigned to them is relatively broad. They are the keystone in educational reforms of all kinds. Beyond that, it is expected to set a good example among prospective teachers with regard to appropriate implementation of knowledge in practice. There are certain components like personality traits, professional attitudes, social interaction, learning style and achievement which determines the effectiveness of teaching. Learning and achievement can be best achieved if teacher educator reflects positive personality and maintain appropriate professional attitude. According to Chek, & Pandey, (2016), Professional attitude of a teacher during teaching in classroom can be judged from his personality, knowledge, communication and management skills. Personality is one of the aspects or perspectives of teachers' professional attitude affecting the students' learning and academic performance.

Thus, the current research study was conducted to analyze the impact of teacher educator's personality traits and attitude towards their profession on the learning style and academic achievement of B.Ed. students. Basically, the objective of any B.Ed. programme is to train and guide prospective/ pupil teachers towards effective and efficient teaching. The aim is to facilitate learning experiences that may help our learner in developing proficiency in his area of interest and experiences. Teacher educator's personality traits have a direct impact on the thought pattern, thinking and

learning capabilities and achievement of prospective teachers as teacher educators are like role models for B.Ed. students seeking training and guidance them. Learning style here in the study refers to the pattern of learning or we can say the way B.Ed. students learn by absorbing, processing, comprehending and retaining information. Every learner has his/her own unique way of learning something new. In B.Ed. programme basically, the student learn about the art of teaching or integral pedagogy and become well motivated and competent teachers who are morally inspired, and professionally committed. Keeping in view the aims and objectives of B.Ed. programme, and the expected learning outcomes from B.Ed. students, the impact of teacher educator's personality traits and attitude their profession on B.Ed. students learning style and academic achievement was studied.

Population of the present study includes the B.Ed. colleges of Gomti Nagar, Indira Nagar, Mahanagar, Hazratganj locality in Lucknow city. A sample unit of 450 students (40 students each from five self-financed B.Ed. colleges and 40 students each from five government-aided B.Ed. colleges and 5 teacher each from both five self-financed and government-aided B.Ed. colleges) was selected to carry out the present research study. To obtain an exact representative sample of teacher educators and B.Ed. students from the population, from both Self-financed and Government-aided B.Ed. colleges, random sampling technique was used. The research data was collected with the help of standardized tools like 16PF for assessment of Teacher educator's Personality Traits, Teachers Attitude Inventory for calculation of Teacher educator's Attitude towards their Profession, Learning Style Inventory for calculation of B.Ed. students Learning styles. The academic achievement of B.Ed. was calculated on the basis of marks obtained in the end-semester examination. The collected data was

analyzed using SPSS package version 25.0 and the hypotheses were tested at 0.05 level of significance.

On analyzing the data, Significant correlation is found between teacher educator's extraversion personality trait and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges. Significant correlation exists between teacher educator's personality trait (Independence) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges. Significant difference is found between teacher educator's Anxiety personality trait of govt.-aided and self-financed B.Ed. colleges. Significant difference is found between the teacher educator's Independence second order personality traits of govt.-aided and self-financed B.Ed. colleges. Significant relation is found between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges. Significant difference exists between academic achievements of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges. No significant relationship was observed between any of the other variable.

Thus, from the analysis and interpretation of result we can draw the conclusion that with appropriate professional approach teacher educators begin believing that they have an impact on the lives of their pupil teachers, fostering self-esteem with increased motivation and learning. This approach doesn't require financial cost or a budget but rather require empathy and sensitivity of teacher educators.

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CHAPTER – I INTROUCTION

CHAPTER 1

INTRODUCTION

"Education is the manifestation of the perfection already present in man."

Swami Vivekananda

Education is considered as one of the significant factors that bring rapid economic and social development in any given nation. This as a result develop various categories of manpower. It is the manpower resources that utilizes the available physical and financial resources to provide the services and functions that eventually bring about economic and natural development. No meaningful development can take place without a well-trained and well developed manpower resources. The burden of educational development lies heavily upon teachers for its successful execution, at every level in the educational system. Teachers play a significant role in successful conduction of educational development. Teachers take the front seat with regard to both academic and social performance of students. Modern education demands efficiency in channelizing students intellectual ability along with character development, the duty and responsibility of which is led on the shoulders of teachers. The need and demand of the current education system can only be fulfilled when teacher's being able to incorporate healthy personality traits and positive attitude among themselves as well as with pupils, and guiding them to develop their personality freely.

The teacher is the most important personage in the school who can bring modification the children's personalities. It is awful to demand students to adapt themselves to stereotyped class routine in passive manner but, teacher needs to bring modification in conformity with the children's most fundamental needs and interests. We can safely

say that the teachers' own personality and attitudes affects children's behaviour pattern.

Teachers are the assets of any education system. They carry the responsibility of transmitting information, skills and virtues to the students. Teachers are called the nation builders because the progress of a country demands quality teachers and hence teaching is the noblest among all the other professions. To achieve the assumed target of effective teaching it is important to update oneself professionally as well as personally in order to achieve the varied tasks and responsibilities by the organization. Teachers of today plays a major role in identification and implementation of appropriate teaching strategies and approaches of imparting knowledge and development of skills among students. It is essential for teachers to adopt positive qualities, vital skills, appropriate personality traits and behaviour, of course, that students may perceive to impact their motivation to learn.

1.1 TEACHER EDUCATORS

Role of teachers has always been at the top in our country as similar as gods. Celebration of teacher day is the reiteration of this belief and a testimony to the reverence paid to teachers. Teaching as a profession is prevalent in our country because the basis of development of our country is masked in the role of teachers since post- independence. Teachers have always been in demand in our country due to continuous development goes on in the field of education from pre-primary to higher education levels. The objective and purpose of our educational system is to empower learner with quality education and for the same purpose demand of efficient teachers came into practice. Courses Like B.Ed., M.Ed., Diploma in Education providing training and guidance became prerequisite for opting teaching as a profession.

The term teacher educators commonly refers to those who guide, train and educate pupil or prospective teachers i.e the one who facilitate, initiate and support learning of teaching across the lifespan. It also refers to those educators who teach future or pupil teachers enabling them to fulfill their dream of teaching.

1.2 TEACHER EDUCATOR'S PERSONALITY TRAITS

Education is one of the significant factor that help in bringing quick social and economic progression in any given nation. This results in development of various categories of manpower. The available physical and financial resources get manipulated by the manpower resources in providing the services and functions and in eventually bringing natural and economic development. For a meaningful economic and natural development, a well-trained manpower resource is a must. Every educational system at each and every level rely on teachers for the appropriate execution and attainment of teachers programme objectives. School is the first basic socialization institution for the child after the family. Teachers apart from the parents, effectively take the front seat in regard to the development of learner's personality both academically and socially. The teachers hold the duty and responsibility of being effective keeping in view the need of current education system of our country.

The modern education system demands effectiveness in teaching as well as lay the duty and responsibility of guiding and training learners on the shoulders of the teacher. This responsibility can only be fulfilled through development of healthy personality traits and healthy relationship with learners.

The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define a good education. The behavior and approach of the teacher is directly accepted and copied by students, which puts great responsibilities on the teachers. Studies performed in the current day clearly show the effect on students of mutual interaction in teacher-student relationships, teachers approach regarding students and especially the perception of this by students.

1.3 TEACHER EDUCATOR'S ATTITUDE TOWARDS PROFESSION

As defined by Allport (1935), "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related '. Teacher educator's attitude towards their profession refers to their individual capacity or tendency to behave and act positively and favorably or negatively and unfavorably in teaching profession. It is basically about behaving in a particular way through learned life experiences. Attitude towards profession is extremely personal and complex in nature as well. Attitude towards profession in every individual is well organized. Organization of attitude in individual self is considered as a product of his adaptability and one's response to his nearby environment. The quality of education is directly related to quality of provided instruction. The duty and responsibility of a teacher educator is not limited only to facilitation of instruction or mastery in his area of interest but the moral responsibility of providing a conducive and positive environment is also led upon them. An effective teacher educator is the one who plant the seed of learning among their learner with positive vibes.

1.4 LEARNING STYLE

Bernhardt defines learning as "the more or less permanent modification of an individual's activity in a given situation, due to the practice in attempts to achieve

some goal or solve some problem.Learning is an active process which depends on the activity of the individual himself. Learning is modification of behaviour through experiences." Learning is basically acquisitions of habits, interest and other psychological dispositions.

Learning is a life-long process that initiates since the time birth and goes on throughout lifetime. For example, an infant is quiet helpless at birth, but slowly he learns to adapt himself to the environment around him. Man is a victim of environment, his innate and inbuilt capacities may prove inadequate in his adaptation to the environment. Thus, through learning he acquires the art of responding appropriately. Learning styles are basically the way learner learns. It involves various approaches, and conditions that may help an individual to learn at his best. Learning styles is based on the concept of individualized learning or individual pace of learning or the conditions in which he learns best. In our education system. The duty of identification and assessment of learning styles among learners lies on the shoulders of the teacher, so that they can adopt effective strategies and approaches which facilitates maximum learning among students.

In B.Ed.programme, teacher educator trains and guides pupil teacher / B.Ed. students in identification and evaluation of pupils. The training and guidance by teacher educators have greater influence on the minds of prospective / B.Ed. students. Learning styles of B.Ed. students are affected by attitude of self as well as of teacher educators. They must realize their role as an instructor or trainer and must act accordingly. Teacher educators must take initiative in understanding B.Ed. students learning styles because each learning style demands different educational strategies and must acknowledge that B.Ed. students learn best when educational environment

and adopted teaching learning strategies match with their learning styles, strength and preferences.

1.5 ACADEMIC ACHIEVEMENT

Assessment of academic achievement according to Carter (1959) means "the knowledge attained or skills developed in different subjects, usually designated by the test scores or by marks assigned by teachers or both". According to Chaplin (1975), Psychologists define educational or academic achievement as a specific level of attainment or proficiency in academic work as evaluated by teachers, by standardized tests or by combination of both. According to Dreeben (1968) academic achievement denotes activity and mastery, making an impact on the environment rather than fatalistically accepting it and competing against some standard of excellence. Academic achievement among B.Ed. students is their accomplishment of proficiency of performance in skills or body of knowledge in classroom situations.

Academic achievement clearly describes academic outcomes that indicate the extent to which a student has achieved their learning goals. In a formal education system academic achievement is considered as an important outcome of formal education. In view of many researchers, the social and emotional factor associated with academic achievement influences students well- being and psychological development. Basically, academic achievement represents the extent to which educational outcomes have been achieved. In B.Ed. training programme, monitoring of B.Ed. student's academic progress is essential in evaluation of effectiveness of their learning and in framing strategies to make significant instructional decisions. It is significant and essential to monitor B.Ed. students' progress as it exhibits greater concerns about their learning towards higher academic instruction. The aim of evaluation of academic

achievement of B.Ed. students is basically, to supervise and test their learning adequacy which may further help in identification of need and interest of B.Ed. students which may further help in determining the modifications required in the instructions.

Thus the present research work tries to investigate, different variables like teacher educator's personality traits and attitude towards their profession and there effect on the learning and achievements of B.Ed. students. Assessment of these variables will provide an opportunity to refer to those factors that contribute towards the effective teaching learning processes which foster youth development and learning necessary for a productive, and satisfying life in a democratic society

1.6 STATEMENT OF THE PROBLEM

The researcher has come up with the following problem which has to be investigated further. The present study is undertaken to explore the intensity of personality traits of teachers, their attitude towards their profession and organizational climate at higher level of education with regard to learning styles and academic achievements of B.Ed. students. Hence the title of the problem is: *An analytical study of Teacher educator's Personality traits, Attitude towards their Profession in relation to Learning Style and Academic Achievements of B.Ed. Students of Self-financed and Government-aided Colleges of Lucknow City.*

1.7 OBJECTIVES OF THE STUDY

The main objectives of the study have been given below:

1. To study the personality traits of Teacher Educators in terms of second-order factor i.e. extraversion, anxiety, tough poise, independence and control.

- 2. To study the attitude of teacher educators toward their profession.
- 3. To study the learning style of B.Ed. students.
- 4. To study the academic achievement of B.Ed. students on the basis of their semester-end examination marks.
- 5. To check for any significant association between teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) and learning styles of B.Ed. students of govt.—aided B.Ed. colleges.
- 6. To check for any significant association between teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) and learning styles of B.Ed. students of self-financed B.Ed. colleges.
- 7. To compare teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) of B.Ed. students of govt.-aided and self-financed B.Ed. colleges.
- 8. To compare the learning styles of B.Ed. students of govt.-aided and self-financed B.Ed. colleges.
- 9. To find out whether significant correlation exists between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- To determine whether significant association/ correlation exists between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges.
- To compare teacher educator's attitude towards their profession between
 Govt.-aided and self-financed B.Ed. colleges.
- 12. To assess whether significant association/ correlation exists between teacher educator's personality traits and academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.

- 13. To find out whether significant association/ correlation exists between teacher educator's personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.
- To compare the academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.
- 15. To study the weather significant association/ correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- 16. To study whether significant association / correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of self-financed B.Ed. colleges.

1.8 HYPOTHESES OF THE STUDY:

The following null hypotheses were formulated against objectives 5-16 for the empirical verification of this research work:

- There exists no significant association/ correlation between teacher educator's second order personality traits and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's second order personality traits the learning styles of B.Ed. students of selffinanced B.Ed. colleges.
- **3.** There is no significant difference between the teacher educator's second order personality traits of govt.-aided and self-financed B.Ed. colleges.
- **4.** There is no significant difference between the learning styles of B.Ed. students of Govt.-aided and self-financed B.Ed. colleges.

- There exists no significant association/ correlation between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- 6. There exists no significant association/ correlation between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges.
- 7. There exists no significant difference in teacher educator's attitude towards their profession between Govt.-aided and self-financed B.Ed. colleges.
- 8. There exists no significant association/ correlation between teacher educator's second order personality traits and academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's second order personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.
- 10. There exists no significance in academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.
- 11. There exists no significant association/ correlation between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- 12. There exists no significant association / correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of self-financedB.Ed. colleges.

1.9 DELIMITATION OF STUDY:

The present study is confined to the self-financed and government-aided B.Ed. colleges of Lucknow city.

1.10 NEED AND SIGNIFICANCE OF PRESENT STUDY

- The present study reveals the personality characteristics of teachers by analyzing the context of teacher effectiveness and professional competency exhibited by teachers.
- 2) It provides necessary information regarding attitude of teacher educators toward their profession, and thus suggests how it can be channelized in an appropriate manner in improving our existing system of teaching and learning process.
- 3) It helps in finding out the associating factor of teachers attitude towards teaching profession, their adjustments and other significant factors which have their bearing up on teacher and his teaching.
- 4) It explains the various learning styles or approaches of learning among B.Ed. students by diagnosing individual preferences and needs regarding the learning process.
- 5) It also helps in estimating the educational accomplishment of students in specific area of work.
- 6) The comparative analysis of teacher educator's personality traits and their attitude in relation to learning style and achievements of students provides information regarding factors which contributes towards the effective learning approaches and accomplishments of students.

1.11 OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

1.11.1 TEACHER EDUCATOR: In the present research study teacher educator is referred to those teachers who train or guide B.Ed. students.

1.11.2 TEACHER EDUCATOR'S PERSONALITY TRAITS: Teacher Educator's personality traits refers in the current study as a totality of teacher educator's behaviour which helps in identification of those underlying features that best describes their personality as a teacher educator as the sum total of their way of behaving with oneself as well as with the students of B.Ed.

1.11.3 TEACHER EDUCATOR'S ATTITUDE TOWARDS THEIR PROFESSION: In the study it refers to the predispositions or acquired tendencies which prepares a teacher educator to behave, think, feel and react towards their profession.

1.11.4 LEARNING STYLE OF B.ED. STUDENTS: Learning style here in the present study refers to those strategies of learning under which a B.Ed. student is most likely to learn. It also refers to the way by which the B.Ed. student internally represents experiences, recall and processes information.

1.11.5 ACADEMIC ACHIEVEMENT OF B.ED. STUDENTS: Academic achievement usually refers to as the learning outcome of education i.e. the extent to which a student has achieved their educational goals. In the present study academic achievement will refer to the marks obtained by the B.Ed. students in their end semester examination.

1.11.6 B.Ed. STUDENTS: In the present study B.Ed. students referred to those individuals with a Bachelor's or Master's degree in the field of Arts, Science or Commerce, undergoing B.Ed. programme from the associated colleges of University of Lucknow for two academic year for obtaining Bachelor's degree in Education (B.Ed.) which qualifies them to become secondary and higher secondary school teachers.

CHAPTER – II REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. A summary of the writings of recognized authorities and previous research provides evidence that the research is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestions for significant investigations (**Best**, 1982).

A literature review enables a researcher to accomplish a number of more specific aims. It is likely, for example, that in the early stages of research the researcher may have only a vague idea of the area the researcher would like to explore vastly. The researcher may have only a tentative outline of the research problem. A review of the related literature will help the researcher to focus his tentative problem by both limiting and defining more clearly the topic he is interested in researching. The researcher will be aware of possible pitfalls, or search questions that have been thus far neglected reading around the subject will help the investigator to distil the issues he wish to concentrate upon and leave him with a concise, detailed and distinct plan of action. It helps the researcher to develop a deeper insight into problem and gain information on what has been done before in the field. Such reviews provide the basis for assessing the need for the study, and formulate the design and tools to be used.

An attempt has been made to present a brief review of researches available in the area of present investigation. The task of review of literature is highly creative and tedious

because the search has to synthesize the available knowledge of field in a unique way to provide the rational for his study.

REVIEW OF INDIAN LITERATURES

- 1. Khanna (1998) studied personality patterns of effective high school teachers using 16 PF test by Cattell on a sample of 500 teachers. The study revealed that effective teachers had traits which were positively helpful and valuable for the mental health of the individuals whereas ineffective teachers had traits which lead to maladjustment. Also significant relationship was found between the level of effectiveness of teachers and the levels of achievement of their students as effective teachers were found to be helpful in raising the level of achievement of the students and their overall educational standard. The effective teachers in the faculties of arts and science possess relatively different traits of personality.
- 2. NCERT (1997), in a study conducted on attitude of teachers found that attitude of teachers differed significantly under different management as the younger teachers had more positive view towards their profession than older teachers and experience and positive attitude were more inversely proportionate.
- 3. **Quershi** (1998), concluded that there was a weak relation between personality and classroom verbal behaviour of teachers. i.e. personality perhaps didn't affect teacher classroom behaviour.
- 4. **Srivastava**, **A.(1999).** Conducted a a study on personality factors of teachers and found that teachers personality factors play a key role and act as a predictors of academic achievement among high school students.

- 5. Mathew (2000), studied teachers personality traits in relation to under achiever teacher-trainees, and found under achievers were under heavy influence of teachers personality on variables like sense of personal worth, freedom with higher anxiety and maladjustment.
- 6. Ramachandran, G. (2001) ,conducted a study on attitude of teachers towards teaching and concluded that , regular college teacher trainees had a more favorable attitude towards teaching than the correspondence course teacher-trainee. Female teacher had a more favorable attitude towards teaching than male teacher-trainees. The sons and daughter of teachers had a highly favorable attitude toward teaching. The Postgraduate teacher had a favorable attitude towards teaching than under graduate teacher. The nature of the course did not influence the attitude of teachers.
- 7. **Tapodhan** (2001), conducted a study on professional attitudes of secondary school-teachers of gujarat state. He found that Gender, area & caste had a main effect on profession attitudes, while qualification had no effect.
- 8. **Budhisagar, Meena and Sansanwal (2005)**, conducted a study on achievement of B.Ed. students: Effect of treatment, intelligence, attitude towards teaching profession and their interactions. Major finding of the study was that intelligence was found to affect significantly the overall achievement of the students whereas attitude towards the teaching profession did not.
- 9. **Srinivasan**(2005), conducted a study on personality traits of primary school teachers and their attitude towards their teaching profession, major findings of the study were:Age, sex ,teaching experience and community did not significantly affect the attitude of the teachers towards teaching.Government school teachers differ significantly from aided school teachers with regard to

- their attitude towards teaching. Women teachers differ significantly from teachers with respect to lack of empathy, neuroticism, and introversion.
- 10. **Verma, B.P** (2007). in his study of learning styles of high achieving and low achieving groups of prospective teachers. He framed following objectives to conduct his study: (1) to find the difference in learning processes of prospective teachers, (2) to find the differences in learning processes of high achieving and low achieving prospective teachers. The sample consisted of 200 prospective (158 males and 42 females) from two institutions of Himachal Pradesh. The results of study showed no significant difference between high achieving and low achieving groups of prospective teachers. The result also indicated that holist and serialist learning processes are not crucial academic achievement of prospective teachers.
- 11. **Khan and Yaseen (2009)** examined personality factor of elementary level teachers in district Baramulla on sample of randomly selected 200 teachers from Sopore, Rohama and Dangerpora districts. Cattell's 16 PF Questionnaire was used as the tool for the measurement of personality factors. The study revealed that elementary level teachers were emotionally less stable, easily annoyed, affected by feelings, tensed, restless and impatient. While old elementary level teachers were emotionally stable, mature, calm and faces realities. Also they were found to be relaxed, not frustrated, composed and satisfied. Male elementary level teachers were found to be assertive, competitive, dominant, enthusiastic, expressive, cheerful, venturesome, bold sociable and were ready to try new things, tough minded, realistic, self reliant, genuine, self assured, secure, untroubled, experimenting, liberal, critical, open to change, uncontrolled and had little regards for social rules

and demands whereas female teachers were humble, sober, pessimistic, 56 accommodating, introspective, shy, hesitant, timid, tender minded, over protective, shrewd, diplomatic, calculating, socially aware, apprehensive, insecure, worrying, conservative, respect the traditional ideas, controlled, compulsive, socially aware and careful.

- 12. **Kumar and Jyoti** (2009) examined 236 B.Ed. trainees from govt. aided colleges and 231 from self-financing teacher training institutions to study the gender difference on personality profile among govt. aided and self financing teacher trainers. Cattell's 16 PF Questionnaire was used and the results indicated that trainees who took admission in government aided colleges through merit basis and after passing the hard competition were found to be more mature and ready to face reality with practical approach than the students who took admission in self financing institutions.
- 13. **Annamala** (2010), conducted his study on attitude of teachers towards teaching experiments in education ,conducted a research work on attitude of teachers towards teaching. the study revealed that high school and higher secondary school teachers do not differ in their attitude towards teaching.
- 14. Ahmad Habib, Khursheed Ahmad and Idrees Ali Shah.(2010) conducted survey from 310 employees of 15 advertising agencies. Response patterns, analyzed by gender, education, department, income and age are also discussed. Results show a weak relation between job satisfaction and performance whereas organizational commitment has strong positive relation with performance and attitude towards work has a strong positive relation with job satisfaction. The study identifies insignificant impact of

organizational commitment on job satisfaction and attitude towards work on job performance.

- 15. M.J.Z. Abidin., A.B. Razaee., H.N. Abdullah & K. Kaur. (2011).
 Conducted a study on learning styles and overall academic achievement in a specific educational system and found there existed significant relationship between Learning Style and Academic Achievement. Multiple Learning Styles can significantly enhance Academic Achievement.
- 16. Thilakan, Sindhu.(2015), found that there was no difference in the attitude of teachers in aided and unaided schools with reference to gender, experience, academic qualification, pay-scale and level of education.

Review of Foreign Literature

- 1. **Knap** (1994) noticed that highly effective and non-effective teachers differed significantly in attitude and personality traits and teaching experience was more effective in determining their success than personality traits.
- 2. **Karp, Karen Siuiman** (1995) conducted a study on elementary school teachers Attitudes towards mathematics. The teaching behavior and instructional methods of elementary school teachers were investigated to determine whether teachers with positive attitude towards mathematics employ different methods in mathematics instruction than those with negative attitudes employed methods that fostered dependency whereas teachers with positive attitudes encourages student initiative and independence
- 3. **Pugh, Ava and others (1996)** conducted a study on pre-service teacher's attitude towards theory and practical application in teacher preparation. To determine program effectiveness, students were surveyed at the end of the

spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine and communication. Results found their attitudes more positive in the fall on all four measures.

- 4. **Ruscoe, Gordon and others** (1997) analyze the qualitative and quantitative perspectives on teacher attitudes since 1988 teacher analysis suggest that one type of restructuring has a positive effect on teacher attitudes in subsequent interviews with teachers and administrators while showing appreciation for shared decision making teachers more often accounted for there positive attitudes by describing a supportive administrative style.
- 5. **Kinneth, S.Normann**.(2002).conducted his study on relationship between teachers personality and students learning. He found that only one aspect of organizational climate was significantly related to academic achievements.
- 6. **Braden, James. Neil.**(2006)., conducted a study of the relationship between teachers, principal and students attitude and organizational climate. He stated that that the teachers and principals in the more open climate school hold more positive attitude towards students.
- 7. **McLoughlin** (2009). Effectiveness of Kolb's Learning Cycle described how kolb's learning cycle and associated learning styles may be integrated into the design of learning materials to ensure that learner needs and preference are accommodated. Learning material need to be evaluated in terms of learner responses and preferences so that instructional designers can learn about the needs and cognitive styles of learners and become more responsive to these needs in designs of materials. The literature on learning styles and individual

differences provides a rich but largely untapped source of data for instructional designers. Consideration of this literature can lead to a greater understanding of learners' approaches to study, greater awareness of individual in learning and improved design to cater for diversity.

- 8. Jack, Slaybaugh; Cay, Evans and Ronald, Byed.(2004)-Studied second-year teachers attitudes towards the teaching profession" The purpose of this study was to evaluate second year teachers attitudes towards their profession and to determine whether they were still committed to teaching. Difference was evaluated between year one and year two students. Significant changes included satisfaction with performance in the classroom and a feeling that induction programs had improved. Teachers remained committed to teaching with 97% planning to return following the second year of service. It was recommended that relative weaknesses be addressed through cooperative efforts by school districts and teacher education programs.
- 9. Samuel W. Wachanga. John Gowland Mwangi (2004) studied effects of cooperative class experiment teaching method on secondary school student's chemistry achievement in Kenya's Nakuru District. 521 students were randomly selected for this study. Solomons four group Non-equivalent control group design was used for this study. ANOVA technique was used in this study to estimate differences in the four means of post test score and F test to determine the significant differences. Result showed students taught through the CCE(Cooperative Class Experiment) method performed significantly better than those taught through a regulated teaching(RT) method.
- 10. **Ogoner, B.O. and Badmus, M.M.**(2006) ,The study examined the reform outcome of reflective teachingintroduced by the faculty of education among

the students teachers in a Nigerian University during the 2002/2003 teaching practice exercises. There hundred and four students who were in the Finland penultimate years of graduation comprised the sample for the study. Six research questions were raised to direct the thrust of the study. Four sets of instruments were used. They were all open ended, targeted at eliciting information on students teachers activities and support by teachers of perception of students during the teaching practice, perception teachers, as well as challenges encountered by trainees during the exercise. The findings from this study indicated that students teachers were elated and had opportunity for professional growth as they practice refractive teaching.

11. Osunde, A.U, Izevbigie, T.I (2006)-Conducted an assessment on teachers' attitude towards teaching profession in Midwestern nigeria". The study attempted to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.

- 12. Hsi-Kong Chin Wang (Kathleen) (2007) Conducted a study on organizational culture, organizational commitment and attitude toward organizational reform-comprehensive high schools asexample''The main objective for the research is to study the attitude toward organizational reform in relation to school culture and teacher commitment for a comprehensive high school inthe country. The researcher used "Questionnaire for the Attitude toward Organizational Culture, Organizational Commitment and Organizational Reform' for high schools in the country andrecovered 545 valid questionnaires. They found that there is significant difference in the attitude toward organizational reform by teachers of different genders, ages, service time and present positions.
- 13. **J.L. Williams.** (2008). Studied relationship between Learning Styles and Student's Performance on the Palmetto Achievement Challenge Test in a low Performing, low Socio-Economic Status school. There existed no significant relationship between learning style and student's performance.
- 14. **Zhang, L. and Han, Z.(2008),** Teaching attitude of teachers influences the accomplishment of teaching objectives, the quality of teaching and students learning outcomes and is the main variable in the process of higher education teaching. By referring to attitude theories and group characteristics of college teachers, this paper analyzes the elements that influence teaching attitude of teachers, establishes a teaching attitude adjusting model for college teachers, aiming at providing new administrative framework and critical control point for the management of teaching attitude of college teachers.
- 15. **Ibtesam Halawah** (2008):Conducted a study on factors influencing perspective teachers' attitudes towards teaching" in his studies concluded that

six factors contribute mainlyto influence the attitude of teachers towards teaching profession. The first and mostimportant factor consisted of seven items related to salaries and promotion. The secondfactor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers" attitudes. The last three factors were teaching load, curricula and students.

- 16. **J.L. Williams.**(2008). Studied the relationship between Learning Styles and Student's Performance on the Palmetto Achievement Challenge Test in a low Performing, low Socio-Economic Status school. There existed no significant relationship between learning style and student's performance.
- 17. **Abdul, Salam. Jameel, Mohammad. Abdul, Raheem.**(2009)- examined the level of commitment and its relation to students' achievement as perceived by english language teachers in public schools in Tulkarm district". This study aimed at investigating the level of secondary English language teachers commitment toward their work in public schools and its relation to several variables (gender, qualification, school climate, administration type, marital status, years of teaching experience, age and salary), on the one hand, the relation between teachers "commitment and their students" academic achievement, on the other hand. There were significant differences at (α =0.05) in the level of commitment of secondary English language teachers among the four domains in favour of commitment to teaching work. There was a significant relation at (α =0.05) between teachers" commitment and students "achievement. There were significant differences at(α =0.05) among comfortable climate, moderate climate, and bureaucratic climate in favor of comfortable climate, whereas the results didn't show significant differences in

teachers commitment due to gender, qualifications, school administration type, marital status, teaching years, age, and salary. Further results showed that the democratic climate was the most important factor in increasing teachers commitment to their job, whereas the low salary was the most important factor in decreasing teachers commitment to their job.

- 18. **Hulya Guvenc** (2010) studied the effects of cooperative learning and learning journals on teacher candidate self regulated learning. Sample for this study were 84 university students(52 girls and 32 boys) A quasi pre-test/post test experimental design with control group was used in this research. The research data were collected by the Motivated Strategies for Learning Questionnaire (MSLQ). The data obtained by the scale utilized in this research were analyzed by SPSS statistics software. The result of this research showed that cooperative learning and learning journals had positive effects on self efficacy for learning and the performance of the students.
- attitudes on students' personality and performance ."The study findings show that while teachers' positive attitudes have positive effects on students' performance and personality developments, negative attitudes have a negative effect on both the performance levels and personality development of students. This in turn clearly shows that especially teachers surpass the boundaries of the classroom in individuals' educational lives and its evident how effective they can be during the whole life of the student. Teachers are the second-highest determining factor in the development of individuals, after the parents. It must not be forgotten that children take on role models while learning and that is why perhaps the behavior and attitude of teachers, which

they spend the most time with apart from their parents, has an effect on their personality development and thus whether they will be successful or not. Teachers being good role models should precede classes because their views on life and behavior guide the student.

- 18. Kasim Yildirim, Timothy Rasinski, Hayati Akyol (2012). Studied the effects of cooperative learning on Turkish students learning fluency. A quasi experimental design was employed in this study. Pretest-Post test control groups were used. This study was conducted on a total 69 fifth grade students attending different classes. The data were analyzed by ANOVA and ANCOVA techniques. The result showed that cooperative learning fluency instruction had positive effect on reading fluency for students in experimental group. These students practiced more repeated reading, received more feedback and received more support and modeling by peers than students in the two control groups.
- 19. Rose ongolo Akusa, Patricia Wambugu, Zephania Anditi (2013) studied effects of computer based cooperative learning methods on student's achievement in English grammar in secondary school in Njoro district Nakuru country Kenya, Solomon four group design under quasi experimental research method was used in this study with pre test-post test design. A total 176 students were selected in this study. Purposive sampling technique was used. Data was analyzed using one-way ANOVA and ANCOVA. The result showed that there was no significant difference in the Pre-test score on EAT between E1 and C1. The post test scores showed that there was significant difference after the treatment.

20. Mohammad Iqbal Mattoo& Tariq Abdullah Bicho(2013), examined the attitude of secondary school teachers towards teaching with special reference to rural and urban background.". The concept of attitude has been at length discussed by various social psychologists. Attitude determines and guides man's social behaviour. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Thurstone, 1936). An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has associated negative effect or feeling would be said to have an unfavourable attitude. Teachers are said to possess different attitudes towards teaching. No doubt, attitudes depend upon: school, colleagues, children, value systems, views of life. Attitudes are always tied up with insights and interpretations; and opinions as well as actions. An attitudinal change can be produced in the learner through teaching. This is accordingly interwoven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions habits and traits, so it has tremendous impact on pupils. Teachers with favourable attitude can successfully develop positive attitude among children.

On reviewing the above related literature, it is evident that teacher and students shares a very special bond that impacts their lives both personally and professionally. It is clear from the above literature that identification of learning styles and academic achievement of B.Ed. students are useful in teaching, curriculum development, and research. The literature related to variable under study varied from school to college

students. But, all these studies were diverse with respect to sample, design, and treatment and subject-matter that no generalization can be made.

The review of related literature has helped the investigator developing insight into the right kind of design to be adopted for the present investigation. The details of the methodology adopted in carrying out the present investigation are given in following chapter.

CHAPTER – III RESEARCH METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

3.0 RESEARCH

Research is considered to be more structured and systematic process of carrying on a scientific method of analysis that is directed towards discovery and development of an organized body of knowledge. According to Best and Kahn "Research is directed towards the solution of a problem. It may attempt to answer a question or to determine the relation between two or more variables."

Educational research refers to a systematic attempt to gain a better understanding of the educational process, generally, with view to improving its efficiency. It is an application of scientific method to the study of educational problems. Research in education as in the other fields is essential for providing useful and dependable knowledge through which the process of education can be made more effective.

Research in educational psychology has great significance for a teacher. It is important for a teacher to understand what he/ she is teaching, must strive to improve his method of teaching. Almost all educational issues in general and teaching in particular have a psychological dimension. Cognitive and non-cognitive factors, such as, intelligence, aptitudes, creativity, attitudes, interests, motivation, personality traits , needs and adjustment of pupils provides promising fields of research in educational psychology.

3.1 BASIC CHARACTERISTICS OF RESEARCH

 Research is directed towards the solution of a problem the ultimate goal is to discover cause and affect relationship between variables.

- Research emphasizes the development of generalization principles or theories that will be helpful in futures occurrences.
- Research is based upon observable experiences or evidence.
- Research demands accurate observation and description.
- Research involves gathering new data from primary sourc or using existing data for the new purpose.
- Research requires expertise.
- Research strives to be objective and logical applying any possible test to validate the procedure employed.
- Research involves the quest for answering the unsolved problems.
- Research is carefully and reported.

3.2 RESEARCH METHODOLOGY

The methodology utilized in the conducted of the research is based in most instances on research methods used in the behavioral and social sciences relying most heavily on psychology sociology and anthropology Researches are generally divided into three categories of

- 1. Historical
- 2. Descriptive &
- 3. Experimental

The approaches in all these types are different.

3.2.1 HISTORICAL RESEARCH

Historical is a meaningful record of human achievement In historical research events of the past are recorded analyzed and interpreted with the purpose of generalizations

that are helpful in understanding the past the present and to a limited extent anticipating the future.

3.2.2 DESCRIPTIVE RESEARCH

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena, and whenever possible, to draw valid general conclusions from the facts discovered. A descriptive research describes and interprets what it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on , and effects that are developing. Descriptive research generally involves the description recording analysis and interpretation of existing conditions. This covers comparisons or contrasts and attempts to discover relationship between existing non manipulated variables. A non-experimental research or descriptive research can be divided into six main types.

1. Survey Studies

- a) School surveys
- Survey testing
- School Appraisal
- Status Studies
- Financial Studies
- Curriculum Studies
- Building surveys
- b) Job analysis
- c) Public surveys
- d) Social Surveys

2. Interrelationship Studies

- (a) Case Study
- (b) Ex Post Facto
- (c) Correlation & Prediction Studies
- (d) Cross Cultured & Comparative Studies.

3. Developmental Studies

- (a) Growth,
- (b) Follow up
- (c). Trend studies.

3.2.3 EXPERIMENTAL RESEARCH

Experimental research provides control and establishes a systematic and logical association between manipulated factors and observed effects. Experimental research is not considered a precise method of research in the field of education because of the complex nature of the human beings and problems of controlling extraneous variables. Experimental research is used to determine and evaluate the adequacy and effectiveness of the educational and instructional objectives through the measurement of their outcomes.

3.3 METHOD OF THE STUDY

The purpose of the study is to see the relationship between teacher educators personality traits, and attitude towards their profession with the learning style and academic achievement among B.Ed. students of self-financed and govt.-aided B.Ed. colleges.

In order to attain this purpose it was felt necessary to plan a survey type of research. The survey method gathers data from a relatively larger number of cases in particular time. It is not concerned with characteristics of individuals as individual. It is concerned with the generalized statistics that results when data are gathered from survey of entire population or from a sample group selected from the total population. The survey is an important type of study. It involves clearly defined problem and definite objectives.

The present study has a quantitative approach as it deal with data in numerical form to find out present scenario of variables like teacher educator's personality traits and their attitude towards their profession, and their effect on the learning and achievements of B.Ed.students. Quantitative approach uses measurement as the most precise characteristics or properties of objects or event for the purpose of discovering relationships between variables. In this study the researcher has used statistical method in finding out the relationship between above mentioned variables.

3.4 POPULATION

A population is a group of individuals that have one or more characteristics in common. Population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time unite geographical areas, salaries drawn by individuals etc. Population of the present study includes the B.Ed. Colleges of Gomti Nagar, Indira Nagar, Mahanagar, Hazratganj locality in Lucknow city.

3.5 SAMPLE

The primary purpose of the research is to discover principles that have universal application. But to study as a whole population to arrive at generalization would be unpractical if not possible. A sample is a small proportion of population selected for observation and analysis. A sample is a representative of the population and ideally it must provide the whole of the information about the population from which the sample has been drawn.

In the present research study, a sample unit of 450 students (40 students each from five self-financed B.Ed. colleges and 40 students each from five government-aided

B.Ed. colleges and five teacher each from both five self-financed and government-aided B.Ed. colleges) was selected in the research work.

3.6 SAMPLING PROCEDURE:

The process of selection of sample from population is called sampling. Sampling is an indispensable technique of the behavioral research. Random Sampling means selection of individuals from population in such a way that the every individual has an equal chance to be taken in to the sample. It is characterized by use of judgment and deliver effort to obtain representative samples by including presumably typical areas of groups in sample. To be able to have a representative sample of teachers and students from both Self-financed and Government-aided B.Ed. colleges random sampling technique was used.

Table 3.1: Table Representing College-Wise breakup of the sample from Government-aided B.Ed. college

S.No.	Name of	Total No. of	No. of	% of	Total No.	No. of	% of
	the B.Ed.	Teacher	Teacher	Teacher	of	B.Ed.	B.Ed.
	College	Educator in	Educators	Educator	students	students	students
		B.Ed. College	included	included in	in B.Ed.	included	included
			in study	study	College	in study	in study
1.	A	07	05	71.4%	50	40	80%
2.	В	08	05	62.5%	50	40	80%
3.	С	07	05	71.4%	50	40	80%
4.	D	07	05	71.4%	50	40	80%
5.	E	08	05	62.5%	50	40	80%
			Total = 25			Total =	
						250	

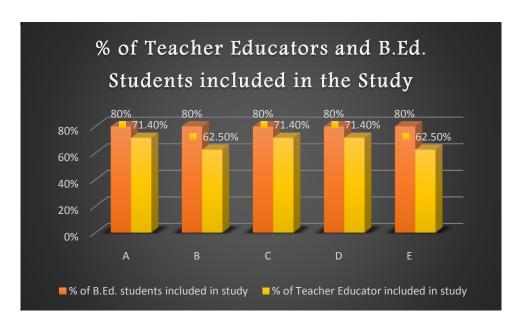


FIGURE 3.1: Diagrammatic representation of % Teacher Educator and B.Ed. Students from Government-aided B.Ed. Colleges included in the study.

Table 3.2: Table Representing College-Wise breakup of the sample from Selffinanced B.Ed. college

S.No.	Name of the College	Total No. of teachers in B.Ed. College	No. of teachers included in study	% of teachers included in study	Total No. of students in B.Ed. College	No. of students included in study	% of students included in study
1.	E	07	05	71.4%	50	40	80%
2.	F	07	05	71.4%	100	40	40%
3.	G	06	05	83.33%	50	40	80%
4.	Н	06	05	83.33%	50	40	80%
5.	I	06	05	83.33%	100	40	40%
			Total = 25			Total = 200	

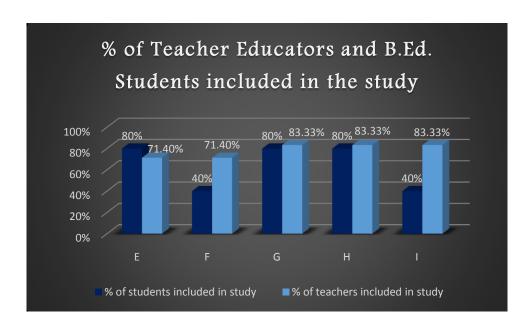


FIGURE 3.2: Diagrammatic Representation of % of Teacher Educators and B.Ed. students of Self-financed B.Ed. Colleges included in the study.

3.7 TOOLS USED:

The tools taken for the study are as follows:

S.No.	Variables	Tool Used		
1.	Teacher Personality Traits	16PF(FORM A) By R.B.Cattell and W.Eber		
2.	Teacher Attitude towards their Profession	Teachers Attitude Inventory by S.K.Ahluwalia		
3.	Students Learning Style	Learning Style Inventory by K.S. Mishra.		
4.	Students Academic Achievement.	Marks secured in end semester examination.		

3.7.1 16 PERSONALITY FACTOR

The Sixteen Personality Factor Questionnaire (16PF) is an objectively scorable test devised by basic research in psychology to give the most complete coverage of personality possible in a brief time. Comprehensive coverage of personality rests

upon measurement of 16 functionally independent and psychologically meaningful dimension. The personality factors measured by 16PF are not just unique to the test, but, instead, rest within the context of a general theory of personality. In addition, to interpreting the basic 16 primary traits, several other scores are obtainable from various combinations of the primary scales. In general, these are known as composite scores, and they provide interpretive information about important criteria, such as potential for success in a particular occupation, leadership ability, likelihood for successful treatment outcome. These composite scales have a special interpretive meaning. They are called second-order factors and provide information at a broader level of understanding. That is, they explain personality in terms of fewer, more general, traits. Following second order factors being used:

- Extraversion
- Anxiety
- Tough Poise
- Independence
- Control

3.7.1.1 Procedure of calculating second order scores

Using the second-order worksheets, the composite scores are readily obtained by following steps:

- 1. Sten score is placed in the far left column labelled "Sten Scores", for each primary factor in the appropriate box.
- 2. Starting with the top row labelled "A", the broken line is followed until a circled number is reached.

- 3. Factor Asten score was then multiplied by the circled number. The product/ score obtained was then immediately entered in the box, following the circled number.
- 4. The broken line was followed until another circled number is found.
- 5. The step 2b and 2c was repeated until all boxes in the factor A row was filled.
- 6. The step 2a was repeated through 2d for the remaining rows B through Q₄.
- 7. Each column on the page was added and column sums were placed in the appropriate boxes at the bottom of the sheet.
- 8. Each composite scores used two columns –one shaded and one unshaded.
- The sum of the shaded column from the sum of the unshaded column was subtracted.
- 10. The difference was then placed in the last box at the bottom.

As an aid to interpreting the obtained scores, following descriptions are provided:

- Extraversion: This factor is associated with willingness to risk decisions on vague data, quick judgments, higher optimism, freedom from depressive inhibition over mistakes, and more disregard for rules (Cattell, 1973). The person who scores high on this is a socially outgoing, uninhibited person, good at making and maintaining interpersonal contacts.
- Anxiety: According to Cattell (1973), this factor is a function and outcome of general drive strength, degree of drive denial, instability of ego control, cognitive uncertainty, integration, guilt proneness, and sympathetic reactivity to threat. The person who scores high on this factor are high on anxiety as it is commonly understood. They need not be neurotic, but it is probable that there are some maladjustment, i.e. they are dissatisfied with the degree to which they are able to meet the demand of life and to achieve what they desire.

- **Tough Poise**: The person who scores high on this factor are more influenced by facts than by feelings. They tend to be bold, hard people, decisive and enterprising, but often insensitive to other person.
- Independence: According to Cattell (1973), the independence factor is associated with perceptual field independence, a reduced likelihood of erroneous reactions under complex instructions, high severity of judgment, logical consistency of attitudes, needing less sleep, making social contacts, and rejection of sexual constraint. The person who scores high on this factor tend to be more aggressive, independent, daring, incisive people.
- **Control**: According to Cattell (1973) control refers to response to environmental controls on behavior; internal self-discipline.

3.7.2 TEACHERS ATTITUDE INVENTORY (TAI)

This inventory is a 90 item Likert instrument consisting of six sub-scales. These sub-scales were developed by the Likert summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teacher's professional attitudes. The six aspects dealt within the inventory are:

- Teaching Profession
- Classroom Teaching
- Child Centered Practices
- Educational Process
- Pupils
- Teachers

This inventory has been constructed and standardized by Dr. S.P. Ahluwalia, then reader in Education, Banaras Hindu University with the help of research assistants under a project of the NCERT, New Delhi. The form of the items is akin to the usual Likert format. The items were selected from a longer list by a scientific statistical procedure. The items in the final sub-scales were selected by the item analysis.

Keeping the rationale of attitude scale construction in mind 90 psychometrically "good" attitude statements, 15 on each sub-scales were selected to constitute the final form of the TAI. Out of 90 items 56 are in positive declarative form and 34 of them are in negative form. Again 43 items are meant to assess attitude in favourable direction and 46 in unfavourable direction. Thus the favourable- unfavourable continuum adequately measures the aforesaid six selected areas.

Response Mode

Likert continuum strongly agree, agree, undecided, disagree and strongly disagree has been provided for each item. The subject responds to each item by putting a tick mark () in the square of the chosen alternative against the serial number of the attitude statement in the answer-sheet. Subjects are required to respond to all the items likewise. They do not have the option to leave any item unanswered. The subjects are not permitted to make any mark on the test-booklets as they are reusable. The direction given in the test-booklets explain in simple and clear terms the procedure of test-taking and of recording responses on the answer-sheet. To make scoring easy and less time-consuming a set of six scoring keys has been prepared.

Instructions

The experimenter will distribute the test-booklet and answer-sheet to each subject.

After all subjects have received the proper test materials the experimenter will say,

"Don't open it unless told to do so. This inventory consists of 90 statements aimed to identify the professional attitudes of the teachers. There is considerable disagreement as to what these attitude should be; therefore there are no right or wrong answers. Read each statement and decide how you feel about it. Then mark your answer in the space provide on the answer-sheet.

Scoring

Each item alternative is assigned a weight ranging from 4 (strongly agree) to 0 (strongly disagree) for favourable items. In the case of unfavourable items range of weights is reversed i.e from 0 (strongly agree) to 4 (strongly disagree). The attitude score of a subject is the sum total of item scores of all the six sub-scales. The theoretical range of scores is from 0 to 360 with the higher score indicating the more favourable attitude towards teaching and allied aspects.

Reliability

Reliability was estimated by the spilt-half (odd-even) method and found to be 0.79(corrected to 0.88) for a sample of 239 prospective teachers. The test-retest reliability coefficients after the interval of 3 months and 9 months are found to be 0.59(N=102) and 0.64(N=290). The details of reliability coefficients, indices of reliability, corrected reliability coefficients and standard errors of measurement are given in the following table:

S.No.	Method	Reliability	Coefficient	Index of	Standard
		Obtained	Correlated	Reliability	Error of
		r ₁₁	R	r ₁₀₀	Measurement
1.	Spilt-half (odd-	.79	.88	.89	11.37
	even)				
2.	Test-retest(3	.58	.75	.76	16.17
	months)				
3.	Test-	.64	.78	.80	15.16
	retest(9months)				
4.	Rational	.54	.70	.73	20.10
	Equivalance (KR-				
	21)				

Validity

The inventory appears to have content validity, and the method of selecting items supports this supposition. In addition, differences in means scores were found among some selected "known" groups. The validity was also determined through stimulus group technique. For determining the concurrent validity the scores on TAI were compared with the scores on the Hindi adaptation of the MTAI developed by Dr. M.C.Joshi. The obtained correlation co-efficient for prospective teachers (N=79) came out to be positive but low.

Usefulness

The TAI appears to have reasonably high reliability and validity. As such it is a quite adequate scale for measuring attitudes towards teaching professions, classroom-

teaching, child-centered practices, educational process, attitude towards pupils and teachers.

3.7.3 LEARNING STYLE INVENTORY (LSI-MK)

Preferred styles guidesthe way person learn. We learn using our preferred learning styles. Learning style refers to the way one internally represents experiences and recalls or processes information. This inventory attempts to measure six main learning styles namely – Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. Their operational definitions are as follows:

- 1. **Enactive Reproducing**: It indicates one's preferences for action based concrete experiences. The emphasis is on imitation and practice.
- 2. **Enactive Constructive**: It indicates preferences for conceptualizing one's experiences based on the processing of enactive information.
- 3. **Figural Reproducing**: It refers to the preferences for visual experiences related to making diagrams, chart, picture, maps, and photographs.
- 4. **Figural Constructive**: It refers to the preference for processing of figural experiences . which will lead to conceptualization
- 5. **Verbal Reproducing**: It refers to written or spoken information related to subject matter communicated through words.
- 6. **Verbal Constructive**: It refers to the preference for reflective, accommodative, and abstract thinking about subject matter so as to develop conceptualization.

The 1 and 2 can be clubbed to as 'enactive learning style', 3 and 4 may be combined to mean 'figural learning style' and 5 and 6 can be combined to mean 'verbal

learning style', 1, 3 and 5 taken together mean 'Reproducing learning style', , while 2, 4 and 6 when combined refer to 'verbal constructive learning style'.

Scoring

There are five response alternatives for each learning behaviour. They are — "Very Much, Much, Normal, Less and Very Less". These responses are to be scored by awarding — a score of "5, 4, 3, 2 and 1" respectively. Scores on the seven items belonging to each learning style are to be added together to find scores for each of the six learning styles i.e ER,EC,FR, FC, VR and VC. Scores on ER and EC are to be added to get the score for 'Enactive Learning Style' (ELS). Scores on FR and FC are to be added to get the score for 'Figural Learning Style' (FLS). Scores on VR and VC are to be added to get the score for 'Verbal Learning Style' (VLS). Scores on ER FR and VR are to be added to get the score for 'Reproducing Learning Style' (RLS). Scores on EC, FC and VC can be added to get the score for 'Constructive Learning Style' (CLS). To make scoring easy, the abbreviation of learning style has been prefixed before the serial no. of each item, viz., ER, EC, FR, FC, VR& VC.

The minimum and maximum score on this inventory could be 41 to 210.

Reliability

Alpha reliability of the learning style inventory was calculated . Its values for the three learning styles namely- Enactive, Figural and Verbal are .682, .742 and .903 respectively (N=150)

Validity

Intrinsic validity of the learning style inventory was found by finding the product moment correlations among learning styles.

Norms

For the purpose of interpretation of learning style scores and conversion of Raw scores, z-score norms have been prepared and presented.

Norms for interpretation of the level of Learning style have been presented in the following Table:

S.No.	Range of z-Score	Grade	Level of Learning Style
1.	+1.76 and above	A	Extremely High
2.	+1.26 to +1.75	В	High
3.	+.76 to +1.25	C	Above Average
4.	+.26 to +.75	D	Slightly Above Average
5.	25 to + .25	E	Average
6.	26 to75	F	Slightly Below Average
7.	76 to – 1.25	G	Below Average
8.	-1.26 to – 1.75	Н	Low
9.	-1.76 and below	I	Extremely Low

These norms can help the user to identify the level of Learning Style and can be used for guidance and counseling in the area where the level is towards the lower side.

3.8 STATISTICAL TREATMENT OF THE DATA:

The collected data was analyzed using SPSS package version 25.0 and the hypotheses were tested at 0.05 level of significance. The following statistical techniques were used for the analyses of the data:

a) Descriptive Statistics: Mean and Standard Deviation was employed to study teacher educator's Personality traits, their Attitude towards teaching

profession, learning style and academic achievement of B.Ed. students as stated in Objectives 1, 2, 3 and 4.

- Spearman Rank Order Correlation: The Spearman's rank-order correlation represented by Spearman's correlation coefficient, (ρ) is the nonparametric test which is being used in the current study to measure the strength and direction of association between selected variables. In the present study spearman rank order correlation is applied to test hypothesis Ho5, Ho6, Ho10, Ho12, Ho13, Ho15, Ho16, respectively, to measure whether significant correlation exists between variables under study.
- b) *Inferential statistics:* Following inferential statistics were used in the research study:
 - **t- test:** The t-test being a parametric test was used in the research study for testing of hypothesis and to determine whether any significant relationship exists between the two tested variables or not by comparing their means. In the present study t-test was employed to test hypothesis Ho7.
 - Mann-Whitney U test: The Mann-Whitney U test is a non-parametric test used to compare differences between two independent groups when the dependent variable is either ordinal or continuous. In the present research study Mann- Whitney U test is used to test hypothesis Ho8, Ho11 & Ho14.

CHAPTER-IV ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

After collecting the data, it is important that the data has to be handled and analyzed in accordance with the framework laid down for the purpose at the time of developing the research plan. It is essential for a study which is scientific in nature and for ensuring that we have all essential data for making considered comparisons and analysis. C.V. Good opined, "Technically speaking, processing includes editing, coding, classification and tabulation of collected data so that they are amenable to the analysis." Thus, analysis states to the computation of certain measures along with scoring for patterns of relationship that exist among data groups. So, in process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical test of significance to determine with what validity data can be said to indicate any conclusions. Data of the study may be sufficient, valid and reliable to any magnitude, but it doesn't serve any meaningful purpose unless it is sensibly edited, scientifically analyzed, intelligently interpreted, systematically classified and tabulated and logically summed up. Martz has correctly pointed out, bare facts, objectives and data never determine anything. They become significant only when interpreted in the light of accepted standards and assumptions, and these standards in the final analysis are not susceptible to scientific determination. In ordinary life we seldom deal with bare facts but deal with facts that are interpreted. This interpretation or evaluation is determined by the purpose to which we relate the facts." The data is a heap of facts unless statistically analyzed. The raw scores have no value without their interpretations and generalizations. The data is facts or material collected through the tools used for study. The generalizations and interpretations lead to conclusions and suggestions.

Analysis of data relates, studying the tabulated material in order to determine the inherent factors or meanings. It includes breaking down existing complex factors into simple parts and putting the parts together in new arrangement for the raw information collected."-Best. Hence, the present chapter has been written for the purpose to analyze and interpret data.

4.1 ANALYSIS OF DATA

The present study was conducted with the aim of examining the Teacher Educators Personality Traits and Attitude towards their Profession in relation to Learning Style and Academic Achievement of B.Ed. students. The sample of 400 students and 50 teacher educators was analyzed by calculating t-value, Spearman Rank Order Correlation and Mann-Whitney U test, these tests were used to find the relationship between Teacher Educators Personality Traits and their Attitude towards their Profession in relation to Learning Styles and Academic Achievement of B.Ed. students. 'Objective 1-4 of the present investigation were related to collection of the data with the help of various research tools. For objectives between 5-16, following methodology have been employed.

The Spearman rank-order correlation coefficient is a nonparametric test which measures the strength and direction of association between two variables that are measured on an ordinal or continuous scale. The Spearman correlation coefficient is often denoted by the symbol or the Greek letter ρ (pronounced **rho**). It is a useful test when Pearson's correlation cannot be run due to violations of normality, a non-linear relationship or when ordinal variables are being used. For data that is normally distributedt-test was used.

The Independent Samples t-test is a parametric test which compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different.

For data that is not normally distributed Mann-Whitney U test was used. The Mann-Whitney U test is a non-parametric test used to compare differences between two independent groups when the dependent variable is either ordinal or continuous. To determine whether there is a significant difference exists between the two groups, following null and alternate hypothesis were framed. Therefore, our null and alternate research hypotheses is as follows:

 H_0 : There is no difference between the two groups.

H₁: There is a significant difference between the two groups.

If the significant value or p-value is less than 0.05, the null hypothesis is rejected in favor of the alternative hypothesis and, if the p-value is greater than 0.05, then the null hypothesis is not rejected. In case of the rejection of the null hypothesis, we compare the mean ranks or the means of the two groups. The group which has a greater Mean Rank (in case of Mann-Whitney U test) or a greater Mean (in case of independent t-test) is said to be significantly better than the other group.

Objective no 5: To check for any significant association between teacher educator's personality traits and learning styles of B.Ed. students of govt.— aided B.Ed. colleges.

Hypothesis no. 5: **H₀:** There exists no significant association/ correlation between teacher educator's personality traits and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges

TABLE: 4.1

Second Order Factor Extraversion	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Correlation Coefficient (Spearman's rho)	407
Sig. (2-tailed)	.044*
N	25

Table 4.1 indicates that the coefficient of correlation between second order factor Extraversion and learning style of B.Ed. students is **0.044**, which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's second order personality trait (EXTRAVERSION) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." is rejected. In another words, learning style of B.Ed. students of govt.-aided B.Ed. colleges is associated with increase or decrease in extraversion second order personality factor of teacher educators.

Generally teacher educators who are high in Extroversion tend to seek out social stimulation and opportunities to engage with students and help them in understanding the content more clearly.

TABLE: 4.2

Second Order Factor Anxiety	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Correlation Coefficient (Spearman's rho)	.165
Sig. (2-tailed)	.429
N	25

Similarly in pursuance of the objective stated above the coefficient of correlation was computed for Anxiety second order personality factor trait of teacher educators.

Table 4.2 indicates that the coefficient of correlation between second order factor Anxiety and Learning style of B.Ed. students is **0.429**, which is negative and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (Anxiety) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." is **retained**.

TABLE: 4.3

Second Order Factor Tough Poise	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Correlation Coefficient (Spearman's rho)	072
Sig. (2-tailed)	.731
N	25

The result pertaining to the stated objective is as follows:

Table 4.3 indicate that the coefficient of correlation between second order factor Tough Poise and Learning style of B.Ed. students is **0.731**, which is negative and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (Tough Poise) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." will not be rejected i.e., **retained**.

TABLE: 4.4

Second Independen	Order ace	Factor	Students	Style o through ntory (LSI)	Learning
Correlatio	on Coeffici n's rho)	ent	.437		
Sig. (2-tai	led)		.029*		
N			25		

Table 4.4 indicates that the coefficient of correlation between second order factor Independence and Learning style of B.Ed. students is **0.029**, which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (Independence) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." will be **rejected**.

The result obtained shows that the second order factor independence has a significant relationship with the learning styles of B.Ed. students. Thus, teacher educator with free and liberal approach evokes better learning experiences among students.

Table: 4.5

Second Order Factor Control	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Correlation Coefficient (Spearman's rho)	.160
Sig. (2-tailed)	.416
N	25

Similarly in pursuance of the objective stated above the coefficient of correlation was computed for Control second order personality factor trait of teacher educators.

Table 4.5 indicates that the coefficient of correlation between second order factor control and Learning style of B.Ed. students is **0.416**, which is negative and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (Control) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." is **retained**.

Therefore, it can be concluded that for two attributes of personality traits namely **Extraversion** and **Independence**, there exists a significant association between these traits and learning style of B.Ed. students of govt-aided B.Ed. colleges, where for other three attributes of second order personality traits namely **Anxiety**, **Tough Poise** and **Control**, there exists no significant association between these traits and the Learning style of B.Ed. students of govt-aided B.Ed. colleges.

Objective No. 6: To check for any association between teacher educator's second order personality traits and learning styles of B.Ed. students of self-financed B.Ed. colleges.

Hypothesis no. 6:**H₀:** There exists no significant association/ correlation between teacher educator's personality traits the learning styles of B.Ed. students of self-financed B.Ed. colleges.

TABLE:4.6

Second Order Factor Extraversion	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)			
Correlation Coefficient (Spearman's rho)	158			
Sig. (2-tailed)	.450			
N	25			

Table 4.6 indicates that the coefficient of correlation between second order factor Extraversion and learning style of B.Ed. students is **0.450**, which is negative and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (EXTRAVERSION) and the learning styles of B.Ed. students of self-financed B.Ed. colleges." is **accepted**.

In another words, learning style of B.Ed. students of self-financed B.Ed. colleges is not associated with increase or decrease in extraversion second order personality factor of teacher educators.

TABLE: 4.7

Second Anxiety	Order	Factor		Style of through ntory (LSI)	Learning		
Correlation Coefficient			146				
(Spearman's rho)							
Sig. (2-tailed)			.487				
N				25			

Similarly in pursuance of the objective stated above the coefficient of correlation was computed for Anxiety second order personality factor trait of teacher educators.

Table 4.7 indicates that the coefficient of correlation between second order factor Anxiety and Learning style of B.Ed. students is **0.487**, which is negative and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no significant association/ correlation between teacher educator's personality trait (Anxiety) and the learning styles of B.Ed. students of Self-financed B.Ed. colleges." is **retained**.

TABLE: 4.8

Second Order Factor Tough Poise	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Correlation Coefficient (Spearman's rho)	105
Sig. (2-tailed)	.616
N	25

The result pertaining to the stated objective is as follows:

Table 4.8 Indicate that the coefficient of correlation between second order factor Tough Poise and Learning style of B.Ed. students is **0.616**, which is negative and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (Tough Poise) the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." will not be rejected i.e., **retained**.

TABLE: 4.9

Second Order Factor Independence	Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Correlation Coefficient (Spearman's rho)	268
Sig. (2-tailed)	.196
N	25

Table 4.9 indicates that the coefficient of correlation between second order factor Independence and Learning style of B.Ed. students is **0.196**, which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (Independence) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." will be **retained**.

Table 4.10

Second Control	Order	Factor	Learning Students th Inventory (rough L	
	ation Coef earman's 1			272	
Si	g. (2-taile	d)		.199	
	N			25	

Table 4.10 indicates that the coefficient of correlation between second order factorControl and Learning style of B.Ed. students is **0.199**, which is positive and significant at 0.05 level of significance. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (control) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges." will be **retained.**

Therefore, it can be concluded that for all the second order attributes of personality traits namely **Extraversion**, **Anxiety**, **Tough Poise**, **Independence and Control**, there exists no significant association between these traits and learning style of B.Ed. students of Self-financed B.Ed. colleges.

Objective no. 7: To compare teacher educator's second order personality traits of govt.-aided and self-financed B.Ed. colleges.

Hypotheses no. 7: H_0 : There is no significant difference between the teacher educator's second order personality traits of govt.-aided and self-financed B.Ed. colleges.

Table: 4.11

Attributes	Type of College	N	Mean	Standard Deviation	t-test for Equality of Means	Significance (p-value) (2-tailed)
Second Order Factor Extraversion	Government- Aided	25	4.88	.971	0.469	.641
	Self-financed	25	4.76	.831		
Second Order Factor Anxiety	Government- Aided	25	6.48	1.475	2.470	.017*
	Self-financed	25	5.44	1.502		
Second Order Factor Tough poise	Government- Aided	25	5.24	.723	0.510	.612
	Self-financed	25	5.12	.927		
Second Order Factor Independence	Government- Aided	25	6.28	.936	2.830	.007*
	Self-financed	25	5.52	.963		
Second Order Factor Control	Government- Aided	25	4.72	.823	0.426	.618
	Self-financed	25	4.48	.752		

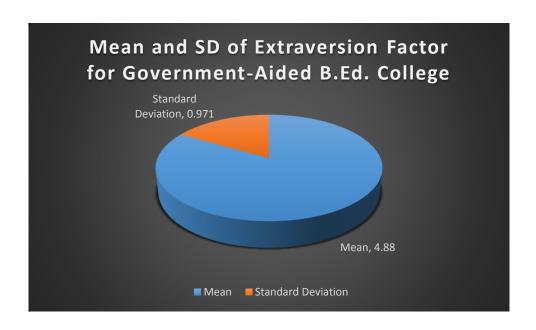
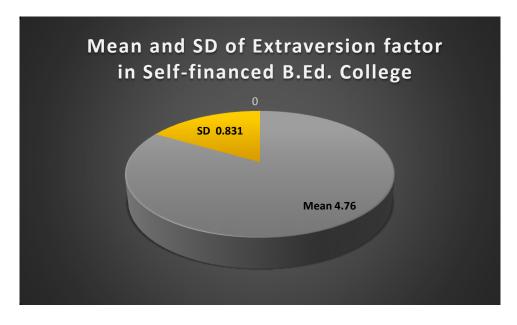


Fig.4.1 Graphical representation of Mean and Standard deviation of Extraversion second order factor in Government-aided B.Ed. Colleges.

Table 4.11 indicates that the Mean of Extraversion second order factor of personality traits of teacher educators of govt.-aided and self-financed B.Ed. colleges is **4.88** and **4.76** respectively, and the S.D. came out to be **0.971** and **0.831** respectively. The computed t-value is **0.469**. It is evident from the table that the p value is greater than 0.05, hence the null hypothesis will not be rejected, thus will be **retained**.



4.2 Graphical representation of Mean and Standard deviation of Extraversion second order factor in Self-financed B.Ed. Colleges.

For another second order factor of personality traits of teacher educator , Anxiety, the calculated Mean is 6.48 and 5.44 respectively for govt-aided and self-financed B.Ed. colleges. The Standard deviation is 1.475 and 1.502 respectively. The t- value obtained is 2.470, where the obtained significant value is .017. Thus, it can be concluded that the null hypothesis will be rejected as the p-value is lesser than 0.05.Looking at the Means of Govt.-Aided and self-financed B.Ed. Colleges for Second Order Factor Anxiety, it can be shown, that the teacher educators for Govt.-aided colleges are way better than Private colleges.

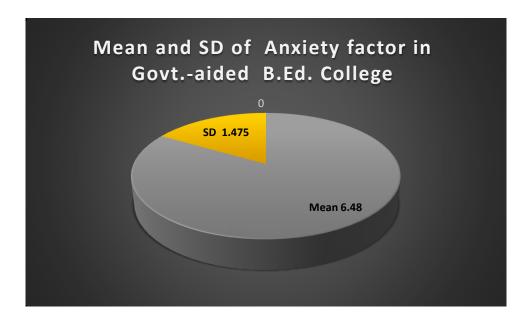


Fig.4.3: Graphical representation of Mean and Standard deviation of Anxiety second order factor in Government-aided B.Ed. Colleges.

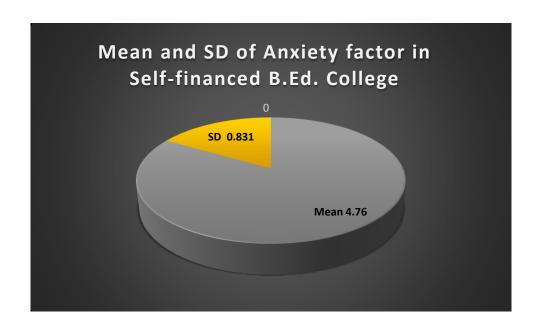


Fig.4.4: Graphical representation of Mean and Standard deviation of Anxiety second order factor in Self-financed B.Ed. Colleges.

In case of **Tough Poise** personality trait of teacher educators, the calculated Mean is **5.24** and **5.12** respectively for govt-aided and self-financed B.Ed. colleges. The Standard deviation is **0.723** and **0.927** respectively. The t- value obtained is **0.510**, where the obtained significant value is **0.612**. Thus, it can be concluded that the null hypothesis will be **accepted** as the p-value is greater than 0.05.

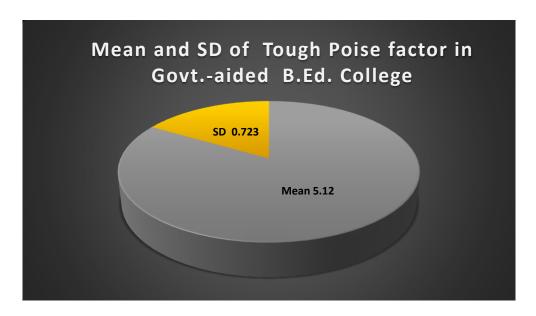


Fig.4.5: Graphical representation of Mean and Standard deviation of Tough Poise second order factor in Government-aided B.Ed. Colleges.

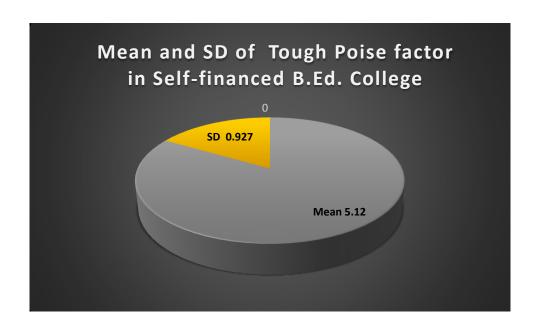


Fig.4.6: Graphical representation of Mean and Standard deviation of Tough Poise second order factor in Self-financed B.Ed. Colleges.

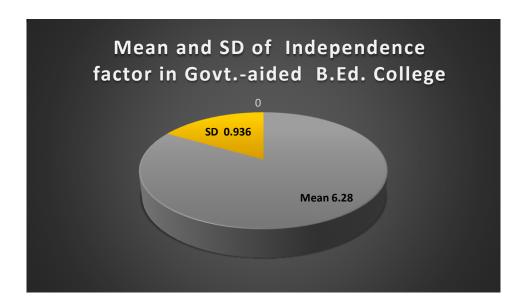


Fig 4.7: Graphical representation of Mean and Standard deviation of Independence second order factor in Government-aided B.Ed. Colleges.

The Mean computed for **Independence** as the other personality trait of teacher educators for govt-aided and self-financed B.Ed. college is **6.28** and **5.52** respectively. The Standard deviation calculated is **0.936** and **0.963** respectively. On computation, the t-value obtained is **2.830** and the significant p value came out to be is **0.007**. Thus,

we can conclude that the null hypothesis will be **rejected** as the p- value is less than 0.05. Similarly, looking at the **Means** of govt.-Aided and self-financed B.Ed. Colleges for **Second Order Factor Independence**, it can be shown, that the teacher educators for Govt.-aided colleges are way better than Private colleges.

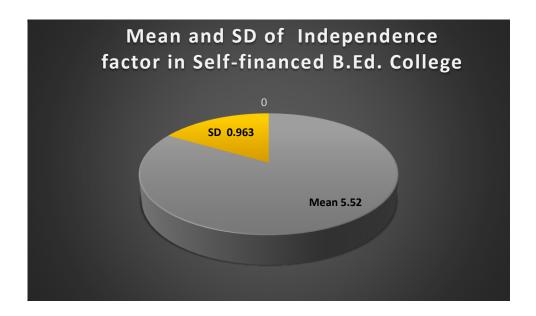


Fig.4.8: Graphical representation of Mean and Standard deviation of Independence second order factor in Self-financed B.Ed. Colleges.

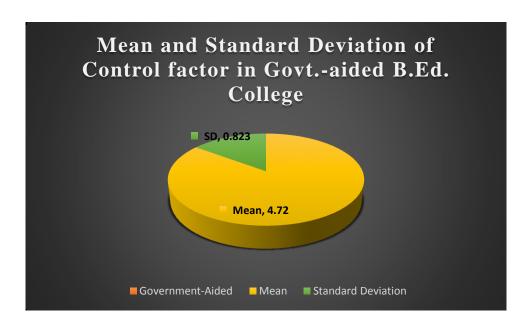


Fig. 4.9 Graphical representation of Mean and Standard deviation of Control second order factor in Govt.-aided B.Ed. Colleges.

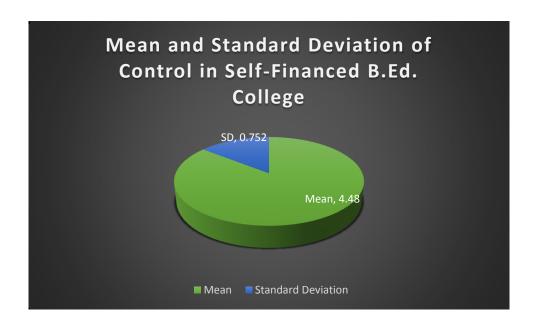


Fig.4.10 Graphical representation of Mean and Standard deviation of Control second order factor in Self-financed B.Ed. Colleges.

From **Table 4.11** it is evident that the Mean of Control second order personality traits of teacher educators of govt.-aided and self-financed B.Ed. colleges is **4.72** and **4.48** respectively, and the S.D. came out to be **0.823** and **0.752** respectively. The computed t-value is **0.426**. It is evident from the table that the p value (**0.618**) is greater than 0.05, hence the null hypothesis will not be rejected, thus will be **retained**.

On the basis of the result obtained we can easily conclude that for attributes like Anxiety and Independence of personality traits of teacher educators, there is a significant difference between teacher educators of govt.-aided and self-financed B.Ed. colleges of Lucknow city, Where for attributes like Extraversion, Tough Poise and Control second order personality traits of teacher educators the difference between teacher educators of govt-aided and self-financed B.Ed. colleges is not significant.

Objective no. 8: To compare the learning styles of B.Ed. students of govt.-aided and self-financed B.Ed. colleges.

Hypotheses no. 8 :H₀: There is no significant difference between the learning styles of B.Ed. students of Govt.-aided and self-financed B.Ed. colleges.

Table 4.12

Attributes	Type of College	N	Mean Rank	Sum of Ranks	Mann- Whitney U	Asymptotic Significance (2-tailed)
Learning Style of B.Ed. Students	Government- Aided	25	24.52	613.00	288.000	.634
through Learning Style Inventory (LSI)	Self-financed	25	26.48	662.00		

TABLE 4.12 indicates that on computing the Learning style, the mean rank obtained by the govt.-aided and self-financed B.Ed. colleges is **24.52** and **26.48** respectively. The significant value acquired is **0.634** which is greater than 0.05, thus the null hypothesis will not be rejected hence will be **accepted.** Therefore, it can be concluded, that for Learning style attribute, there is no significant difference between govt.-aided and self-financed B.Ed. Colleges.

Objective no. 9: To find out significant correlation exists between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.

Hypotheses no. 9 : H_0: There exists no significant association/ correlation between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.

Table 4.13:

		Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Teacher's Attitude	Correlation	.137
towards their Profession	Coefficient	
through Teachers	(Spearman's rho)	
Attitude Inventory	Sig. (2-tailed)	.515
(TAI)		
	N	25

TABLE 4.13 represents that the coefficient of correlation between Teacher's Attitude towards their Profession and Learning Style of B.Ed. students of govt.-aided B.Ed. colleges **is 0.137** and the significant value secured is **0.515** which is greater than 0.05, thus the null hypothesis will be **accepted.**

We can conclude on the basis of the result obtained that there exists no significant association between Teacher's Attitude towards their Profession and Learning Style of B.Ed. students of govt.-aided B.Ed. colleges

Objective no. 10: To determine whether significant association/ correlation exists between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges.

Hypotheses no. 10 : H_0 : There exists no association/ correlation between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges.

Table 4.14:

		Learning Style of B.Ed. Students through Learning Style Inventory (LSI)
Teacher's Attitude	Correlation	.468
towards their Profession	Coefficient	
through Teachers	(Spearman's rho)	
Attitude Inventory	Sig. (2-tailed)	.018*
(TAI)		
	N	25

TABLE 4.14 represents that the coefficient of correlation between Teacher's Attitude towards their Profession and Learning Style of B.Ed. students of self-financed B.Ed. colleges **is 0.468** and the significant value secured is **0.018** which is lesser than 0.05, thus the null hypothesis will be accepted and hence **rejected.**

It is evident from the acquired result that that there exists significant association between Teacher's Attitude towards their Profession and Learning Style of B.Ed. students of self-financed B.Ed. colleges

Objective no. 11: To compare teacher educator's attitude towards their profession between Govt.-aided and self-financed B.Ed. colleges.

Hypotheses no. 11: H_0 : There exists no significant difference teacher educator's attitude towards their profession between Govt.-aided and self-financed B.Ed. colleges.

Table 4.15:

Attributes	Type of College	N	Mean Rank	Sum of Ranks	Mann- Whitney U	Asymptotic Significance (2-tailed)
Teacher's Attitude towards their Profession	Government- Aided	25	23.86	596.50	271.50	.426
through Teachers Attitude Inventory (TAI)	Self-financed	25	27.14	678.50		

TABLE 4.15 represents that the Mean Rank obtained on computing Mann Whitney U test between Teacher's Attitude towards their Profession of govt.-aided and self-financed B.Ed.colleges is **23.86** and **27.14** respectively. The Mann-Whitney U test value is **271.50**. Onobserving the significant value, which is **0.426**, it can be concluded that the null hypothesis will not be rejected, hence will be **accepted**, as the p –value is greater than 0.05. Therefore, it can be concluded, that for this attribute, there is no significant difference between Govt.-Aided and self-financed B.Ed. Colleges.

Objective no. 12: To assess whether significant association/ correlation exists between teacher educator's second order personality traits and academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.

Hypotheses no. 12: H_0 : There exists no significant association/ correlation between teacher educator's personality traits and academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.

Table: 4.16

Personality Traits		Academic Achievement of B.Ed. Students
Second Order Factor Extraversion	Correlation Coefficient (Spearman's rho)	.155
	Sig. (2-tailed)	.458
	N	25
Second Order Factor Anxiety	Correlation Coefficient (Spearman's rho)	126
	Sig. (2-tailed)	.549
	N	25
Second Order Factor Tough poise	Correlation Coefficient (Spearman's rho)	046
	Sig. (2-tailed)	.826
	N	25
Second Order Factor	Correlation Coefficient (Spearman's rho)	108
Independence	Sig. (2-tailed)	.606
	N	25
Second Order Factor Control	Correlation Coefficient (Spearman's rho)	.142
	Sig. (2-tailed)	.404
	N	25

Table 4.16 indicates that the coefficient of correlation between second order factor Extraversion and academic achievement of B.Ed. students is **0.155**. The significant p-value acquired is 0.458 which is greater than 0.05. Thus, the null hypothesis stating that "There exists no association/ correlation between teacher educator's personality trait (EXTRAVERSION) and the academic achievement of B.Ed. students of Govtaided B.Ed. colleges." is not rejected, hence will be **accepted**. In another words,

academic achievement of B.Ed. students of govt.-aided B.Ed. colleges is associated with increase or decrease in extraversion second order personality factor of teacher educators.

In reference to the result obtained in **Table 14.4**, it has been found that the coefficient of correlation between second order factor of personality traits, Anxiety, and academic achievement of B.Ed. students is **-0.126**. The significant value of spearman's correlation is **0.549**, the significant p-value is greater than 0.05, thus, the null hypothesis will be **accepted**. Hence, we can say there exist no association or correlation between this attribute of personality traits and the academic achievement of B.Ed. students of govt.-aided B.Ed. colleges.

From **Table 4.16**, we can observe that the coefficient of correlation between second order factor of personality traits, Tough Poise and academic achievement of B.Ed. students is **-0.046** and the significant value obtained is **0.826**, which is greater than 0.05, thus, the null hypothesis will not be rejected, hence it will be **accepted**. This suggests that there exist no association or correlation between this attribute of personality traits and the academic achievement of B.Ed. students of govt.-aided B.Ed. colleges.

From **Table 4.16**, it is evident that the coefficient of correlation between second order factor of personality traits, Independence, and academic achievement of B.Ed. students is **-0.108**. The significant value obtained is **0.606** which is greater than 0.05. Thus, the null hypothesis will be **accepted.** Hence we can conclude that there exist no correlation between this attribute of personality traits and academic achievement of B.Ed. students of govt.-aided B.Ed. colleges.

In reference to the result obtained in **Table 4.16**, it has been found that the coefficient of correlation between second order factor of personality traits, Control, and academic achievement of B.Ed. students is **0.142**. The significant value of spearman's correlation is **0.404**, and it is greater than 0.05, thus, the null hypothesis will be **retained**. Hence, we can say there exist no significant correlation between this attribute of personality traits and the academic achievement of B.Ed. students of govt.-aided B.Ed. colleges.

Objective no. 13: To find out whether significant association/ correlation exists between teacher educator's personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges

Hypotheses no. 13: H_0 : There exists no significant association/ correlation between teacher educator's personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.

Table : 4.17

Personality Traits		Academic Achievement of Students
Second Order Factor Extraversion	Correlation Coefficient (Spearman's rho)	334
	Sig. (2-tailed)	.103
	N	25
Second Order Factor Anxiety	Correlation Coefficient (Spearman's rho)	.393
·	Sig. (2-tailed)	.062
	N	25
Second Order Factor Tough poise	Correlation Coefficient (Spearman's rho)	.087
	Sig. (2-tailed)	.680
	N	25
Second Order Factor	Correlation Coefficient (Spearman's rho)	.134
Independence	Sig. (2-tailed)	.523
	N	25
Second Order Factor Control	Correlation Coefficient (Spearman's rho)	.156
	Sig. (2-tailed)	.589
	N	25

From Table 4.17 we can observe that the coefficient of correlation between teacher educator's personality traits Extraversion and academic achievement of B.Ed. students of self-financed B.Ed. colleges is -0.334. By observing the significant value of Spearman's correlation in case of Second Order Factor Extraversion and Academic Achievement of Students (0.103), it can be seen that the null hypothesis will not be rejected as p-value is greater than 0.05, hence it will be retained.

- For the next factor i.e Anxiety, the coefficient of correlation between teacher educator's personality traits Anxiety and academic achievement of B.Ed. students of self-financed B.Ed. colleges is **0.393.** it is evident from the table that the significant value of Spearman's correlation in case of Second Order Factor Anxiety and Academic Achievement of Students is **0.062**, thus, the p-value is greater than 0.05, hence the null hypothesis will not be rejected.
- The coefficient of correlation betweenteacher educator's second order personality traits Tough Poise and academic achievement of B.Ed. students of self-financed B.Ed. colleges is 0.087. On observing the significant value of Spearman's correlation in case of Second Order Factor Tough Poise and Academic Achievement of Students which is 0.680, it can be concluded that the null hypothesis will not be rejected as p-value is greater than 0.05.
- On referring to the **Table 4.17**, for second order personality factor Independence, it has been found that the coefficient of correlation betweenteacher educator's personality traits Independence and academic achievement of B.Ed. students of self-financed B.Ed. colleges is 0.134.Similarly, by observing the significant value of Spearman's correlation in case of Second Order Factor Independence and Academic Achievement of Students (0.523), it can be seen that the null hypothesis **will not be rejected** as p-value is greater than 0.05.
- From **Table 4.17** we can observe that the coefficient of correlation between teacher educator's second order personality traits Control and academic achievement of B.Ed. students of self-financed B.Ed. colleges is **0.156.** By observing the significant value of Spearman's correlation in case of Second Order Factor Control and Academic Achievement of Students(**0.589**), it can be seen that

the null hypothesis will not be rejected as p-value is greater than 0.05, hence it will be **retained**.

Therefore, it can be concluded that, there exists no significant association between teacher educator's personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.

Objective no. 14 :To compare the academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.

Hypotheses no. 14: H_0 : There exists no significance in academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.

Table: 4.18

Attributes	Type of	N	Mean	Sum	Mann-	Asymptotic
	College		Rank	of	Whitney	Significance
				Ranks	U	(2-tailed)
		25	22.54	010.50	106 500	0.04.4
Academic	Government-	25	32.54	813.50	136.500	.001*
Achievement of	Aided					
Students						
Students	Self-financed	25	18.46	461.50		

From **Table 4.18 it** is evident that Mean rank of Academic achievement B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges is 32.54 and 18.46. The Mann Whitney U test value is 136.50. By observing the significant value in case of Academic Achievement of Students (0.001), it can be seen that the null hypothesis will be **rejected** as p-value is less than 0.05. Therefore, it can be concluded, that for this attribute, there exists a significant difference between Govt.-Aided and self-financed Colleges.

Objective no. 15: To study whether significant association/correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.

Hypotheses no. 15: H₀: There exists no association/ correlation between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.

Table: 4.19

		Academic Achievement of
		Students
Teacher's Attitude	Correlation	308
towards their Profession	Coefficient	
through Teachers	(Spearman's rho)	
Attitude Inventory	Sig. (2-tailed)	.134
(TAI)		
(1711)	N	25

Table 4.19 represents that the coefficient of correlation between Teacher's Attitude towards their Profession and Academic Achievement of B.Ed. Students is **-0.308.** The significant value obtained on computing Spearman's correlation is **0.134** which is greater than **0.05.** Thus, we can conclude that the null hypothesis will be **accepted** and we can say that there exist no correlation between Teacher's Attitude towards their Profession and Academic Achievement of B.Ed. Students of govt.-aided B.Ed. colleges

Objective no. 16: To determine the association/ correlation between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of self-financed B.Ed. colleges.

Hypothesis no. 16: H₀: There exists no association/ correlation between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of self-financed B.Ed. colleges.

Table: 4.20

		Academic Achievement of
		B.Ed. Students
Teacher's Attitude	Correlation	.293
towards their Profession	Coefficient	
through Teachers	(Spearman's rho)	
Attitude Inventory	Sig. (2-tailed)	.156
(TAI)	NT.	25
	N	25

Table 4.20 represents that the coefficient of correlation between Teacher's Attitude towards their Profession and Academic Achievement of B.Ed. Students is **0.293**. The significant value obtained on computing Spearman's correlation is **0.156** which is greater than **0.05**. Thus, we can conclude that the null hypothesis will be **accepted** and we can say that there exist no correlation between Teacher's Attitude towards their Profession and Academic Achievement of B.Ed. students of self-financed B.Ed. colleges.

CHAPTER-V SUMMARY, FINDINGS, CONCLUSION AND EDUCATIONAL

IMPLICATIONS OF THE

STUDY

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION AND EDUCATIONAL IMPLICATIONS OF THE STUDY

5.1 INTRODUCTION:

Education is considered as one of the significant factors that bring rapid economic and social development in any given nation. This as a result develops various categories of manpower. It is the manpower resources that utilizes the available physical and financial resources to provide the services and functions that eventually bring about economic and natural development. No meaningful development can take place without a well-trained and well developed manpower resources. The burden of educational development lay heavily upon teachers for its successful execution, at every level in the educational system. Teachers play a significant role in successful conduction of educational development. Teachers take the front seat with regard to both academic and social performance of students. Modern education demands efficiency in channelizing students intellectual ability along with character development, the duty and responsibility of which is led on the shoulders of teachers. The need and demand of the current education system can only be fulfilled when teacher's being able to incorporate healthy personality traits and positive attitude among themselves as well as with pupils, and guiding them to develop their personality freely.

The impact of teachers personality and attitude in student's learning ability and ultimately towards their academic achievement cannot be overlooked. The reflection personality and attitude of teacher directs the shape of students lives, affecting various development among students. Students imitate the nature and approach of the teacher

thereby putting great responsibility on the teachers. Current researches and studies clearly shows the impact of teacher-student relationship in the perception, learning and achievement of students.

5.1.1 TEACHER EDUCATOR

From the very ancient time the teacher educators have occupied the best place within the whole teaching methodology. Teacher educator takes up the extra responsibility of making ready teaching tasks for future teachers. The primary concern that requires highest priority, the training and practice of teacher educators has been neglected beyond expectation. The standard of academics at both in-service and pre-service levels is decided by the quality and skill of teacher educators which in turn assess the standard of faculty education. Teacher educators have the capacity to mould the academics within their skilled pyramids. A competent and effective teacher educator can facilitate within the national development. The teacher-educator is the crust of the opera of teaching-learning since the entire system revolves around him.

5.1.2 PERSONALITY TYPE OF TEACHER EDUCATORS

Education is one of the significant factors that help in bringing quick social and economic progression in any given nation. This results in development of various categories of manpower. The available physical and financial resources get manipulated by the manpower resources in providing the services and functions and in eventually bringing natural and economic development. For a meaningful economic and natural development, a well trained manpower resource is a must. Every educational system at each and every level rely on teachers for the appropriate execution and attainment of teachers programme objectives. School is the first basic

socialization institution for the child after the family. Teachers apart from the parents, effectively take the front seat in regard to the development of learner's personality both academically and socially. The teachers hold the duty and responsibility of being effective keeping in view the need of current education system of our country.

The modern education system demands effectiveness in teaching as well as lay the duty and responsibility of guiding and training learners on the shoulders of the teacher. This responsibility can only fulfilled through development of healthy personality traits and healthy relationship with learners. The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define a good education. The behavior and approach of the teacher is directly accepted and copied by students, which puts great responsibilities on the teachers. Studies performed in the current day clearly show the effect on students of mutual interaction in teacher-student relationships, teachers approach regarding students and especially the perception of this by students.

5.1.3 ATTITUDE TOWARDS TEACHING PROFESSION

The behaviour of student teachers is significantly influenced by the attitude of teacher educators. Attitude is a mental or neural state of readiness, organized through experience, it exerts a directive or dynamic influence on the individual's response to all objects and situations to which it is associated with. An attitude is learned, in relation to persons, ideas, objects and values. In varied situations attitude may be formed, which have an emotional association to it. Attitudes affect the complete behaviour as well as the internal psychological processes too. If teacher educators possess a healthy attitude towards their profession the teaching-learning process can easily be handled. Quality teacher education has become more challenging due to

unfavorable teacher attitude, which results in irregular and insufficient efforts and actions for self-renewal and sustainability. Teacher educators can facilitate effective learning among student teachers with their positive attitude towards their profession. The demand for appropriate teacher educators with favorable attitude towards their profession has been raised considerably with the quantitative expansion and improvement in the quality of teacher education institution

Unfavorable attitude towards profession makes the teaching- learning process tough and monotonous. However, satisfactory changes in student teachers can bring positive approach towards profession. The estimation of the potential behaviour of a teacher educator towards his profession has greater significance in improving in the quality of teacher education programme.

Favorable professional attitude in teacher educators would help the student teacher to imbibe the same attitude in themselves. The attitude of a teacher educator may have an influence on the way they interact with teacher trainees and also on their teaching activities, the way they adjust to the changing needs of teacher education and may get influenced by their thoughts behaviors and attitude towards teaching profession.

5.1.4 LEARNING STYLE

An individual goes on learning throughout his lifetime as he begin to learn soon after his birth. An infant slowly learns to adapt himself to the environment around him. These innate guides of behaviour are inadequate for his adaptation to this complex environment. In this sense we may call learning as the process of acquiring the appropriate responses. **Bernhardt** defines learning as "the more or less permanent modification of an individual's activity in a given situation, due to the practice in attempts to achieve some goal or solve some problem."

Learning is an active process which depends on the activity of the individual himself. On the other hand, the process or natural growth, or maturation, is a process of development with which the individual himself has little to do. "learning is modification of behaviour through experiences." [8]

Learning styles are simply put various approaches or ways of learning. They involve educating methods, particular to an individual, that are presumed to allow that individual to learn best. It is commonly believed that most people favour some particular method of interacting with taking in, and processing stimuli or information. Based on this concept, the idea of individualized "learning styles" originated in the 1970s, and has gained popularity in recent years. It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.

Learning processes vary from person to person due to differences in cognitive processing. While acquiring a huge amount of knowledge, B.Ed. college students experience a different learning environment in their educational setting than non-B.Ed. students. Studies have shown that each student typically adapts his, or her learning preferences to their learning environment. The concept of learning styles has undergone extensive analysis in empirical literature in an attempt to understand the dynamic processes of learning. **Keefe** defined a learning style as "the composite of cognitive, affective and physiological characteristics that serve as relatively stable indicators of how a learner perceives, interacts and responds to learning environment." Understanding students' learning styles is essential for instructors, because each learning style requires different educational materials. When students'

learning styles and instructors' teaching styles are aligned, it results in students improving their understanding of the course content.

There have been many attempts to enhance students' academic achievements. Students' academic achievements can be measured using many methods, including their problem solving abilities. Students' learning styles have received increasing attention in higher education. Matching students' learning styles with a learning framework has resulted in improved test scores, whereas a mismatch between learning styles and curriculum has led to low levels of academic achievement. To become effective teachers, teaching staff should understand a learner's characteristics and their learning style.

5.1.5 ACADEMIC ACHIEVEMENT

Academic achievement clearly describes academic outcomes that indicate the extent to which a student has achieved their learning goals. In a formal education system academic achievement is considered as an important outcome of formal education. In view of many researchers, the social and emotional factor associated with academic achievement influences students well- being and psychological development. Basically, academic achievement represents the extent to which educational outcomes have been achieved. In B.Ed. training programme, monitoring of B.Ed. students' academic progress is essential in evaluation of effectiveness of their learning and in framing strategies to make significant instructional decisions. It is significant and essential to monitor B.Ed. students' progress as it exhibits greater concerns about their learning towards higher academic instruction. The aim of evaluation of academic achievement of B.Ed. students is basically, to supervise and test their learning adequacy which may further help in identification of need and interest of B.Ed.

students which may further help in determining the modifications required in the instructions.

Thus the present research work tried to investigate, different variables like teacher educator's personality traits and attitude towards their profession and there effect on the learning and achievements of B.Ed. students. Assessment of these variables provided an opportunity to refer to those factors that contribute towards the effective teaching learning processes which foster youth development and learning necessary for a productive, and satisfying life in a democratic society.

5.2 STATEMENT OF THE PROBLEM

The researcher has come up with the following problem which has to be investigated further. The present study is undertaken to explore the intensity of personality traits of teachers, their attitude towards their profession at higher level of education with regard to learning styles and academic achievements of B.Ed. students. Hence the title of the problem is: An analytical study of Teacher educator's Personality Traits and Attitude towards their Profession in relation to Learning Style and Academic Achievements among Students of Self-financed and Government-aided B.Ed. Colleges.

5.3 OBJECTIVES OF THE STUDY

The main objectives of the study have been given below:

- 1. To study the personality traits of Teacher Educators in terms of second-order factor i.e. extraversion, anxiety, tough poise, independence and control.
- 2. To study the attitude of teacher educators toward their profession.
- 3. To study the learning style of B.Ed. students.

- 4. To study the academic achievement of B.Ed. students on the basis of their semester-end examination marks.
- 5. To check for any significant association between teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) and learning styles of B.Ed. students of govt.—aided B.Ed. colleges.
- 6. To check for any significant association between teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) and learning styles of B.Ed. students of self-financed B.Ed. colleges.
- 7. To compare teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) of B.Ed. students of govt.-aided and self-financed B.Ed. colleges.
- To compare the learning styles of B.Ed. students of govt.-aided and self-financed
 B.Ed. colleges.
- To find out whether significant correlation exists between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- 10. To determine whether significant association/ correlation exists between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges.
- 11. To compare teacher educator's attitude towards their profession between Govtaided and self-financed B.Ed. colleges.
- 12. To assess whether significant association/ correlation exists between teacher educator's personality traits and academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges

- 13. To find out whether significant association/ correlation exists between teacher educator's personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges
- 14. To compare the academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.
- 15. To study the whether significant association/ correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- 16. To study whether significant association / correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of self financed B.Ed. colleges.

5.4 HYPOTHESES OF THE STUDY:

The following null hypothesis were formulated against objectives 5-15 for the empirical verification of this research work:

- There exists no significant association/ correlation between teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) the learning styles of B.Ed. students of self-financed B.Ed. colleges.

- 3. There is no significant difference between the teacher educator's personality traits (extraversion, anxiety, tough poise, independence and control) of govtaided and self-financed B.Ed. colleges.
- **4.** There is no significant difference between the learning styles of B.Ed. students of Govt.-aided and self-financed B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's
 attitude towards their profession and the learning styles of B.Ed. students of
 self-financed B.Ed. colleges.
- 7. There exists no significant difference in teacher educator's attitude towards their profession between Govt.-aided and self-financed B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's personality traits and academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- There exists no significant association/ correlation between teacher educator's personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.
- 10. There exists no significance in academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.
- 11. There exists no significant association/ correlation between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.

5.5 NEED AND SIGNIFICANCE OF PRESENT STUDY

- The present study reveals the personality characteristics of teachers by analyzing the context of teacher effectiveness and professional competency exhibited by teachers.
- 2) It provide necessary information regarding attitude of teacher educators toward their profession, and thus suggests how it can be channelized in an appropriate manner in improving our existing system of teaching and learning process.
- 3) It helps in finding out the associating factor of teachers attitude towards teaching profession, their adjustments and other significant factors which have their bearing up on teacher and his teaching.
- 4) It explains the various learning styles or approaches of learning among B.Ed. students by diagnosing individual preferences and needs regarding the learning process.
- 5) It also help in estimating the educational accomplishment of students in specific area of work.
- 6) The comparative analysis of teacher educator's personality traits and their attitude in relation to learning style and achievements of students provides information regarding factors which contributes towards the effective learning approaches and accomplishments of students.

5.6 TYPES OF VARIABLE

- Independent Variable :
- Teacher Educator's Personality Trait
- Teacher's Attitude towards their Profession
- Dependent Variable

- Learning Style, and
- Academic Achievement of B.Ed. Students.

5.7 OPERATIONAL DEFINITIONS OF THE KEY TERMS

5.7.1 TEACHER EDUCATOR: Teacher educator in the present study referred to those teachers who guides and train prospective or pupil teachers, or we can say B.Ed. students.

5.7.2 TEACHER EDUCATOR'S PERSONALITY TRAITS

Teacher Educator's personality traits referred to totality of teacher educator's behaviour which helps in identification of those underlying features that best describes the personality of a teacher educator as the sum total of his way of behaving towards himself as well as with others.

5.7.3 TEACHER EDUCATOR'S ATTITUDE TOWARDS THEIR PROFESSION

In the present study it referred to predispositions or acquired tendencies which prepares a teacher educator to behave, think, feel and react towards their profession.

5.7.4 LEARNING STYLE OF B.ED. STUDENTS

Learning styles are those strategies of learning under which a student is most likely to learn. In the present study it referred to the way by which B.Ed.students internally represents experiences and recall or processes information.

5.7.5 ACADEMIC ACHIEVEMENT OF B.ED. STUDENTS

Academic achievement is refer to as the learning outcome of educationi.e. the extent to which a student has achieved their educational goals. In the present study academic achievement referred to the marks obtained by the students in the end semester examination.

5.7.6 B.Ed. STUDENTS

In the present study B.Ed. students referred to those individuals with a Bachelor's or Master's degree in the field of Arts, Science or Commerce, undergoing B.Ed. programme from the associated colleges of University of Lucknow for two academic year for obtaining Bachelor's degree in Education (B.Ed.) which qualifies them to become secondary and higher secondary school teachers.

5.8 TYPE OF COLLEGES

B.Ed. colleges of following categories were taken for research study:

- Government-aided B.Ed. colleges are NCTE approved, University of Lucknow affiliated colleges which receives aid from the government.
- Self-financed B.Ed. Colleges are NCTE approved, University of Lucknow affiliated self-financed colleges which are established, owned, funded and managed by self-financed management and recognized by U.P. Government.

5.9 METHOD OF THE STUDY

The research study is a descriptive study in which survey method was employed. The researcher personally visited the B.Ed. College approved by NCTE and affiliated to University of Lucknow in Uttar Pradesh state. The researcher approached teacher educators and students of government – aided and self-financed B.Ed. Colleges. The purpose of this research study was explained and 16 PF and Teachers Attitude Inventory was administered on teacher educators and learning style inventory was

administered on B.Ed. Students. Sufficient time was given to the teacher educators as well as B.Ed. students to fill the tools and necessary instructions were given.

5.10 SAMPLE

In the present, a sample unit of 450 (40 students each from five self-financed B.Ed. colleges and 40 students each from five government-aided B.Ed. colleges and 5 teachers from each five self-financed and government-aided B.Ed. colleges of Lucknow city) was selected in the research work.

5.11 TOOLS USED FOR COLLECTION OF DATA:

The tools used to measure the variables and to collect the data are shown in the table:

Variables Measured	Tool used	Constructed by
Teacher Educator's Personality Traits	I6 Personality Factors	R.B.Cattell
Teacher's Attitude towards their Profession	Teacher Attitude Inventory	S.P.Ahluwalia
Learning Style of B.Ed. Students	Learning Style Inventory	K.S.Mishra

5.12 STATISTICAL TECHNIQUES USED IN ANALYSIS OF DATA

To analyze the collected data SPSS package version 25 was used and all the hypotheses were tested at 0.05 levels of significance. For the analyses of the data the following statistical techniques were used.

Descriptive Statistics: Mean, Standard Deviation, Spearman's Rank order Correlation.

Inferential Statistics: t-test and Mann-Whitney U test.

5.13 DELIMITATION OF THE STUDY

The sample is limited to government-aided and self-financed B.Ed. colleges affiliated to University of Lucknow in Lucknow City.

5.14 MAJOR FINDINGS OF THE STUDY

The major findings that emerged out of the present study are as follows:

- Significant correlation is found between teacher educator's extraversion personality trait and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- No significant correlation is found between teacher educator's Anxiety personality trait and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- No significant correlation is found between teacher educator's second order personality trait (Tough Poise) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- 4. Significant correlation exists between teacher educator's second order personality trait (Independence) and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- No significant correlation is found between teacher educator's second order personality trait (Control) and the learning styles of B.Ed. students of Govt.aided B.Ed. colleges.
- 6. No significant association/ correlation exist between teacher educator's second order personality trait (extraversion) and the learning styles of B.Ed. students of self-financed B.Ed. colleges.

- 7. No significant correlation exists between teacher educator's second order personality trait (Anxiety) and the learning styles of B.Ed. students of Self-financed B.Ed. colleges.
- 8. No significant association exists between teacher educator's second order personality trait (Tough Poise) and the learning styles of B.Ed. students of Self-financed B.Ed. colleges.
- No significant correlation is found between teacher educator's second order personality trait (Independence) and the learning styles of B.Ed. students of Self-financed B.Ed. colleges.
- 10. No significant correlation is found between teacher educator's second order personality trait (Control) and the learning styles of B.Ed. students of Selffinanced B.Ed. colleges.
- 11. No significant difference is found between the teacher educator's second order (extraversion) personality trait of govt.-aided and self-financed B.Ed. colleges.
- 12. Significant difference is found between teacher educator's second order (Anxiety) personality trait of govt.-aided and self-financed B.Ed. colleges.
- 13. No significant difference is found between the teacher educator's second order (Tough Poise) personality traits of govt.-aided and self-financed B.Ed. colleges.
- 14. Significant difference is found between the teacher educator's second order (Independence) personality traits of govt.-aided and self-financed B.Ed. colleges.
- 15. No significant difference is found between the teacher educator's second order (Control) personality traits of govt.-aided and self-financed B.Ed. colleges.

- 16. No significant difference is found between the learning styles of B.Ed. students of Govt.-aided and self-financed B.Ed. colleges.
- 17. No significant correlation is found between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of Govt.-aided B.Ed. colleges.
- 18. Significant relation is found between teacher educator's attitude towards their profession and the learning styles of B.Ed. students of self-financed B.Ed. colleges.
- 19. No significant difference is found between teacher educator's attitude towards their profession in Govt.-aided and self-financed B.Ed. colleges.
- 20. No significant association/ correlation is found between teacher educator's second order personality trait (extraversion) and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- 21. No significant correlation is found between teacher educator's second order personality trait (Anxiety) and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- 22. No significant association or correlation exists between the tough poise attribute of second order personality traits and the academic achievement of B.Ed. students of govt.-aided B.Ed. colleges.
- 23. No significant correlation exists between the Independence attribute of second order personality traits and academic achievement of B.Ed. students of govt.aided B.Ed. colleges.
- 24. No significant correlation exists between the control attribute of second order personality traits and academic achievement of B.Ed. students of govt.-aided B.Ed. colleges.

- 25. No significant association/ correlation is found between teacher educator's second order personality trait extraversion and the academic achievement of B.Ed. students of self-financedB.Ed. colleges.
- 26. No significant correlation is found between teacher educator's second order personality trait Anxiety and the academic achievement of B.Ed. students of self-financedB.Ed. colleges.
- 27. No significant association or correlation exists between the tough poise attribute of second order personality traits and the academic achievement of B.Ed. students of self-financed B.Ed. colleges.
- 28. No significant correlation exists between the Independence attribute of second order personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.
- 29. No significant correlation exists between the Control attribute of second order personality traits and academic achievement of B.Ed. students of self-financed B.Ed. colleges.
- 30. Significant difference exists between academic achievement of B.Ed. students of both Govt.-aided and self-financed B.Ed. colleges.
- 31. No significant correlation exists between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of Govt.-aided B.Ed. colleges.
- 32. No significant association/ correlation exist between teacher educator's attitude towards their profession and the academic achievement of B.Ed. students of self-financed B.Ed. colleges.

5.15 CONCLUSION

Teaching is a noble profession. We all take pride in being a teacher and transmitting knowledge year after year. Teachers of all categories and levels are aware of the roles played by them in the present context of education. They understand that their roles and behaviour are not fixed, but are revolving around the influence of changes taking place in a society and the educational system itself (UNESCO, 1975). They know that the behavioral pattern adopted by them have a lasting impact on the learning and achievement of B.Ed. students.

On the basis of the results obtained we can assume that the teacher educators of govt.

-aided B.Ed. colleges are oriented more towards ideas and thoughts and prefer activities which involves lesser interaction with other people and B.Ed. students. They form close and cooperative relationship in few situations and remain detached in other. Under the influence of this factor, the teacher educators adopt very reflective approach which eventually impacts the learning capabilities of B.Ed. students.

It is evident from the result that teacher educator's second order personality factor independence has relation with how B.Ed. students perceive learning. This trait of teacher educators reflects their capacity to adapt to the environment and how they accommodates with the wishes of their students. Teacher educator express personal views, opinions and value input from their students as well. This approach strengthens the learning of B.Ed. students as the students tends to trust their teacher educators, feel free to seek their assistance when required.

The second order personality factor anxiety is as being neither more or less anxious than most people. Significant difference between teacher educators second order personality trait anxiety of govt.-aided and self-financed B.Ed. colleges shows the

difference how teacher educators take up challenges. The result shows that they differ in adapting change, and in trusting other people, as they may not think to examine the motives behind others action. Teacher educators of both govt.-

aided and self-financed B.Ed. colleges are composed but differ in demonstrating immense sense of urgency in meeting the demands of others.

Teacher educator's attitude towards profession as a significant determinant of teacher's behaviour influences and affects B.Ed. students learning. The present study examined teacher's attitude towards profession as a correlate of B.Ed. students learning style. On the basis of the result obtained it is important to understand that teacher educator must try to reach beyond Instruction and must lay his focus on the interpersonal aspects of teaching. Teacher educators must participate in constant inservice training and should attend educational conferences both locally and internationally as this will definitely help them grow on the job. A positive attitude towards profession and a friendly learning environment may help to stir up a learning hunger among B.Ed. students, which will eventually help in engaging classroom more effectively.

In the present research study academic achievement indicates the extent to which our B.Ed. curriculum learning outcomes have been achieved. It is a clear indicator through which we can simply assess creativity, ICT competency, leadership quality along with subject mastery among our learner.

In order to overcome the learning related problems, teaching learning environment needs to be managed and arranged appropriately mainly emphasizing on manipulation of situation. It is recommended that teacher educators must use different motivational techniques in assessment of student's learning outcome. Teacher educator as a guide

and counsellor should listen to the B.Ed. students with patience and tolerance in spare time. They must employ effective teaching strategies to foster learning among B.Ed. students with positive and constructive criticism that may eventually help in building their character as a teacher naturally.

5.16 EDUCATIONAL IMPLICATIONS

The following educational implications could be drawn from the findings of the study:

- Effective teaching is done through effective teacher educators who know how to teach pupil teachers about the individual needs of students, adapting relevant teaching methods and enabling pupil teacher in creating efficient learning environment.
- Teacher educators must maintain high level motivation through effective teaching.
- The teacher educator must be versed in many issues ranging from the family situation, interest, problems, and joys of their pupil teacher.
- With appropriate professional approach teacher educators begin believing that they have an impact on the lives of their pupil teachers, fostering self esteem with increased motivation and learning. This approach don't require financial cost or a budget but rather empathy and sensitivity of teacher educators.
- Teacher educators must participate and engage themselves in various seminars, workshops, collaborative groups, and part of regular discussions which rather help in their assessment.
- It is quite evident that teacher educators with extraversion personality trait possess effective teaching competency. They are zealous and prefer working in an environment which help in accomplishing their work. Hence, training

- programmes for teacher educators should be so organized that it may facilitate enhancement of teacher educators personality.
- It is seen that the attitude of teachers educators toward teaching profession is a vital factor that contribute to the learning style of pupil teachers. The accomplishment of teacher education programme doesn't only rely on setting up of aim and objectives but on the academic and professional initiation of teacher educators. First and foremost preparation that a teacher educators must require is the correct attitude, working with it makes their work more easier and satisfying and rewarding for pupil teachers. Hence, the management of teacher education organization effort in developing favorable professional attitude among teacher educators and enhancing their competencies for the positive outcome of the programme.
- Teacher educators must follow relevant strategies in teaching, development of curriculum, preparation of teaching material, and development of educational material.
- It is important to engage teacher educators in professional learning and acknowledge the importance of being or becoming lifelong learners by keeping in touch with the latest developments and insights in the field of teacher education.
- Teacher educators must believe in themselves and in his abilities as a role model and educator, as it play an important role on the performance of pupil teachers.
- Teacher educators programme must ensure development of skills and capabilities of teacher educators in developing relevant pedagogy and be able

- to reconstruct educational experiences in training pupil teachers with appropriate use of technology.
- Opportunities for personality development should abridge the needs of teacher educators and those of the teacher education programme.
- Conduction of in-service training programme for teacher educators must be promoted so as to inculcate research based orientation, professional skill and attitude for lifelong learning.
- Teacher educators must enroll themselves in professional learning, the record of which should be with the teacher education institutions
- Relevant learning opportunities should be provided to teacher educators aiming at comprehensive personality as well as attitude development plan though which they can acquire competences necessary for producing effective pupil teachers.
- Teacher educators must provide diverse learning environment to their pupil teachers by guiding them in gaining the conceptual knowledge about the part a teacher play in the ecosystem of academics learning.
- Teacher educators pupil teachers directly or indirectly affects the learning and achievement of pupil teachers. A teacher educators with positive personality attributes adopts effective way in conveying knowledge and skills to the pupil teachers in the teacher educators context. Hence its recommended to frame policies in order to promote professional development activities and programmes to evaluate their learning needs as well as teaching performance through regular feedbacks.

5.16 SUGGESTIONS FOR FURTHER STUDY

The following are the suggestions for further study:

- The present study was confined only to government-aided and self-financed
 B.Ed. Colleges of University of Lucknow.
- Present investigation was limited to urban area; similar study may be undertaken for rural area.
- Comparative study between urban and rural areas can be carried out for the same problem.
- A similar study can be extended to other Universities of Uttar Pradesh State.
- A similar study can be conducted on student teachers of M.Ed., BTC.
- Personal characteristics like personality traits and attitude were only studied in the present investigation. Other characteristics like teaching competency, job satisfaction, anxiety, motivation, interest in teaching, etc. can also be explored
- The same study may be undertaken for larger sample of Teacher Educators of Uttar Pradesh.
- Further researchers may undertake a comparative study between regular and distance mode considering same background variable and personal variables.

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