

Personality (*Introvert, And Extrovert*) and Professional Commitment Effect among B.Ed Teacher Educator Students

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ABSTRACT

Introvert and Extrovert is considered an important personality factors in the eastern psychology. Objective of the present study is to find out different between Introvert and Extrovert factors of personality and Professional Commitment among B.ed students. Sample consists of 300 B.ed students (150 male & 150 female) selected by adopting random sampling method. The tools used for the study are Introvert and Extrovert inventory by Dr. P. F. Aziz, and Smt. Dr. Rekha Gupta and Professional Commitment Scale for Teacher Educators constructed by Dr. Vishal Sood.

Statistical analysis was done by computing person's product moment effects. Findings of the study are -

- (1) Introvert and Extrovert Personality and Professional Commitment are finding different to each other significantly.
- (2) Introvert Personality (Male & Female) and Professional Commitment are not found different to each other significantly.
- (3) Extrovert Personality (Male & Female) and Professional Commitment are finding different to each other significantly.
- (4) Introvert and Extrovert Personality (Male) and Professional Commitment are find different to each other significantly.
- (5) Introvert and Extrovert Personality (Female) and Professional Commitment are no find different to each other significantly.

Keywords: *Introvert, Extrovert Personality, Professional Commitment, B.ed students*

Personality is a very popular psychological concept of the world. Personality refers to *important* and *relatively stable* aspects of behavior. Personality deals with a *wide range of human behavior*. According to many theorists, personality includes virtually everything about a person mental, emotional, social, and physical. Some aspects of personality are *unobservable*, such as thoughts, memories, and dreams, whereas others are *observable*, such as overt actions. Personality also includes aspects that are concealed from yourself, or *unconscious*, as well as those that are

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conscious and well within your awareness. (Robert B. Ewen 2003). The Indian philosophers have always acknowledged that the Supreme is the Infinite and perceived that to the soul in Nature the Infinite must always present itself in an infinite variety of aspects. We are living in a universe that is filled with great forces of life and death, creation and destruction. Divine powers can be seen everywhere lifting us into a greater sphere of peace and better understanding. But evil forces are also present around us, working to lure us down further into world of confusion and attachment. Truth and falsehood, ignorance and enlightenment and the light and dark, the illumination and shadow of the world. This concept is very indigenous to the Indian description of personality and temperament.

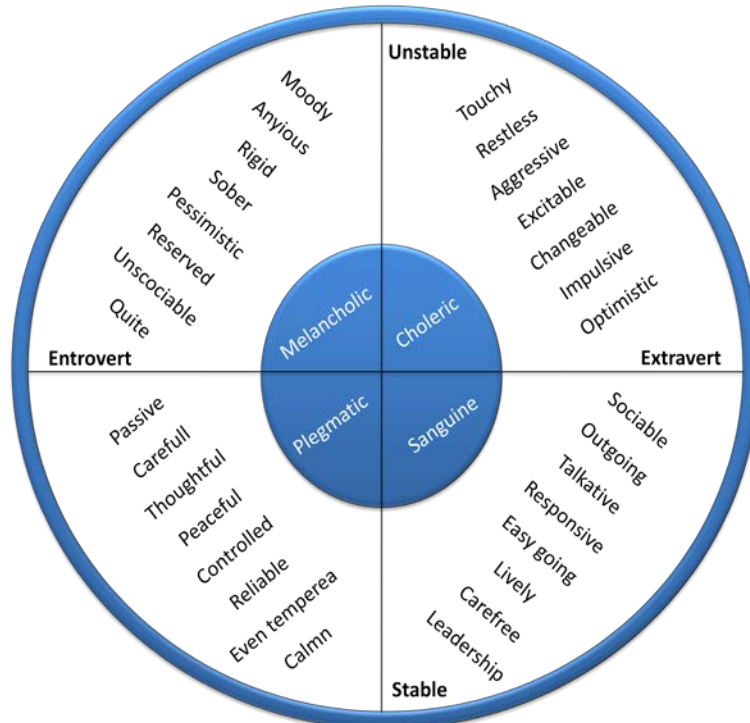
Jung (1976) divided personality into two part ,one Introvert and second are Extrovert. Nature of introvert personality people are imaginative, self centered and idealism.

Introvert Personality-Introverts are often characterized by their capacity for inward reflection and a need to understand the world before they experience it (Tieger & Barron-Tieger, 1995). They may be easily over stimulated by new ideas and unfamiliar situations. Introverts need time to take in new information and compare it to internal experiences, in order to understand it and respond to it (Tieger & Barron-Tieger, 1995). This is why introverts seek time away from the outside world, in order to process and reflect on new information (Laney, 2001). In group situations, such as during a classroom discussion or at an office meeting, introverts may appear reluctant to share their ideas, but this may be because they need to take time away from the group to fully develop these ideas first (Cain, 2012). Introverts can be capable of profound insights when they are afforded the time and space to think things through. To the rest of the world, introverts may appear shy or anti-social, but they are just social in different ways (Laney, 2001). They often prefer to spend time in smaller groups, or one-on-one, and usually like to get to know new people more slowly (Tieger & Barron-Tieger, 1995).

Extrovert Personality-If introverts focus their energy and attention inward, extroverts focus it outward. They crave the stimulation they get from engaging with the world outside themselves. In contrast to introverts, extroverts “need to experience the world to understand it; they tend to like a lot of activity” (Tieger & Barron-Tieger, 1995, p.14).

Extroverts tend to appear much more social because they are eager for the stimulation that comes from meeting new people. They also tend to think and talk at the same time, and formulate their ideas best by saying them out loud (Laney, 2001). Because of these qualities, extroverts often meet new people easily and often do well in social situations. In discussing one of the defining qualities of extroverts, Tieger and Barron-Tieger said: “Many extraverts find that their preference helps them at work because they generally can think quickly on their feet. When asked a question, they just start talking. Eventually they come up with an answer, and usually they can persuade others that it makes sense” (1995, p.15)

Personality (*Introvert, And Extrovert*) and Professional Commitment Effect among B.Ed Teacher Educator Students



Eysenck, M. W. (1985.)Introvert &extrovert chart

Professional Commitments-Herzberg’s (1959) two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles. According to Hew stone and Stroebe (2001) Herzberg’s two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example, achievement, personal growth, recognition and, work itself, responsibility. The motivating factors are considered to be intrinsic to the job as individuals may have a degree of control over them. Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration, policies, supervisory practices and other working conditions. According to the two- factor theory hygiene factors are the non task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them.

Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus(Naylor 1999). In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge

Personality (*Introvert, And Extrovert*) and Professional Commitment Effect among B.Ed Teacher Educator Students

(human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

RELATED STUDIES

William Marston, whose ideas later became a core of the DiSC model, quoted Jung with approval, but regarded introversion and extroversion in terms of feeling: as a matter of inhibited emotional expression, with perhaps skeletal origins (Guilford and Brayly; Gilliland op.cit.)

G.W. Allport commented that “Marston speaks of introversion and extroversion as emotional *traits*, and then lists twenty *traits* of introversion and twenty of extroversion (1924).”

Laney (2001) tells us that helping children discover their own unique strengths, and finding ways to overcome their limitations “is the greatest support you can give them to face the natural struggles of growing up” (p.153).

Bogler. Ronit, Somech.Anit(2004) The present study focuses on the relationship between teacher empowerment and teachers’ organizational commitment, professional commitment (PC) and organizational citizenship behavior (OCB). It examines which subscales of teacher empowerment can best predict these outcomes. The data were collected through a questionnaire returned by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analyses indicated that teachers’ perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their OCBs. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision making, self-efficacy, and status were significant predictors of OCB. Practical implications of the study are discussed in relation to teachers, principals and policy-makers.

OBJECTIVE

1. To find out the relationship between Personality (*Introvert and Extrovert*) and Professional Commitment of male and female B.ed students.

Hypotheses -

- H1.**There exists no significant different between personality (*Introvert and Extrovert*) and Professional Commitment of students.
- H2.**There exists no significant different between personality (*Introvert*) and Professional Commitment of Male & Female students.
- H3.**There exists no significant different between personality (*Extrovert*) and Professional Commitment of Male & Female students.
- H4.**There exists no significant different between personality (*Introvert and Extrovert*) and Professional Commitment of Male students.
- H5.**There exists no significant different between personality (*Introvert and Extrovert*) and Professional Commitment of Female students.

Personality (*Introvert, And Extrovert*) and Professional Commitment Effect among B.Ed Teacher Educator Students

Sample:

For the present study a total of 300 B.ed students (150 Male and 150Female) were selected for the study by adopting random sampling method from various colleges of Durg District.

Tool:

In the present study, **Introversion Extroversion Inventory** was used to measure the personality (**Introvert & Extrovert**) by Dr P.F. Aziz, and Dr. (Smt) Rekha Gupta. Whereas Professional Commitment was measured by “Professional Commitment for Teacher Educator” constructed by Dr. Vishal Sood.

H1. There exists no significant different between personality (Introvert and Extrovert) and Professional Commitment of students.

Table 1.1

S.N.	N	M	SD	t
1-	Introvert students = 37	$m_1 = 283.22$	$SD_1 = 28.0656$	t = 2.906236
2-	Extrovert students=100	$m_2 = 298.03$	$SD_2 = 25.60018$	
df = 135 P < 0.01				

From the table 1.1, it is evident that the different personality (*introvert and extrovert*) and Professional Commitment of B.ed students is 2.906236, which is significant at 0.01 level of significance. It indicates that both variables are significantly differing to each other.

H2. There exists no significant different between personality (Introvert) and Professional Commitment of Male & Female students.

Table -1.2

S.N.	N	M	SD	t
1-	Introvert boys= 15	$m_1 = 278.53$	$SD_1 = 30.58293$	t = 0.817965
2-	Introvert girls= 20	$m_2 = 286.75$	$SD_2 = 26.959$	
df = 33 P > 0.01				

From the table 1.2, it is evident that the different personality (*introvert*) and Professional Commitment of B.ed Male & Female students is 0.817965, which is significant at 0.01 level of significance. It indicates that both variables are significantly not differing to each other.

Personality (*Introvert, And Extrovert*) and Professional Commitment Effect among B.Ed Teacher Educator Students

H3. There exists no significant different between personality (Extrovert) and Professional Commitment of Male & Female students.

Table-1.3

S.N.	N	M	SD	t
1-	Extrovert boys = 48	$m_1 = 305.31$	$SD_1 = 22.66436$	$t = 2.813772$
2-	Extrovert girls= 52	$m_2 = 291.3$	$SD_2 = 26.30629$	
df = 98 P < 0.01				

From the table 1.3, it is evident that the different personality (*Extrovert*) and Professional Commitment of B.ed Male & Female students are 2.813772, which is significant at 0.01 level of significance. It indicates that both variables are significantly differing to each other.

H4. There exists no significant different between personality (Introvert and Extrovert) and Professional Commitment of Male students.

Table -1.4

S.N.	N	M	SD	t
1-	Introvert boys= 15	$m_1 = 278.53$	$SD_1 = 30.50293$	$t = 5.589257$
2-	Extrovert girls= 48	$m_2 = 305.31$	$SD_2 = 22.66436$	
df = 61 P < 0.01				

From the table 1.4, it is evident that the different personality (*introvert and extrovert*) and Professional Commitment of B.ed Boys students is 5.589257, which is significant at 0.01 level of significance. It indicates that both variables are significantly not differing to each other.

H5. There exists no significant different between personality (Introvert and Extrovert) and Professional Commitment of Female students.

Table-1.5

S.N.	N	M	SD	t
1-	Introvert girls= 20	$m_1 = 286.75$	$SD_1 = 26.959$	$t = 0.643688$
2-	Extrovert girls = 52	$m_2 = 291.3$	$SD_2 = 26.30629$	
df = 70 P < 0.01				

From the table 1.5, it is evident that the different personality (*introvert and extrovert*) and Professional Commitment of B.ed Girls students is 0.643688, which is significant at 0.01 level of significance. It indicates that both variables are significantly differing to each other.

CONCLUSION

On the basis of the study the conclusion may be drawn that we cannot generalize any confirm pattern i.e. there is certainly no fix different between the two factor basic personality (*Introvert and Extrovert*) and Professional commitment.

Introvert students and Extroverts student are significantly differ to their professional commitments and other hand Extroverts Male &Female students are significantly differ to their professional commitments , Introverts & Extrovert Male students are significantly differ to their professional commitments

Therefore, Introvert male & female students are significantly not differ to their professional commitments and Introvert Extrovert female students are significantly not differ to their professional commitments

In the modern time changing atmosphere, life skills, increasing education level and thinking level of students having a lot of changes there had many difficulties to Introvert and Extrovert traits students to archive their professional commitments.

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