

A Study of Five Factor Model of Personality With Reference To the Teaching Effectiveness of Pupil Teachers

Abstract

The present study was conducted in Dayalbagh Educational Institute at Agra district in Uttar Pradesh and the present study used descriptive survey with correlational and observational method. The investigators had selected the 30 pupil teachers doing D El Ed. in the DEI using the purposive and incidental sampling method. The variables of the study were FFM of Personality (I.V.) & Teaching Effectiveness (D.V.). For conducting the research the investigators had used Revised *NEO FFI (NEO Five factor Inventory)/ BFI (Big Five Inventory)*, which was the adopted version by John OP & Srivastava S. used in the present study and for observing the teaching effectiveness of pupil teachers investigators had developed a Teaching Effectiveness Tool. For collecting the data the investigators had used these two tools. The investigators had employed mean, standard deviation and coefficient of correlation in the present study. The results of the study revealed that the big five personality traits were strongly correlated with the teaching effectiveness of the pupil teachers. Hence these five personality factors work as the predictor for teaching effectiveness. Five Factor Model of personality depicting five factors out of which four factors i.e. openness to experience, conscientiousness, extraversion & agreeableness, etc. were positively correlation with the teaching effectiveness of pupil teachers. But the fifth factor neuroticism was negatively correlated with the teaching effectiveness of pupil teachers.

Keywords: FFM of personality, Teaching Effectiveness, Openness to Experience, Conscientiousness, Extraversion, Agreeableness & Neuroticism.

Introduction

When we cast our eyes around ourselves, we find a lot of variety. Everything is different and unique in itself. In the same way every individual possessed with unique qualities which are distinct from others. These unique and distinct traits are known as personality traits significantly influence the work and effectiveness of the individuals. As in the process of education teacher is very important. Every teacher is different from other as one teacher is having teaching effectiveness and other teacher is not having effective teaching style, because the teacher is known for his/ her teaching. The teaching effectiveness of teacher is influenced by the personality traits of the teacher. The personality traits are significant in determining the effectiveness of the teacher's teaching.

In the education process there are three main pillars teacher, student and teaching strategies. As we know that some teachers teach in the effective way, students like a teacher's personality and take interest in his/ her classes than the other teachers. Teacher' personality traits are very essential for making the teaching effective and gaining success in the profession of teaching and learning. In presents time the teaching effectiveness is determined by the personality traits of the teacher. It suggests the tendency of the teacher to accept innovative ideas, understanding the needs of the students, cooperation with the students, being emotionally stable, goal directed & concentrated behavior of the teacher are essential for teaching effectiveness. Therefore there is urgent need to find out whether there is any relevance of Five Factor Model of personality in the teaching effectiveness of the pupil teachers.

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The success and effectiveness of the educational process is rightly seen in the teaching effectiveness of the teacher. The teacher's personality traits are playing important role in determining the teaching effectiveness of the teacher. As it has been rightly said that if a teacher runs, students walk, if a teacher walks, students will sit, if a teacher sits, students will sleep. Thus the activeness and effectiveness of the teaching is determined by the personality traits. The effectiveness of teacher's teaching lies in accepting new and innovative ideas, understanding students well, goal directed behavior and being emotionally calm and social etc. because the teaching effectiveness of the teacher not only inspire students for better performance but the whole educational edifices stand on the teacher's shoulders.

There are various studies being conducted on the personality traits and teacher's effectiveness. But till now no research is being conducted to study the five factor model of personality in reference of teaching effectiveness of pupil teachers. That is why an urge is felt by the researchers to conduct the present study to know the relationship of Five Factor Model of Personality and teaching effectiveness of the pupil teachers. This study provides an insight in the

teaching effectiveness of the pupil teacher and personality traits according to FFM of personality.

Five Factors Model (FFM) of Personality Big Five Personality

The five factors model (FFM) also known as the Big Five personality traits is a model based on common language descriptors of personality. This theory suggests five broad dimensions commonly used to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, often represented by the acronyms *OCEAN* or *CANOE*.

The model was initially advanced by Ernest Tupes and Raymond Christal in 1961, but failed to reach an academic audience until the 1980s. In 1990, J.M. Digman advanced his five-factor model of personality, which Lewis Goldberg extended to the highest level of organization. This five factor model caught the attention of two other renowned personality researchers, Paul Costa and Robert McCrae, who confirmed the validity of this model. These five overarching domains have been found to contain and subsume most known personality traits and are assumed to represent the basic structure behind all personality traits.

Figure 1.1 five factors model FFM of personality

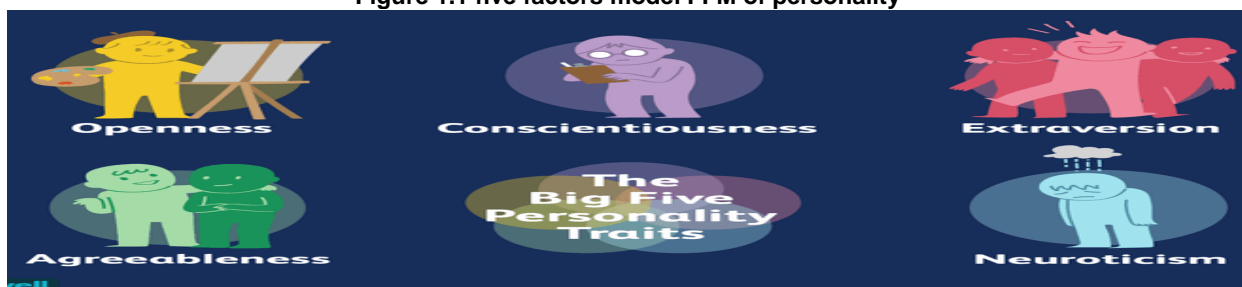


Figure 1.2 Five indicators of personality according to FFM model of personality

	O.C.E.A.N Personality Indicator	
	Low indicator	High Indicator
Openness	Practical, sceptical, shies away from new	Love new, intellectually curious, creative, adventurous
Conscientious	Easy going, relaxed, spontaneous, not many rules	Disciplined, efficient, organised, responsible
Extroversion	Likes solitary time, shy, reserved, quiet, independent	Outgoing, enthusiastic, active, novelty seeking
Agreeableness	Uncooperative, antagonistic, suspicious	Cooperative, kind, affectionate, friendly
Neuroticism	Not easily bothered, secure, emotionally resilient	Tense, moody, anxious, sensitive, prone to negative

Openness to Experience

Openness to experience has been described as the depth and complexity of an individual's mental life and experiences (John & Srivastava, 1999). It is also sometimes called intellect or imagination. Openness to experience concerns an individual's willingness to try to new things, and the ability to think outside the box.

Conscientiousness

Conscientiousness is a trait that can be described as the tendency to control impulses and act in socially acceptable ways, behaviors that facilitate goal-directed behavior (John & Srivastava, 1999). Conscientious people excel in their ability to delay

gratification, work within the rules, and plan and organize effectively.

Extroversion

This factor has two familiar ends of the spectrum: extroversion and introversion. It concerns where an individual draws their energy and how they interact with others. In general, extroverts draw energy or "recharge" from interacting with others, while introverts get tired from interacting with others and replenish their energy from solitude.

Agreeableness

This factor concerns how well people get along with others. Agreeableness concerns your

orientation to others. It is a construct that rests on how you generally interact with others.

Neuroticism

Neuroticism is not a factor of meanness or incompetence, but one of confidence and being comfortable in one's own skin. It encompasses one's emotional stability and general temper.

Teaching Effectiveness

Teaching effectiveness is a process related with teaching methodologies and techniques used by teacher during teaching in the classroom. Teaching

effectiveness can be defined as activities that promote students learning, fulfilling educational objectives and successful use of pedagogical techniques. But this teaching effectiveness is highly influenced by personality traits that the teacher possessed with.

Teaching effectiveness is a process of measurement and of designing and understanding the needs of students and by designing and implementing the process properly the result will reach a real effective stage.

Figure 1.3 Depicting 12 potential sources of evidence of teaching Effective

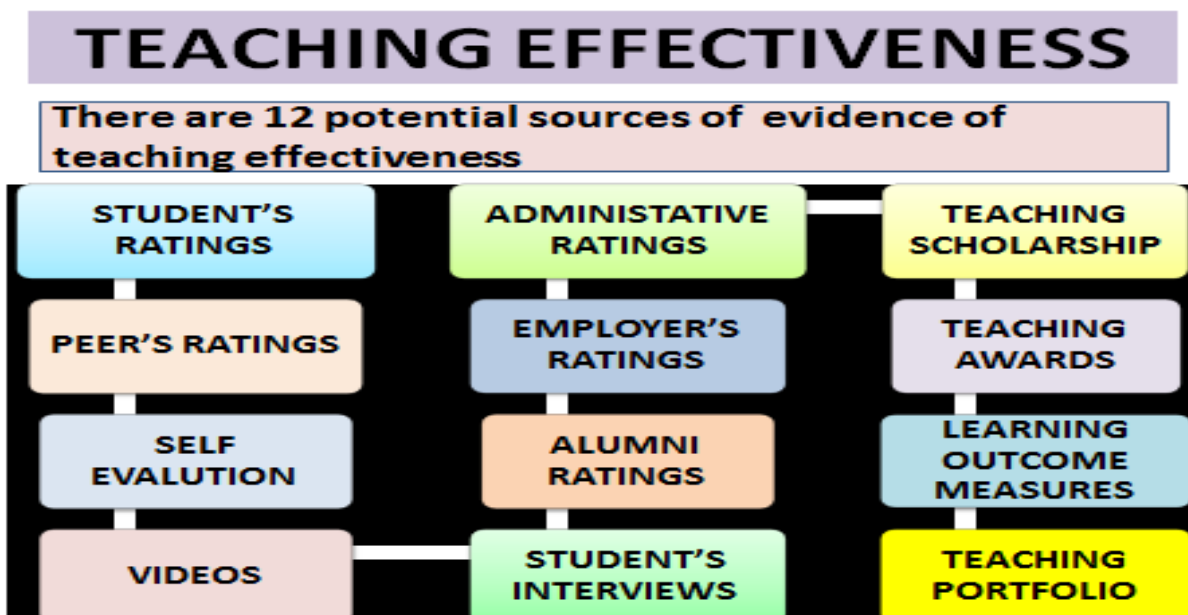


Table 1.1 Showing some of the researches conducted on the studied variables i.e. Teaching Effectiveness & Five Factor Model (FFM) of Personality

Authors	Year	Problem	Findings
Janis F. Andersen	(2017)	An investigation to examine teacher immediacy as a potential predictor of teaching effectiveness	Canonical correlation analysis produced one significant canonical relationship between specific and generalized teacher immediacy and teaching effectiveness.
Butler, A.	(2017)	A research to explore the relationship between pre-service teachers' conceptions about effective teaching and their ability to demonstrate effective teaching behaviors	The research findings indicated that no relationship between pre-service teachers' conceptions about teaching effectiveness and their ability to demonstrate effective teaching behaviors.
Raj Lakshmi Bhat	(2016)	To investigate the effect of Pre service teacher education on teaching effectiveness of Prospective teachers in relation to their gender and stream.	There was no significant effect of gender on teaching effectiveness of the pupil-teachers. It was found that effect of stream on teaching effectiveness of pupil-teacher was significant.
Robert P. George,	(2016)	A study on personality measures as predictors of job performance: a meta-analytic review in an organization of Bengaluru	The meta-analyses on the prediction of job performance from personality dimensions have demonstrated that broad measures of Conscientiousness predict overall job performance, even controlling for cognitive ability. Conscientiousness is the best non cognitive predictor of performance across a wide variety of job types and work outcomes.

Melekeowei, P. D.	(2015)	To investigate the five factor personality model as correlates of Teacher Effectiveness in secondary schools Nigeria	The findings of the study was that the teacher personality, as a factor that impact positively on Teacher Effectiveness of Secondary School teachers, Teacher Effectiveness had significant negative correlation with Neuroticism and significant positive correlation with openness.
Hopper, S. B.	(2014)	To explore the relationship of pre-service teacher's self-reported measures of teaching confidence, teaching experience, and the association with the Big Five Personality Traits.	The finding of the study were that the significant correlation between personality traits and Teacher Effectiveness and effective teachers' traits of openness, conscientiousness, extraversion, agreeableness, and neuroticism as predictors of confidence and experience.
Aslam, T. M., Ali, Z., Tatlah, I. A., & Iqbal, M.	(2014)	To find out the relationship between Personality characteristics and leadership behaviors of the teachers	The findings of the study indicated that there was significant relationship between personality characteristics and leadership behaviors of the teachers and extraversion, agreeableness, conscientiousness are related with both people and task oriented leadership styles.
Zaidi, N. R., Wajid, R. A., Zaidi, F. B., Zaidi, G. B., & Zaidi, M. T.	(2013)	A research to investigate the relationship between the big five personality traits and work engagement among public sector University teachers	The research findings suggested that the extraversion, agreeableness, conscientiousness, and openness to experience were found to be positively related to work engagement and neuroticism was negatively related to work engagement.
Bezold, R. A.	(2012)	To explore and describe student perceptions of effectiveness of teaching in the classroom	The research findings indicated that Providing clear standards, constant feedback, Scaffold the learning process, Encouraging strategic and meta-cognitive thinking were deemed as the most important teaching behaviors as perceived by the respondents/ students.
Atta, M., Ather, M., & Bano, M.	(2012)	To examine relationship pattern between personality traits and emotional intelligence (EI), besides exploring the gender differences	The finding of the study was EI was positively correlated with extraversion, conscientiousness, openness to experience and agreeableness, and negatively with Neuroticism.
Muhammad Irfan Arif & Aqeela Rashid,	(2012)	'Personality and Teaching: An Investigation into Prospective Teachers' Personality and the purpose of this study was to measure and compare the Big five personality traits of prospective teachers	It was found that the ratio of four personality traits (Extraversion, Agreeableness, Conscientiousness, and Neuroticism) was nearly same, but the ratio of Openness personality trait is greater which means that the openness personality trait of prospective teachers is more dominant as compared to remaining four big personality traits.
Singh, C. L.	(2011)	A research to examine whether the Big Five personality traits and expected student grades relate to student evaluations of teachers	The findings of the study suggested that the extraversion, openness, agreeableness and conscientiousness were found to be personality traits favored in instructors, whereas neuroticism was not.
Othman, F. B.	(2011)	To examine the relationship between Personality Trait and Teacher Effectiveness	The research findings indicated that there was significant relationship between extrovert, agreeableness and conscientiousness with teaching effectiveness, while the neuroticism and openness have no significant relationship.

Objectives of The Study

1. To study the relationship between openness to experience and teaching effectiveness of the pupil teachers.
2. To study the relationship between conscientiousness and teaching effectiveness of the pupil teachers.
3. To study the relationship between agreeableness and teaching effectiveness of the pupil teachers.
4. To study the relationship between extroversion and teaching effectiveness of the pupil teachers.

5. To study the relationship between neuroticism and teaching effectiveness of the pupil teachers.

Hypotheses of The Study

1. There is no relationship in openness to experience and teaching effectiveness of the pupil teachers.
2. There is no relationship in conscientiousness and teaching effectiveness of the pupil teachers.
3. There is no relationship in agreeableness and teaching effectiveness of the pupil teachers.

4. There is no relationship in extroversion and teaching effectiveness of the pupil teachers.
5. There is no relationship in neuroticism and teaching effectiveness of the pupil teachers.

Methodology of The Study

According to the nature of the problem and the objectives of the study the researchers had decided to use the descriptive survey method along with observational correlation method. The observational method was used for the collection of data and correlation method was employed for proper analyses, interpretation, comparisons, identifying the trends and relationships of the studied variables. After studying the review of related literature and objectives of study the investigators had decided to use purposive sampling method for selection of institution and incidental sampling methods for the selection of the pupil teachers.

Sample

The present study consisted of 30 female pupil teachers doing D El Ed of Dayalbagh Educational Institute (DEI) in Agra city.

Tools used in the Study

For the present investigation the investigators had used Revised *NEO FFI (NEO Five factor*

Inventory)/ BFI (Big Five Inventory) in the study. It was the adopted version by John OP & Srivastava S. for measuring the personality factors of the pupil teachers and for assessing the teaching effectiveness of pupil teachers the investigators had developed a self – constructed ratings scale named “TEACHING EFFECTIVENESS SCALE”(TES) used in the present investigation.

Construction of the Teaching Effectiveness Scale

The following steps were used to construct the scale:-

Planning of the test

The construction of the scale was carried out by keeping in view the limitations under which the test was constructed or developed. The expert opinions were taken on the items of the scale. The items of the tools were prepared in English language. Based on the expert opinions item analysis was done and validity and reliability of tools were established. Initially the investigators prepared 60 items for the tool but after item analysis 41 items remained for the final draft of the tool. The items in the tool were divided under 6 heads which were

INSTRUCTIONAL PRACTICES AND SUBJECT MASTERY

CLASSROOM PRACTICES

PROFESSIONAL PEDAGOGIC KNOWLEDGE & SKILLS

STUDENT PERFORMANCE AND OUTCOMES

PROFESSIONALISM

COMMITMENT & MOTIVATION

Validity & Reliability of the tool

To find out the validity of the scale the investigators have calculated the Scale Validity Index (SVI) which helped in establishing the content validity of the tool that was found 0.88.

To find out the reliability of tool the investigators have calculated the inter rater reliability which was found 0.85.

Statistical techniques used in the Study

In the present study descriptive statistics to be employed are Mean & Standard Deviation. In the present study Mean is used as a measure of central tendency and Standard Deviation of the scores of variables is calculated to assess the variations in the scores obtained through the tests. The researchers also calculated the coefficient of correlation to assess the extent and type of correlation found in both the variables i.e. FFM of Personality and Teaching Effectiveness.

Result Analysis & Interpretation

The findings are systematically arranged and organized in accordance with the objectives of the study mentioned below

To Study the Relationship between Openness To Experience and Teaching Effectiveness of the Pupil Teachers

In order to investigate the relationship between Openness to Experience and teaching effectiveness of pupil teachers the data had been collected from the pupil teachers and the mean value and standard deviation were calculated which presented in the table 3.1 & 3.2

Table 3.1 Showing the mean, SD & r of openness to experiences and teaching effectiveness

Variables	Mean	S.D.
Openness To Experience	29.76	5.45
Teaching Effectiveness	152.83	13.84

Table 3.2 Showing the 'r' between Openness to Experiences and Teaching Effectiveness

Variables	r	Significance level	Correlation type
Openness To Experience	0.812	Significant at 0.01 level (0.449)	Sufficiently High Degree Correlation
Teaching Effectiveness			

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From the table 3.3 depicted the mean of all the pupil teachers' scores on Openness to Experience was 29.76 and SD was 5.45 and the mean of teaching effectiveness was found 152.83 and SD was 13.84. From the table .4 depicted that the co-efficient of correlation between Openness to Experience and Teaching Effectiveness of pupil teachers was found 0.812 which was found significant at 0.01 level of significance of correlation. It suggested that sufficiently high degree positive correlation was found between both the variables. Hence the hypothesis was rejected because it was apparent from the above table that the Openness to Experience and Teaching Effectiveness of pupil teachers was having sufficiently high degree of positive correlation.

To Study the Relationship between Conscientiousness and Teaching Effectiveness of the Pupil Teachers

In order to investigate the relationship between conscientiousness and teaching effectiveness of pupil teachers the data had been collected from the pupil teachers and the mean value and standard deviation were calculated which was presented in the table 3.3& 3.4

Table 3.3 Showing The Mean, SD of Conscientiousness And Teaching Effectiveness

Variables	M	S.D.
Conscientiousness	29	5.38
Teaching Effectiveness	152.83	13.84

Table 3.4 Showing r between Conscientiousness and Teaching Effectiveness

Variables	r	Significance level	Correlation type
Conscientiousness	0.798	Significant at 0.01 level (0.449)	Sufficiently High Degree Correlation
Teaching Effectiveness			

The analysis of the results was done and found that the mean of all the pupil teachers' scores on conscientiousness were 29 and SD was 5.38 and the mean and SD of teaching effectiveness was found 152.83 & 13.84. The co-efficient of correlation was found 0.798 which suggested that good correlation was found between both the variables and found significant at 0.01 level of significance of correlation. Hence the hypothesis was rejected because the Conscientiousness and Teaching Effectiveness of pupil teachers was having sufficiently high degree of positive correlation.

To Study the Relationship between Agreeableness and Teaching Effectiveness of the Pupil Teachers

In order to investigate the relationship between agreeableness and teaching effectiveness of pupil teachers the data had been collected from the pupil teachers and the mean value and standard deviation were calculated which was presented in the table 3.5& 3.6

Table 3.5 Showing the Mean, SD of Agreeableness and Teaching Effectiveness

Variables	M	S.D.
Agreeableness	30.23	5.49
Teaching Effectiveness	152.83	13.84

Table 3.6 Showing r of Agreeableness and Teaching Effectiveness

Variables	R	Significance level	Correlation type
Agreeableness	0.874	Significant at 0.01 level (0.449)	High Degree Correlation
Teaching Effectiveness			

The analysis of the results was done and found that the mean of all the pupil teachers' scores on agreeableness were 30.23 and SD was 5.59 and the mean and SD of teaching effectiveness was found 152.83 & 13.84. The co-efficient of correlation was found 0.874 which suggested that high degree good correlation was found between both the variables and the value of co-efficient of correlation was found significant at 0.01significance level. Therefore the hypothesis was rejected because the Agreeableness and Teaching Effectiveness of pupil teachers was having high degree of positive correlation. It suggested that the Teaching Effectiveness of pupil was being influenced by the Agreeableness. Which depict clearly in the graph 4.7 & 4.8

To study the relationship between Extroversion and Teaching Effectiveness of The Pupil Teachers

In order to investigate the relationship between Extroversion and Teaching Effectiveness of pupil teachers the data had been collected from the pupil teachers and the mean value and standard deviation were calculated which was presented in the table 3.7& 3.8

Table 3.7 Showing the Mean, SD & r of Extroversion and Teaching Effectiveness

Variables	M	S.D.
Extroversion	30.6	5.53
Teaching Effectiveness	152.83	13.84

Table 3.8 Showing r between Extroversion and Teaching Effectiveness

Variables	r	Significance level	Correlation type
Extroversion	0.782	Significant at 0.01 level (0.449)	Sufficiently High Degree Correlation
Teaching Effectiveness			

The Table 3.7 depicting the analysis of the results was done and found that the mean of all the pupil teachers' scores on Extroversion were 30.6 and SD was 5.53 and the mean and SD of Teaching Effectiveness was found 152.83 & 13.84. The co-efficient of correlation was found 0.782 which suggested that good correlation was found between both the variables and the value of co-efficient of correlation was found significant at 0.01significance level. Therefore the hypothesis was rejected because the Extroversion and Teaching Effectiveness of pupil teachers was having sufficiently high degree of positive correlation. It suggested that the Teaching Effectiveness of pupil was being influenced by the Extroversion.

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To study the relationship between Neuroticism and Teaching Effectiveness of the Pupil Teachers

In order to investigate the relationship between Neuroticism and teaching effectiveness of pupil teachers the data had been collected from the pupil teachers and the mean value and standard deviation were calculated which was presented in the table 3.11&3.12

Table 3.9 Showing the Mean, SD of Neuroticism and Teaching Effectiveness

Variables	M	S.D.
Neuroticism	24.36	4.43
Teaching Effectiveness	152.83	13.84

Table 3.10 Showing r between Neuroticism and Teaching Effectiveness

Variables	r	Significance level	Correlation type
Neuroticism	-0.581	Significant at 0.01 level (0.449)	Moderate Negative Correlation
Teaching Effectiveness			

The Table 3.9 depicted the analysis of the results was done and found that the mean of all the pupil teachers' scores on Neuroticism was 24.36 and SD was 4.43 and the mean and SD of Teaching Effectiveness was found 152.83 & 13.84. The co-efficient of correlation was found -0.581 which suggested that negative correlation was found between both the variables and the value of co-efficient of correlation was found significant at 0.01significance level. Therefore the hypothesis was rejected because the Neuroticism and Teaching Effectiveness of pupil teachers was having moderate negative correlation. It suggested that the Teaching Effectiveness of pupil was being influenced negatively by the Neuroticism.

Conclusions & Discussion of Results

On the basis of the analysis and interpretation of the data, the researcher reached at this conclusion that the big five personality traits are strongly correlated with the teaching effectiveness of the pupil teachers. Hence these five personality factors work as the predictor for teaching effectiveness. FFM of personality depicting five factors sequentially openness to experience, conscientiousness, extraversion & agreeableness, etc. having sufficiently high degree positive correlation with the teaching effectiveness of pupil teachers. But the fifth factor neuroticism is having the negative correlation with the teaching effectiveness of pupil teachers. Therefore it is seen that the degree of these personality traits helps in some extent to predict the teaching effectiveness of the pupil teachers which helps in improving the quality of teaching and learning in class and ultimately the quality of education. The results of present study were depicted with reference to its hypotheses like "There existed sufficiently high degree positive correlation between the Openness to Experience and Teaching Effectiveness of pupil teachers." Hence hypothesis was rejected because sufficiently high degree positive correlation relationship existed between both the variables. The co-efficient of correlation between Openness to Experience and Teaching Effectiveness of pupil

teachers was found 0.812 which was significant at 0.01 level of significance of correlation. It suggested that sufficiently high degree positive correlation was found between both the variables. "There existed sufficiently high degree positive correlation between the Conscientiousness and Teaching Effectiveness of pupil teachers." Hence hypothesis was rejected because sufficiently high degree positive correlation relationship existed between both the variables. The co-efficient of correlation between Conscientiousness and Teaching Effectiveness of pupil teachers was found 0.798 which was significant at 0.01 level of significance of correlation. It suggested that sufficiently high degree positive correlation was found between both the variables. "There existed high degree positive correlation between the Agreeableness and Teaching Effectiveness of pupil teachers." Hence hypothesis was rejected because high degree positive correlation relationship existed between both the variables. The co-efficient of correlation between Agreeableness and Teaching Effectiveness of pupil teachers was found 0.874 which was significant at 0.01 level of significance of correlation. It suggested that high degree positive correlation was found between both the variables."There existed sufficiently high degree positive correlation between the Extroversion and Teaching Effectiveness of pupil teachers." Hence hypothesis was rejected because sufficiently high degree positive correlation relationship existed between both the variables. The co-efficient of correlation between Extroversion and Teaching Effectiveness of pupil teachers was found 0.782 which was significant at 0.01 level of significance of correlation. It suggested that sufficiently high degree positive correlation was found between both the variables."There existed moderate negative correlation between the Neuroticism and Teaching Effectiveness of pupil teachers." Hence hypothesis was rejected because correlation moderate negative relationship existed between both the variables. The co-efficient of correlation between Neuroticism and Teaching Effectiveness of pupil teachers was found -0.581 which was found significant at 0.01 level of significance of correlation. It suggested that moderate negative correlation was found between both the variables.

Hopper, S. B. (2014) conducted the research to explore the relationship of pre-service teacher's self-reported measures of teaching confidence, teaching experience, and the association with the Big Five Personality Traits. The finding of the study were that the significant correlation between personality traits and Teacher Effectiveness and effective teachers' traits of openness, conscientiousness, extraversion, agreeableness, and neuroticism as predictors of confidence and experience.

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conceptions about teaching effectiveness and their ability to demonstrate effective teaching behaviors.

Educational Implications

No researcher is of worth or significance if its findings are not having any practical applications and utility in human life. Hence certain educational implications are derived from the findings of the present study.

The findings of the present study disclosed that the teaching effectiveness of the pupil teachers was strongly as well as positively correlated with the four factors of personality model FFM which were Openness to experience, Conscientiousness, Extroversion and Agreeableness. And one factor of personality model FFM which was Neuroticism negatively correlated with the teaching effectiveness of the pupil teachers (D.L.Ed.). The findings also indicated that the pupil teachers were possessed with certain traits like creativity, love for novelty, intellectual curiosity, high imagination, more responsibility, efficiency, hard-working, outgoing, warm, adventurous, sociability, self-discipline, cooperative, trustworthy and helpful etc. which is highly related with their teaching effectiveness. On the other hand findings also suggested that the pupil teachers were having low anxiety, tension and mood swings etc. indicated neuroticism which was negatively correlated with their teaching effectiveness.

The general educational implications of the findings of the present study are depicted below:-

1. This model of personality helpful in predicting the success of the person in their career and pursue their goals.
2. It is helpful to understand the strength and weaknesses of the teachers and pupil teachers by themselves.
3. It forecasts the teaching effectiveness of the teachers and pupil teachers.
4. It is helpful in predicting behavioral outcomes of the teachers and pupil teachers.
5. It develops an understanding the wide range of interests of teachers and pupil teachers and its effect on teaching effectiveness.
6. It is a predictor of risk taking skills, resourcefulness and self-discipline in the teachers and pupil teachers.
7. It develops insight into teacher's attitude and the attitude of pupil teachers towards the profession of teaching.

Benefits For Teacher Education Institutions (TEIs)

The findings of the study are beneficial for TEIs as it helps the TEIs to develop the traits or give the opportunities to pupil teachers to explore their strengths and weaknesses and work on their weaknesses to improve them so that they can grow their personality as teachers. The TEIs are able to prepare more efficient and effective teachers to teach at all the levels of education.

Benefits for Educationists and Curriculum Planners

The findings of the present study are advantageous for the educationists and curriculum planners as findings provide insight to them for including more practical and

pragmatic activities and subjects in the curriculum of teacher education which helps the pupil teachers to discover the inner qualities for enhancing their personality and boosting up their teaching effectiveness for being successful in their career and improving the quality of education as whole. The findings also provide insight to the educationists to find the new dimensions of researchers.

Benefits for Schools

The findings of the present study also beneficial for the schools as the pupil teachers are possessed with the 21st century skills which are essentially demanded in the teachers teaching in the schools. The school can appoint more skilled and pragmatic teachers to teach the students in the school which ultimately lead the school to touch the heights of success.

Benefits for Students and Parents

The findings of the study are advantageous for the students and their parents as the teachers teaching in the school having 21st century skills and love for novelty and innovation with help of which the students clear their doubts and teach the students in effective manner using technological resources. The effectiveness of teaching allows the students to be innovative and creative. The parents of the students get satisfaction to see the concentration of their children in studies. The teachers make the parents understand the potentials of their own children.

Benefits for Teachers and Teacher Educators

The findings of the study are also very useful for the teachers and teacher educators as provide insight to explore their personality factors and strengths and weaknesses and work accordingly to enhance their teaching effectiveness. It also helps the teacher educators to explore the new areas of research. It is helpful in predicting behavioral outcomes of the teachers and pupil teachers. It develops an understanding the wide range of interests of teachers and pupil teachers and its effect on teaching effectiveness.

Benefits for Pupil Teachers

The findings of the research are beneficial for the pupil teachers to understand their personality traits, strengths and weaknesses and persistently work for improving those weaknesses and enrich their teaching effectiveness and personality for being successful in their teaching career and pursue their goals more committedly and purposefully. It develops insight into the attitude of pupil teachers towards the profession of teaching.

Benefits for Education System as A Whole

The findings of the present study are useful for the education system as a whole because teachers are considered as the backbone of the education. Hence, when the teachers are highly aware of their potentials and teach in the effective manner which leads to provide the quality learning and education to the students. It also indicated that the findings of the study help in improving the quality of overall education system due to teaching effectiveness of the teachers.

Benefits for Nation

The findings of the present study are beneficial for the national growth and development as the education is considered as the panacea of all the societal ills and evils which hampering national growth. The quality education is provided through the effective teaching by the teachers that will aid to develop more responsible and aware citizens who work for eradication of all the ills and evils and assist in the national growth and development.

Limitations of The Study

1. This study is delimited to 30 pupil teachers of education faculty DEI.
2. This study is delimited to urban pupil teachers.
3. This study is delimited to the pupil teachers of one teacher education institution only.
4. This study is delimited to pre- service pupil teachers only.
5. This study is delimited to Agra district only.
6. This study is delimited to one model of personality.
7. This study is delimited to find the correlation between the variables.
8. This study is delimited to observe the teaching effectiveness of pupil teachers only.
9. This study is delimited to female pupil teachers.

Suggestions for The Further Researches

No study or research is ultimate and conclusive work in any area of knowledge and investigation because research is an endless, never-ending and continuous process which aims at exploring new horizons of wisdom. Hence the researchers can not declare the findings of the present study final and conclusive. The findings of the present study need to be extended, cross validated and substantiated by the findings of the further researches. The replication of the findings of present study with its limitations are highly desirable for new explorations on the part of the researcher and some suggestions or recommendations for the further researches are stated below:-

1. A Similar Study of can be conducted on the Pupil Teachers of both the Genders on the larger sample.
2. A Comparative Study can be conducted measure the Teaching Effectiveness of Pupil Teachers of different Teacher Education Institutions.
3. A Comparative Study of can be conducted by taking the Pupil Teachers of Urban and Village Areas of UP.
4. A Study can be conducted to measure the Teaching Effectiveness of In-Service Teachers of both the Genders of Agra District.
5. A Comparative Study to measure the Teaching Effectiveness of Pre-Service Teachers and In-Service Teachers of Agra District.
6. A Study can be conducted to measure the Academic Achievement of the Students Belonging to Different Boards of Education.
7. A Similar Study of can be conducted with reference to the Entrepreneurial Skills among the Prospective Teachers.

8. A Similar Study can be conducted to measure the Work Motivation, Job Performance and Leadership Skills of the Employees.
9. A Comparative Study can be conducted with the reference to the goal- directed behavior and creativity of First Year Graduates of Both the Genders.

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