

The Personality Status of Teacher's Trainee Students

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Abstract:

Objectives: The purpose of the study is to find out how personality differs in teacher trainee students of rural & urban and male & female. **Sample:** A total of 78 teacher-trainee students participated from North 24 pgs, Kolkata, and Howrah districts. **Sampling Technique:** Online and offline both methods were used to collect the required data by Incidental sampling technique. **Tools:** According to the objectives, the researcher adapted and applied the BFPI tool by D. Basu & S. Paul (2018). **Results:** The researcher found the result from analysis, that only neuroticism, and agreeableness are significantly differed due to gender but other traits (extraversion, openness to experiences, and conscientiousness) did not. And also found, that there is no significant difference between rural and urban locations among teacher trainee students in regard to their five traits (Neuroticism, Extraversion, Openness to Experiences, Conscientiousness, and Agreeableness.) of personality.

Key Words: Big Five Personality, Teacher Trainee Students, Status.

1. INTRODUCTION:

We all know that a teacher's personality is the most important thing to a student. From low to high level the teacher represents a role model in front of their students. As well as the teacher's personality plays a vital role to learn the students. In the primary section, a student sees in their dream to want to be a person as their teacher as like a 'model person'.

All the things that are relative to the individual, are revealed by their personality. If we generally want to say anything about individuals that depends on their personality. As if we want to predict one's behavior, anxiety, sociability, responsibility, and conscientiousness then we have to identify and see their personality. Personality plays a major role in their daily life even their adjustment and development. Different personality presents a different behavior, attitudes, learning styles, study habits, and adjustments so on, everything is different for every different person. So, due to the exceeding significant impact of a teacher's personality on the teaching-learning process or in students' personal life from various angles, the researcher tries to attempt this present study.

Personality derives from the Latin word *Persona*, which refers to a mask used by actors in a play (Schults & Schults, 2013, p-7)..... Personality refers to our external and visible characteristics.... that other people can see.

The personality can't be defined as completely. Different people or psychologists, it defines by different perspectives. According to the APA Dictionary of Psychology (2022), Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns.

Jashaliya K (2023) states that Personality may be defined as the characteristic pattern of behavior that determines an individual's adjustment to the environment or situation.

There are many theories established about personality like; Psychoanalytical, Humanistic, Type, and Trait. Among them, Trait theory is the most popular. According to trait theory, personality refers to the combination of some initial traits, especially the five opposite-dimensional (bipolar) traits that explain it as best. The five traits are Neuroticism, Extraversion, Openness, Conscientiousness, and Agreeableness. It's called Big Five Personality Traits.

2. REVIEW OF PREVIOUS LITERATURE:

To gain deep knowledge and, to find out the rationale of the study the researcher reviews the previous literature. From the review, the researcher found some literature that represent the present status or natures of students' personalities, like the student teachers belonged to a middle position of all traits of personality in nature that is found by Prakash, S. & Amaladoss, X. S. (2013). The both male and female pre-service teachers belonged to quite good level of Extraversion and Agreeableness traits of personality, and similar level represent the Conscientiousness and Neuroticism traits of personality (Ezzi, 2019) but the trait Openness has found a very low level among the students (Marchbanks, 2000; Ezzi, 2019).

If we look at the relationship, it is found that the Big Five personality traits are correlated with fallback career (Tomsik & Gatial, 2018). The Extraversion and Openness traits of personality have represented a positive relationship with spiritual intelligence, but the acceptance, awareness, and emotional stability traits showed no significant relationship with spiritual intelligence (Idris et al., 2021). On the other side, the teacher effectiveness was positively related to the Extraversion trait, this finding was established by the study of Solomon (1965), Chhaya (1974), Gupta (1976), and Srivastava & Bhargava (1984). The variable, teacher burnout was related to high degrees of neuroticism trait (Cano-Garcia et al., 2005). A positive relationship was present between teachers' content mastery, communication, motivation, and personality on student's professional training (Mbeng, 2024). There is a significant relationship existed between the extraversion personality trait and teacher effectiveness, whereas no significant relationship was found between teacher effectiveness and personality traits of openness to experience, neuroticism, and conscientiousness by Buela & Joseph (2015). On the other hand, the more effective teachers have more expressive, socialized, and expressed behavior that's means there were a positive relation existed, the findings reported by Pal & Bhagoliwal (1987), Ezzi (2019). A significant positive relationship was present between self-assessed personality traits and attribution of the personality characteristics (Goncz et al., 2014). For the cause of negative relation, the teaching aptitude was decreased accordance to age in both genders (Male & Female), the result found in 2023 by Bijender, et al.. The teachers with high levels of openness to experience personality trait was significantly exhibited the creativity of in-class students that's means the openness to experience trait was relative to creativity (Şahin, 2020).

The agreeableness, conscientiousness, openness to experience, and neuroticism traits of personality have been shown as a statistically significant predictor of the fallback career of teacher trainees, as well as it found that the personality traits (Big Five) are a predictor of motivation for the choice of the teaching profession (Tomsik, & Gatial, 2018). The Personality traits were predicted to their attribution of the personality characteristics found by Goncz et al. (2014). On the other side, the student's cautiousness positively predicted the teacher-student relationship quality (Tan & Wang, 2013)

The teachers who are associated with extroversion, conscientiousness, and openness traits have an influence on the academic performance of students in Senior High Schools ((Bastian et al., 2015; Honu et al., 2019). The personality of teachers can influence the communication between a teacher and the student, and can help manage the students in overcoming the challenges in the classroom that was reported by Cirtautienė (2016). Whereas, the interactive teaching methods were influenced on emotional stability and agreeableness personality traits (Heimlich, 1990).

In case of the comparison accordance to gender, male teacher trainee students and female teacher trainee students do not differ regarding to their personality and its dimensions except extroversion trait that is found by Prakash, S. & Amaladoss, X. S. (2013). Whereas only Extraversion, Agreeableness, and Conscientiousness of personality traits are nearly the same in case of male and female pre-service student teachers, that means they do not differ from each other, but a significant difference existed in the Neuroticism trait (Ezzi, 2019). On the other side, a significant difference was present among male and female students on agreeableness traits (Kothari & Pingle, 2015).

From the review, it can be concluded that there are so many studies in the literature which is represent the personality of the teacher trainee student. Among them, some study presents the status or level of personality, some of present the relationship, alongside a few studies, was present the comparison in regarding with gender.

There is a significant impact of emotional maturity on the personality of B.Ed. trainees that was reported by Naik & Sutradhar (2015). The teachers with positive personalities can impact the learning process (Jong et al., 2014).

From the meta-synthesis study of Piri et al. (2016) reported that a teacher's professionalism is strongly associated with personality.

The teacher trainee students have suffered from high level of anxiety for their teaching skills and classroom management. As well as a moderate level anxiety existed for their language skill (Rajab, et al., 2017).

Taú, (2009) States from the teacher trainee student's view on classroom lecturers that the lecturers were insufficient in their classroom.

Kumar & Ahmad (2021) reported from their study that B.Ed. Special Education teacher trainees showed lower self-concept compared to General B.Ed. teacher trainees.

3. OBJECTIVES:

1. To study the nature of Personality among the teacher trainee students.
2. To study if there are any differences between male and female teacher trainee students in respect to their personality.
3. To study if there are any differences between rural and urban teacher trainee students in respect to their personality.

4. RESEARCH QUESTION:

RQ. What is the Nature of Personality (NE, EX, OP, CO & AG) among the teacher trainee students? In details

What is the Nature of

RQ1. Neuroticism Trait?

RQ2. Extraversion Trait?

RQ3. Openness to Experiences Trait?

RQ4. Conscientiousness Trait?

RQ5. Agreeableness Trait?

5. HYPOTHESIS:

H₀1. There are no significant differences between male and female teacher trainee students of the big five traits in respect of their

H₀1a. Neuroticism trait

H₀1b. Extraversion trait

H₀1c. Openness to experience trait

H₀1d. Conscientiousness trait

H₀1e. Agreeableness trait

H₀2. There are no differences between rural and urban teacher trainee students of the big five personality in respect of their

H₀2a. Neuroticism trait

H₀2b. Extraversion trait

H₀2c. Openness to experience trait

H₀2d. Conscientiousness trait

H₀2e. Agreeableness trait

6. OPERATIONAL DEFINITIONS:

6.1 Rural and Urban Location

Rural location is defined as students who live at village areas and Urban location is defined as students who live in cities, suburbs, and towns or cities.

6.2 Gender:

Students who belong to his or her sex in male or female.

6.3 Personality:

In this study, Personality refers as the big five personality traits, the combination of opposite dimensional of neuroticism, extraversion, openness to experiences, conscientiousness, and agreeableness traits.

6.4 Teacher Trainee Students:

Students who are pursuing in two years Teachers Training Programme in a government or government-aided Teachers Training college.

7. DELIMITATION:

- The study was delimited in North 24 pgs, Kolkata, Howrah district.
- It has delimited with only government or government-aided Teachers Training college students.

8. LIMITATION:

- The study was completed with only 68 samples.
- The study applied an incidental sampling technique.
- Only three Teachers Training college students were involved.

9. METHODOLOGY:

9.1 Population

All the teacher trainee students of North 24 pgs, Kolkata, Howrah are identified as the population of this study.

9.2 Sample

The students of three teacher trainee colleges under north 24 pgs, Kolkata, Howrah district participated as sample. **Figure 1** graphically represents the sample distribution in respect to district.

Table 1

Sample Distribution according to Gender

	Male	Female	Total
North 24 pgs	2	34	36
Kolkata	5	10	15
Howrah	13	4	17
Total	20 (29.41%)	48 (70.59%)	68

From the **Table 1** it is seen that there are 29.41% male students and 70.59% are female students, they were participated in this study as sample. The **Figure 2** shows the sample distribution according to sex. As well as the **Figure 2 & Figure 3** showed the sample distribution according to the district with gender.

Figure 1 Graphical Representation of District Wise Sample Distribution

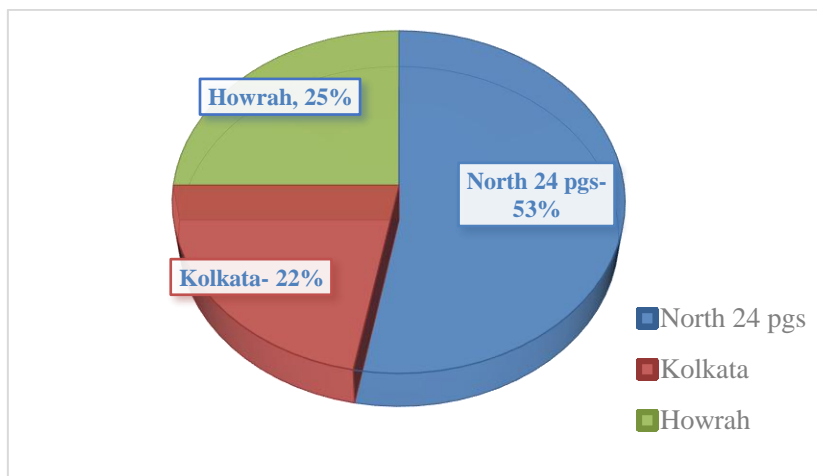


Figure 2 Graphical representation of Sample in Percentage according to Gender

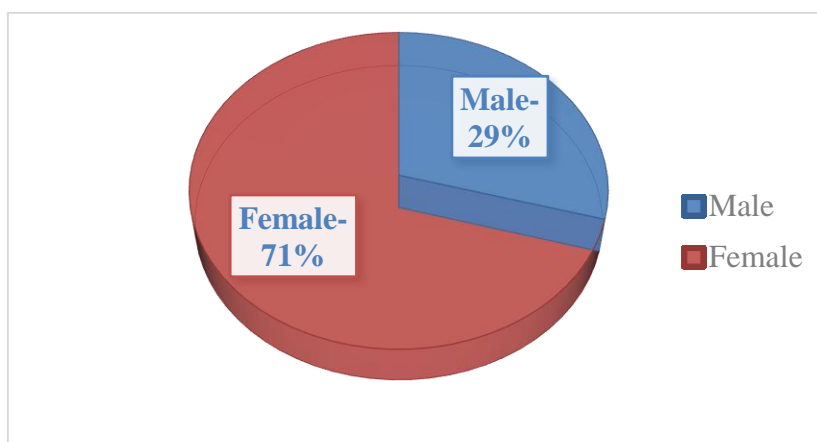


Figure 3 Graphical representation of Sample Distribution according to Gender

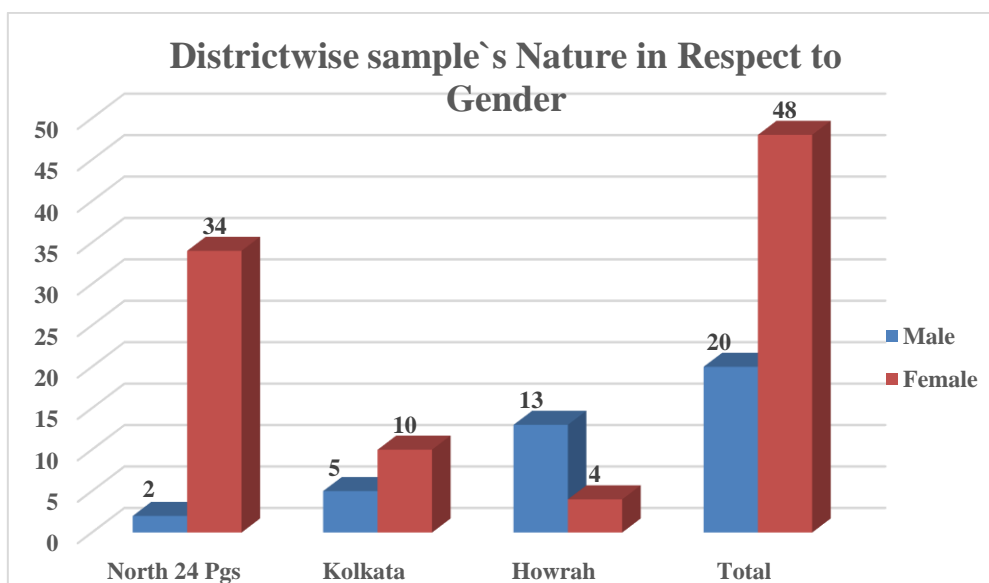


Table 2 *Sample Distribution according to Locations*

	Rural	Urban	Total
North 24 pgs	2	34	36
Kolkata	2	13	15
Howrah	10	7	17
Total	14 (20.59%)	54 (79.41%)	68

From the **Table 2** it is declared that there are 20.59% rural students and 79.41% are urban students, they were participated in this study as sample. The **Figure 4** has showed the sample distribution according to location. As well as the **Figure 5** has showed the sample distribution according to district with location.

Figure 4 *Graphical representation of Sample Distribution according to Location*

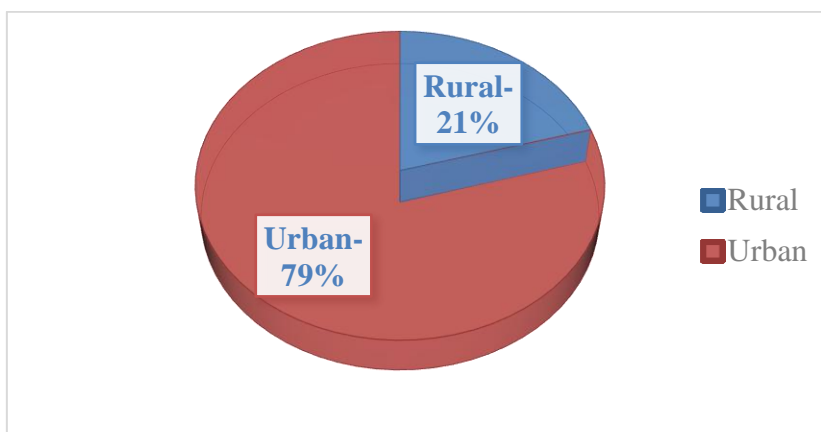
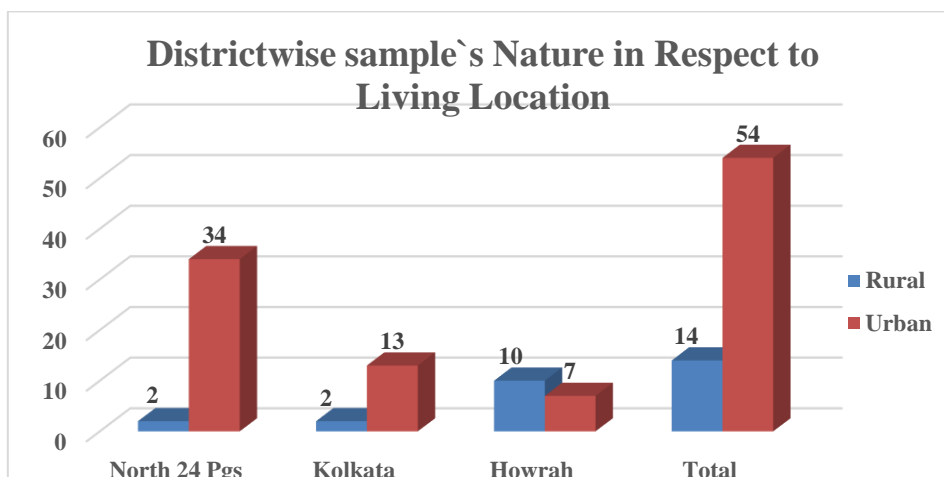


Figure 5 *Graphical representation of Sample Distribution according to Location*



9.3 Sampling Technique

The researcher applied a non-probability sampling method to collect the data in online mode as well as offline mode. The participants were chosen through incidental sampling technique for online and purposive sampling technique for offline method.

9.4 Tool

The researcher adapts the BFPI tool by D. Basu & S. Paul (2018) to achieve the objectives. According to the adapted version, it has five dimensions (traits), Neuroticism (NE), Extraversion (EX), Openness to Experiences (OP), Conscientiousness (CO), and last one is Agreeableness (AG). The tool has 96 items among them 53 are positive and 43 are negative. The researcher measured and identified the reliability and the validity of the newly adapted version tool. The result of reliability is 0.887 and the validity is 0.881. **Table 3** shows dimension wise item distributions of the BFPI tool.

Table 3 Dimension wise Item Distributions of the Big Five Personality Scale

Dimension of Big Five Personality	Item		Total
	Positive	Negative	
Neuroticism	9	9	18
Extraversion	13	9	22
Openness to Experience	11	7	18
Conscientiousness	11	7	18
Agreeableness	9	11	20
Total	53	43	96

10. COLLECTION OF THE DATA:

For online mode, at first the researcher prepared a Google form including all items of the questionnaire of the selected tool and the subject's personal information. Then send it through Email or WhatsApp groups of subjects to respond to the items with instructions. And for the offline mode, the researcher visited the teacher training college and collected the data.

11. RESULT AND FINDINGS:

Objective 1: The first objective is, to study the nature of Personality among teacher trainee students. To achieve this first objective the researcher framed six Research Questions. Mainly the questions are: What is the Nature of Personality (NE, EX, OP, CO & AG) among the teacher trainee students? In details

- What is the Nature of
- RQ1.** Neuroticism Trait?
 - RQ2.** Extraversion Trait?
 - RQ3.** Openness to Experiences Trait?
 - RQ4.** Conscientiousness Trait?
 - RQ5.** Agreeableness Trait?

RQ1. What is the Nature of Neuroticism trait of teacher trainee students?

Table 4 Nature or status of the Neuroticism Trait of the Big Five Personality among the Teacher Trainee Students

Neuroticism	Percentile Norm	Score Range	(%)	Level
	<P ₂₅	51 & below	11.76	High
	P ₂₅ to P ₇₅	52 to 67	48.53	Moderate
	>P ₇₅	Above 67	39.71	Low

Accordance to the BFI tool it is confirmed that <P₂₅ indicates high level of Neurotic dispositions, P₂₅ to P₇₅ indicates moderate level of Neurotic dispositions, and above P₇₅ indicates low level of Neurotic dispositions. As well as <P₂₅ indicates the low level of Extraversion, Openness to Experiences, Consciousness, Agreeableness dispositions of particular traits, P₂₅ to P₇₅ indicates moderate level of dispositions of particular traits (EX, OP, CO & AG) and >P₇₅ or

above P_{75} indicates the high level of Extraversion, Openness to Experiences, Conscientiousness, Agreeableness dispositions of that particular traits.

From the **Table 4** It is seen that 39.71% of teacher trainee students belong to lower level of Neurotic dispositions, 48.53% of students belong to moderate level of Neurotic dispositions, and only 11.76% belong to higher level of Neurotic dispositions. So, it is concluded from the result, that most of the teacher trainee students belong to moderate level of Neurotic dispositions.

RQ2. What is the Nature of Extraversion trait of teacher trainee students?

Table 5 *Nature of the Extraversion Trait of the Big Five Personality among the Teacher Trainee Students*

	Percentile Norm	Score Range	(%)	Level
Extraversion	< P_{25}	72 & below	17.65	Low
	P_{25} to P_{75}	73 to 86	44.12	Moderate
	> P_{75}	Above 86	38.23	High

From **Table 5** It is seen that 38.23% of teacher trainee students belong to high level of Extraversion dispositions, 44.12% of students belong to moderate level of Extraversion dispositions, and only 17.65% belong to low level of Extraversion dispositions. So, it is concluded from the result that the majority belong to moderate level, then high level, and then low level (**Figure 6**) of Extraversion dispositions among the teacher trainee students.

RQ3. What is the Nature of Openness to Experience trait of teacher trainee students?

Table 6 *Nature of the Openness to Experience Trait of the Big Five Personality among the Teacher Trainee Students*

	Percentile Norm	Score Range	(%)	Level
Openness to Experience	< P_{25}	59 & below	16.18	Low
	P_{25} to P_{75}	60 to 70	41.17	Moderate
	> P_{75}	Above 70	42.65	High

From **Table 6** It is seen that 42.65% of teacher trainee students belong to high level of Openness to Experiences dispositions, 41.17% of students belong to moderate level of Openness to Experiences dispositions, and only 16.18% of students belong to low level of Openness to Experiences dispositions. So, here it is concluded that the majority of teacher trainee students belong to high level of Openness to Experiences dispositions, and moderate level of dispositions seen nearby or almost the high level of Openness to Experiences (**Figure 6**).

RQ4. What is the Nature of Conscientiousness trait of teacher trainee students?

Table 7 *Nature of the Conscientiousness Trait of the Big Five Personality among the Teacher Trainee Students*

	Percentile Norm	Score Range	(%)	Level
Conscientiousness	< P_{25}	60 & below	11.76	Low
	P_{25} to P_{75}	61 to 75	48.53	Moderate
	> P_{75}	Above 75	39.71	High

From **Table 7** It is seen that 39.71% of teacher trainee students belong to high level of Conscientiousness dispositions, 48.53% of students belong to moderate level of Conscientiousness dispositions, and only 11.76% of students belong to low level of Conscientiousness dispositions. So, it is reported from the result that the majority belong to moderate level of Conscientiousness dispositions among the teacher trainee students.

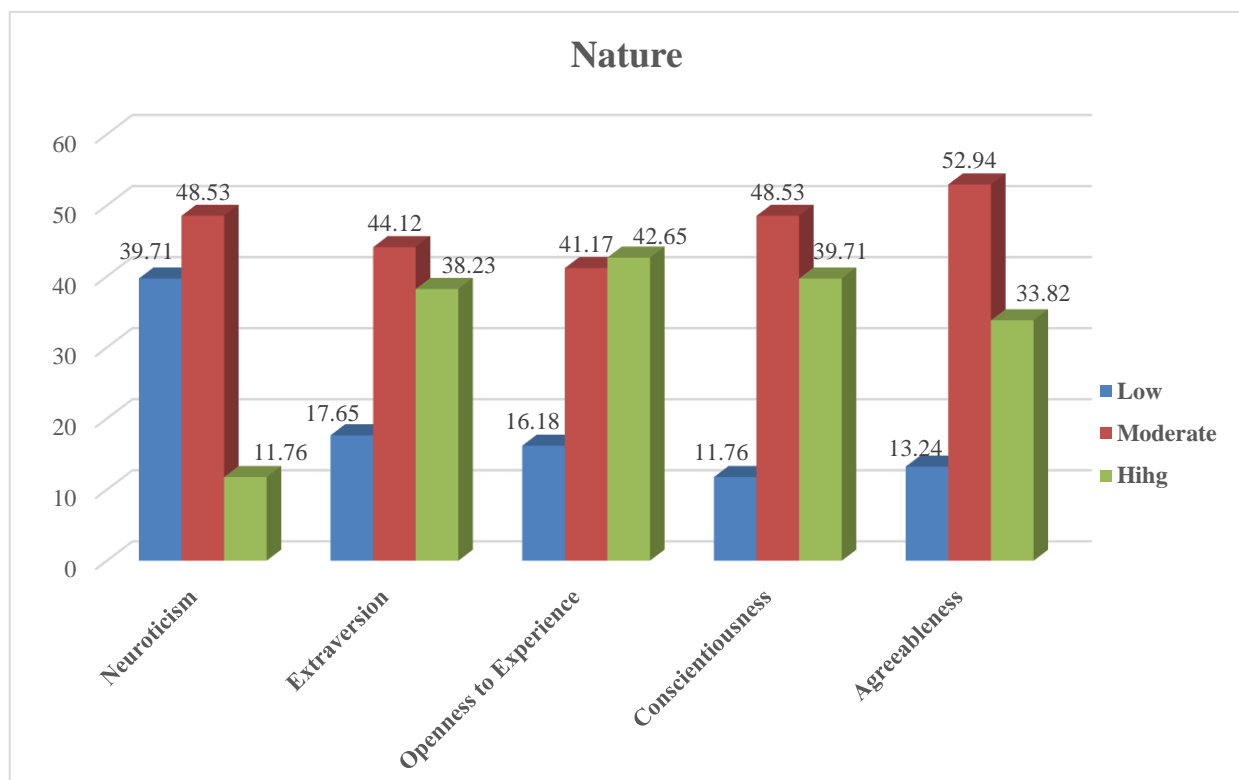
RQ5. What is the Nature of Agreeableness trait of teacher trainee students?

Table 8 Nature of the Agreeableness Trait of the Big Five Personality among the Teacher Trainee Students

	Percentile Norm	Score Range	(%)	Level
Agreeableness	<P ₂₅	65 & below	13.24	Low
	P ₂₅ to P ₇₅	66 to 81	52.94	Moderate
	>P ₇₅	Above 81	33.82	High

From the **Table 8** It is seen that 33.82% of teacher trainee students belong to high level of Agreeableness dispositions, 52.94% of students belong to moderate level of Agreeableness dispositions, and only 13.24% of students belong to low level of Agreeableness dispositions. So, it is concluded that the majority belong to moderate level of Agreeableness dispositions among the teacher trainee students.

Figure 6 Graphical Presentation of the Nature of Big Five Personality



Objective 2: The second objective is, to find out if there is any significant differences between male and female teacher trainee students in respect of their personality. To gain this second objective, there are five null hypothesis (**H₀1a.**, **H₀1b.**, **H₀1c.**, **H₀1d.** & **H₀1e.**) constructed.

Table 9 Hypothesis wise Mann-Whitney U Test Summary according to Gender

	Gender	Mean Rank	U	Asymp. Sig.	Result
Neuroticism (H ₀ 1a.)	Male	43.33	303.500	.017*	Rejected
	Female	30.82			
Extraversion (H ₀ 1b.)	Male	33.45	459.000	.777	Accepted
	Female	34.94			
	Male	35.25			

Openness to Experience (H ₀ 1c.)	Female	34.19	465.000	.840	Accepted
Conscientiousness (H ₀ 1d.)	Male	35.45	461.000	.798	Accepted
	Female	34.10			
Agreeableness (H ₀ 1e.)	Male	41.80	334.000	.049*	Rejected
	Female	31.46			

H₀1a. There are no significant differences between male and female teacher trainee students in respect to their neuroticism trait of the big five personality.

From **Table 9** the null hypothesis **H₀1a.** is found to be significant at the .05 level with Mann-Whitney U=303.500. So, the null hypothesis is rejected and the alternative hypothesis is accepted that is, there is a significant difference present between male and female teacher trainee students in respect to their neuroticism trait of personality.

From the mean rank column, it is seen that the male score is higher compared to female students. So, it can be said that female students belong to the higher level of neurotic dispositions compared to the male students. Because of accordance the tool, high score represents low neurotic dispositions and the low score represents high neurotic dispositions.

H₀1b. There are no significant differences between male and female teacher trainee students in respect to their extraversion trait of the big five personality.

From the **Table 9** it is seen, that the null hypothesis (**H₀1b.**) is not significant at the .05 level with Mann-Whitney U=459.000. So, the null hypothesis is not rejected which means, the null hypothesis (**H₀1b.**) “there are no significant differences between male and female teacher trainee students in respect to their extraversion trait of personality” is accepted here. So, the teacher trainee students are almost the same in their extraversion traits.

H₀1c. There are no significant differences between male and female teacher trainee students in respect to their openness to experience trait of the big five personality.

From the **Table 9** it is declared that the null hypothesis (**H₀1c.**) is not significant at the .05 level with Mann-Whitney U=465.000. So, the null hypothesis is not rejected, which means there are no significant differences present between male and female teacher trainee students in respect to their openness to experience trait of personality, that is they do not differ from each other.

H₀1d. There are no significant differences between male and female teacher trainee students in respect to their conscientiousness trait of the big five personality.

The **Table 9** displays, that the null hypothesis (**H₀1d.**) is not significant at the minimum.05 level with Mann-Whitney U=461.000. So, the null hypothesis is not rejected that’s why “there is no significant difference between male and female teacher trainee students in respect to their conscientiousness trait of personality” is accepted. The result interpreted that the students are almost the same in their conscientiousness trait. And their mean rank score (**Table 9**) is also almost the same (Male-35.45 & Female-34.10).

H₀1e. There are no significant differences between male and female teacher trainee students in respect to their agreeableness trait of the big five personality.

From the **Table 9** it is observed that the null hypothesis (**H₀1e.**) is significant at the .05 level with Mann-Whitney U=334.000. So, the null hypothesis is rejected, and the alternative hypothesis is accepted that is “there is a significant difference present between male and female teacher trainee students in respect to their agreeableness trait of personality”. As well as, from the mean rank (**Table 6**), it can be said male students belong to the higher level of agreeableness dispositions compared to the females.

Objective 3: The third objective is, to find out if there is any differences between rural and urban teacher trainee students in respect of their personality. To gain the objective, there are five null hypothesis framed that is: H_{02a} , H_{02b} , H_{02c} , H_{02d} , & H_{02e} .

H_{02a} . There are no significant differences between rural and urban teacher trainee students in respect to their neuroticism trait of the big five personality.

H_{02b} . There are no significant differences between rural and urban teacher trainee students in respect to their extraversion trait of the big five personality.

H_{02c} . There are no significant differences between rural and urban teacher trainee students in respect to their openness to experience trait of the big five personality.

H_{02d} . There are no significant differences between rural and urban teacher trainee students in respect to their conscientiousness trait of the big five personality.

H_{02e} . There are no significant differences between rural and urban teacher trainee students in respect to their agreeableness trait of the big five personality.

Table 10 Hypothesis wise Mann-Whitney U Test Summary according to Location

	Location	Mean Rank	U	Asymp. Sig.	Result
Neuroticism (H_{02a})	Rural	39.46	308.500	.291	Accepted
	Urban	33.21			
Extraversion (H_{02b})	Rural	32.36	348.000	.649	Accepted
	Urban	35.06			
Openness to Experiences (H_{02c})	Rural	29.71	311.000	.309	Accepted
	Urban	35.74			
Conscientiousness (H_{02d})	Rural	32.04	343.500	.600	Accepted
	Urban	35.14			
Agreeableness (H_{02e})	Rural	32.82	354.500	.721	Accepted
	Urban	34.94			

From **Table 10**, it is displayed that all the null hypothesis (H_{02a} , H_{02b} , H_{02c} , H_{02d} , & H_{02e}) are not significant at the minimum .05 level with Mann-Whitney $U=308.500$, $U=348.000$, $U=311.000$, $U=343.500$ and $U=354.500$. So, these null hypothesis (H_{02a} , H_{02b} , H_{02c} , H_{02d} , & H_{02e}) is not rejected. That's why the result interprets that there are no significant differences present between rural and urban teacher trainee students in respect to their neuroticism, extraversion, openness to experience, conscientiousness, and agreeableness traits of personality, they are almost the same.

12. DISCUSSION:

From the analysis the present study is found that most of the students belong to moderate level in their Neurotic dispositions (48.53%), Extraversion dispositions (44.12%), Conscientiousness dispositions (48.53%) and Agreeableness dispositions (52.94%). But in case of Openness to Experiences, it is found that most of the teacher trainee students are belong to high level of Openness to Experiences dispositions (42.65%) in their nature. Accordance to the previous literature, the student teachers have belonged to a middle position of all traits of personality that is found by the study of Prakash, S. & Amaladoss, X. S. (2013). The pre-service teachers belonged to quite good level of Extraversion and Agreeableness traits, as well as the Conscientiousness and Neuroticism traits also belonged to good level (Ezzi, 2019) but the Openness trait has found a very low level among the students (Marchbanks, 2000; Ezzi, 2019).

The present study findings is, the Neuroticism and Agreeableness traits significantly differ in respect to gender (Male & Female) among the teacher trainee students. A similar finding was represented by Ezzi, 2019, that the Neuroticism trait has a significant difference was existed in respect to gender. On the other side, the supportive study for Agreeableness was found from the study of Kothari & Pingle, 2015 which is established the result that there is a significant difference was present among male and female students due to agreeableness traits. The contradictory result also found that male teacher trainee students and female teacher trainee students do not differ regarding to their personality by Prakash, S. & Amaladoss, X. S. in 2013. Also found the agreeableness trait do not differ regarding to gender (Ezzi, 2019).

The present study also found that there are no differences due to location (Rural & Urban) in all five traits of personality among the teacher trainee students. The researcher has not found any study that represents the similarities, dissimilarities or other cases to this finding of this study by his search.

13. CONCLUSION:

From the present study, it is concluded that gender has significant differences but the location cannot differ in respect of personality traits.

According to the mean rank, it can be said that female students belong to the higher level of neurotic dispositions compared to the male students. as well as it can be also said that male students belong to the higher level of agreeableness dispositions compared to females.

From the findings, it can be suggested that we have to reduce the neurotic level of female students with the help of the teacher, stakeholders, and the counsellors togetherly for our future teachers.

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