



## A Descriptive Study of Personality Factors among Pre – Service Teachers at Thiagarajar College of Preceptors (TCP), Madurai

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The present study “A Descriptive Study of Personality Factors among Pre – Service Teachers at Thiagarajar College of Preceptors (TCP), Madurai” delves into the personality features of first – year pre – service teachers, emphasizing their importance in establishing effective teaching methods. Understanding personality traits is essential for teacher education because they influence classroom dynamics, teaching efficacy, and professional development. The study gazed at five personality characteristics: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Data were collected from 44 respondents (out of 88 planned participants), resulting in a 50% response rate. The questionnaire consisted of 25 questions delivered via Google Form, with responses measured using a 0.5 scale. Section A gathered demographic information such as gender, age, educational background, and birthplace, whereas Section B evaluated the participants’ personality qualities.

**Keywords:** *Professional Development, Personality, Characteristics, Teaching, Efficacy.*



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### 1. INTRODUCTION

Personality strongly influences an individual’s behavior, decisions, and interactions with others. Understanding pre – service teachers’ personality qualities is critical because they influence their teaching method, classroom management, and student interactions. Personality is a dynamic and organized set of

qualities that shape an individual’s cognitions, motivations, and behaviors in a variety of contexts. Pre – service teachers should recognize their personality traits in order to improve their teaching effectiveness and professional progress.

Personality traits such as extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience all have a

significant impact on teaching and learning outcomes in education. These characteristics influence how teachers interact, establish connection with pupils, respond to problems, and use innovative teaching methods. Teachers with high extraversion, for instance, may foster an engaging and participative classroom environment, whereas those with high conscientiousness frequently exhibit superior organization and time management abilities.

Thiagarajar College of Preceptors (TCP) in Madurai is well known for its emphasis on developing competent and empathic instructors. The college prioritizes the entire development of pre – service teachers, emphasizing not only academic success but also personal improvement. The study examines the personality factors of first – year pre – service teachers at the college, with the goal of providing insights into their intrinsic traits and behavioral patterns. Understanding these elements can help educators and officials create training programs that meet the needs of future teachers.

The study employs a descriptive methodology, gathering information on several aspects of personality through a questionnaire. 44 students replied to the survey, which was sent via Google Forms to 88 first-year pre-service instructors and was created on a 0.5 scale. The questions were designed to collect particular information about personality traits as well as generic information. While Section B examined personality traits classified under extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience, Section A concentrated on demographic information such as gender, age, educational background, and hometown.

The study is significant as it provides light on the personality qualities of pre – service teachers, enabling us to better understand their strengths and areas for improvement. By investigating these variables, the study hopes to contribute to the creation of individualized solutions that improve future educators' professional competence and personal well – being.

## 2. STATEMENT OF THE PROBLEM

The study attempts to investigate the personality qualities of pre – service teachers at Thiagarajar College of Preceptors (TCP) in

Madurai, with a focus on extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. These characteristics influence their behavior, instructional methods, and relationships, as well as their academic obligations, peer interactions, and ability to adjust to new obstacles. Despite their importance, there is limited research exist on this area. The study aims to investigate these characteristics in first – year pre – service teachers and how they influence their development and preparedness for the teaching profession.

## 3. RESEARCH GAP

Research on the influence of personality factors on pre – service teachers' efficacy and readiness in Indian teacher education institutions, specifically at Thiagarajar College of Preceptors (TCP) in Madurai, is scarce. The distinct experiences that pre – service teachers have during their training term, as well as the impact of demographic factors like gender, age, educational background, and hometown on personality development and professional advancement, are frequently overlooked in existing research. Furthermore, the application of online techniques like Google Forms and precise data gathering tools like 0.5 scale questionnaires is still underutilized and understudied. By investigating personality traits and their demographic correlates, this study seeks to close these gaps and provide fresh perspectives for teacher preparation.

## 4. OBJECTIVES OF THE STUDY

The following objectives have been established for this study:

- To investigate the demographic characteristics of pre- service teachers at Thiagarajar College of Preceptors (TCP), Madurai.
- To examine the personality factors among pre – service teachers at Thiagarajar College of Preceptors (TCP), Madurai.

## 5. HYPOTHESIS OF THE STUDY

Hypothesis employed in the present study are as follows:

- **Null hypothesis:** There is no significant difference between demographic factors and personality characteristics among pre – service teachers.

- **Alternative hypothesis:** There is significant difference between demographic factors and personality characteristics among pre – service teachers.

## 6. METHODOLOGY

### 6.1. Research design

The study utilizes a descriptive research approach to identify and analyze personality traits among pre – service teachers at Thiagarajar College of Preceptors (TCP) in Madurai. This design is appropriate because it focuses on characterizing the features of the sample population in relation to the variables under consideration.

### 6.2. Sampling design

In the current study, the researchers employed non – probability convenience sampling because only 44 out of 88 pre – service teachers completed the questionnaire, indicating that the sample was determined primarily on availability and desire to participate rather than random selection. This is typical of convenience sampling, in which participants are picked based on their availability and willingness.

### 6.3. Tools utilized for analysis

Relevant statistical tools were employed for the interpretation of the survey data. The tools utilized include:

- Percentage analysis
- Mean score analysis
- Standard deviation and t – test

## 7. DATA ANALYSIS AND RESULTS

### 7.1. Demographic characteristics of pre – service teachers

To analyze the demographic features of pre – service teachers in the study area, the researchers normally focus on four important components: gender, age, educational qualification, and respondents' hometown.

**Table 1: Demographic characteristics of pre – service teachers**

1.	Gender	No. of Respondents	Percentage (%)
	Male	11	25%
	Female	33	75%
	<b>Total</b>	<b>44</b>	<b>100</b>
2.	Age	No. of Respondents	Percentage (%)
	20 – 25	41	93.2%
	25 – 30	3	6.8%
	Above 30	-	-
	<b>Total</b>	<b>44</b>	<b>100</b>
3.	Educational Qualification	No. of Respondents	Percentage (%)
	Undergraduate	20	45.5%
	Postgraduate	24	54.5%
	<b>Total</b>	<b>44</b>	<b>100</b>
4.	Hometown	No. of Respondents	Percentage (%)
	Urban	30	68.2%
	Rural	14	31.8%
	Semi – urban	-	-
	<b>Total</b>	<b>44</b>	<b>100</b>

Table 1 displays noteworthy trends among pre – service instructors. Female participants outnumber male participants 75% to 25%, indicating that teaching draws more women, which is consistent with broader educational patterns. The majority of responses (93.2%) are between the ages of 20 and 25, showing that the program predominantly targets younger people, most likely recent graduates,

with little involvement from those over 30. Educationally, a tiny majority (54.5%) are postgraduates, indicating that the program prefers to attract individuals with advanced education, potentially improving their theoretical and practical abilities. Geographically, 68.2% come from metropolitan areas, 31.8% from rural areas, and no one from semi – urban areas. This urban – centric enrolment raises accessibility or appeal concerns, which may impact pre – service teachers’ perceptions and experiences.

## 7.2. Personality factors influencing pre – service teachers

To investigate the personality traits of pre – service teachers in the study area, researchers tend to concentrate on five important components: extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences of the respondents.

**Table 2: Personality factors influencing pre – service teachers**

<b>Extraversion characteristics of pre - service teachers</b>				
<b>S. No.</b>	<b>Factors</b>	<b>Total</b>	<b>Mean score</b>	<b>Rank</b>
1.	Engaging in social activities with peers	185	4.20	1
2.	Feeling comfortable in leading group discussions	179	4.07	3
3.	Energetic and outgoing in most situations	181	4.11	2
4.	Prefer to work in a team rather than alone	176	4.00	4
<b>Pre – service teachers’ agreeableness traits</b>				
<b>S. No.</b>	<b>Factors</b>	<b>Total</b>	<b>Mean score</b>	<b>Rank</b>
1.	Easily get along with others in class	180	4.10	4
2.	Empathetic to the concerns of peers	188	4.27	2
3.	Avoid confrontations and aim for harmony in group settings	183	4.16	3
4.	Enjoy assisting people in their academic struggles	193	4.39	1
<b>Conscientiousness qualities of pre- service teachers</b>				
<b>S. No.</b>	<b>Factors</b>	<b>Total</b>	<b>Mean score</b>	<b>Rank</b>
1.	Organize and manage time properly for studies	178	4.05	3
2.	Always complete tasks by the deadline	180	4.09	2
3.	Establish academic goals and work hard to accomplish them	180	4.09	2
4.	Prioritize attention to detail in work and projects	187	4.25	1
<b>Emotional stability features of pre – service teachers</b>				
<b>S. No.</b>	<b>Factors</b>	<b>Total</b>	<b>Mean score</b>	<b>Rank</b>
1.	Remain cool under pressure during tests and tasks	170	3.86	3
2.	Maintains emotional control in tough situations	172	3.91	1
3.	Rarely feel overwhelmed by academic burden	161	3.66	4
4.	Recover swiftly from failures and setbacks	171	3.89	2
<b>Pre – service teachers’ eagerness to gain experience</b>				
<b>S. No.</b>	<b>Factors</b>	<b>Total</b>	<b>Mean score</b>	<b>Rank</b>
1.	Enjoy learning about new teaching approaches and strategies	194	4.41	2
2.	Interested in learning more than just the	196	4.45	1

	syllabus			
3.	Seek feedback to enhance academic performance	187	4.25	3
4.	Accept challenges in the learning environments	184	4.18	4
5.	Engage in extracurricular activities that improve teaching skills	184	4.18	4

Table 2 indicates personality qualities affect pre – service teachers in five major domains: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Extraverts are very socially engaged, with a strong desire for collaboration, excitement, and leadership in group situations, yet group work is given slightly less attention. Agreeableness emphasizes empathy and compassion, as evidenced by their eagerness to help others and maintain peace, although general sociability is less important. Conscientiousness is distinguished by attention to detail and dedication to deadlines, with some opportunity for growth in time management. Emotional stability demonstrates moderate resilience, with skills in emotional management and flexibility but a proclivity to feel overwhelmed by academic demands. Finally, their enthusiasm to learn experience is reflected in their intellectual curiosity, interest in novel teaching techniques, and openness to feedback, albeit participation in extracurricular activities and challenges is significantly lower on the priority list.

### 7.3. Comparison of demographic parameters and personality traits among pre – service teachers

The researchers investigated the demographic factors and personality features of pre – service instructors. The collected data were analyzed as follows:

- **Null hypothesis:** There is no significant difference between demographic factors and personality characteristics among pre – service teachers.
- **Alternative hypothesis:** There is significant difference between demographic factors and personality characteristics among pre – service teachers.

**Table 3: Comparison of demographic parameters and personality traits among pre – service teachers**

Variable	Mean	S. D.	N	Df	't' value	5% level of significance
Demographic factors	6.87	10.65	44	86	1.72	NS
Personality traits	4.11	0.18				

Table 3 reveals that the computed value of t is 1.72, which is less than the distribution's critical value of 1.96. We accept the null hypothesis ( $H_0$ ) with a 5% level of significance and reject the alternative hypothesis ( $H_1$ ). This leads us to the conclusion that there is no substantial difference between demographic parameters and personality traits among pre – service instructors.

## 8. SUMMARY OF FINDINGS

The current study employed a 25 item Google Form questionnaire to assess personality traits in 44 pre – service teachers at Thiagarajar College of Preceptors (TCP) in Madurai. The questionnaire consisted of two sections: general information and personality traits. The collected data produced key findings.

### 8.1. General information of pre – service teachers:-

- Gender: 75% of responders were female, while 25% were male.
- Age: The vast majority (93.2%) were between the ages of 20 and 25, with only 6.8% falling into the 25 to 30 age range.
- Educational qualification: More than half 54.5 % were postgraduates and 45.5% were undergraduates.



- Hometown: The majority (68.2%) hailed from metropolitan areas, while 31.8% came from rural areas.

## 8.2. Personality factors that influence pre – service teachers:-

The respondents' personality qualities were examined across five dimensions: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

- Extraversion: The highest – ranked component was enjoyment of social activities with peers (mean score: 4.20). The ability to lead group conversations comfortably was ranked third (mean score: 4.07). Preferring teamwork was the factor with the lowest mean score (mean: 4.00).
- Agreeableness: The most prevalent attribute was a desire to aid others in their academic challenges (mean score: 4.39). Empathy for peers' problems ranked second (mean score: 4.27). The ability to get along with people scored lowest (mean score: 4.10).
- Conscientiousness: Paying attention to detail in work and projects was placed first (mean score: 4.25). Completing work by the deadline and defining academic goals tied for second place. The lowest scored task was organizing and managing study time (mean score: 4.05).
- Emotional stability: Maintaining emotional control in difficult situations ranked first (mean score: 3.91). Recovering quickly from setbacks was closely followed (mean score: 3.89). The lowest – ranked factor was rarely feeling overwhelmed by academic demands (mean score: 3.66).
- Openness to experience: The most noticeable characteristics was an interest in studying beyond the course (mean score: 4.45). Learning innovative teaching approaches came in second place (mean score: 4.41). Seeking input to improve academic achievement was ranked third (mean: 4.25). Participating in extracurricular activities and accepting difficulties had the lowest rank (mean score: 4.18).

## 8.3. Comparison of demographic parameters and personality traits among pre – service teachers

The study examined the association between demographic factors and personality qualities among pre – service teachers. The mean and standard deviation of demographic factors were 6.87 and 10.65, respectively, whereas the mean and standard deviation of personality traits were 4.11 and 0.18. The computed  $t$  – value of 1.72 is less than the crucial value of 1.96 at a 5% level of significance. The study accepted the null hypothesis ( $H_0$ ) that there is no significant difference between demographic characteristics and personality traits among pre – service instructors. Therefore, the alternative hypothesis ( $H_1$ ) was rejected, suggesting no significant difference between these variables. The findings indicate that demographic determinants have no significant influence on the personality traits of pre – service teachers in the particular environment.

## 9. SUGGESTIONS

Based on the study's findings, the following recommendations are made to improve the professional development of pre – service teachers:

- Personalized programs for personality development customize seminars and training sessions to enhance personality attributes such as emotional stability and conscientiousness. Concentrate on time management techniques and academic stress management measures.
- Increased participation in teamwork activities. Encourage more team – based tasks and collaborative projects to develop extraversion and cooperation skills.
- Promoting rural representation introduce steps to encourage enrolment from rural and semi – urban areas, such as outreach programs and scholarships, to diversify demographics.
- Improved feedback mechanisms create organized feedback systems that allow pre – service teachers to reflect on their strengths and opportunities for improvement. This may also encourage openness to experience and self – improvement.

- Enhancing emotional resilience provides counseling services and stress management seminars to help pre – service teachers maintain emotional stability while preparing them to face academic and professional obstacles efficiently.
- Integration of extracurricular activities encourage students to participate in extracurricular activities that relate to teaching skills, such as debates, acting, and volunteer teaching programs, in order to extend their exposure and readiness for new teaching approaches.
- Focus on digital literacy include training in digital technologies and online teaching practices to increase openness to experience and flexibility to modern educational situations.

## 10. CONCLUSION

The study sheds light on the personality attributes of pre – service teachers at Thiagarajar College of Preceptors (TCP), Madurai. The findings show that, while attributes like agreeableness and openness to experience are highly developed among participants, others, such as emotional stability and teamwork, require more focus. Importantly, the study found that demographic parameters such as gender, age, educational level, and locality have no significant effect on personality traits. This implies that personality development activities can be tailored to assist all pre – service teachers, regardless of background. Thiagarajar College of Preceptors (TCP) and similar educational institutions teacher education programs can develop a cohort of well – rounded, resilient, and competent educators by addressing identified shortcomings and following proposed techniques. This method not only improves individual teaching efficacy, but it also adds to the larger goal of creating a strong and dynamic educational environment.

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