

INFLUENCE OF TRAINING ON PERSONALITY DEVELOPMENT AMONG B.ED AND D.T.ED TEACHER TRAINEES

Dr P.S.SHANMUGABOOPATHI*

INTRODUCTION

Education is a revolutionary word. The world has witnessed many revolutions. They are worldwide. Education which starts the revolution from individual to family, family to state, state to country and from country to across world. Education helps to find internal power of an individual. Every individual comes to this world with certain uniqueness. They are identified and nurtured by education. Education doesn't merely have a touch with books alone. It doesn't take place only within the four walls. It is eternal. It has close association with nature.

TEACHER TRAINING

Training is essential for each and every teacher. Demand of profession, the objective and expectations from teacher certify the need of teacher training. Many skills are needed to communicate the information effectively. Teaching is not only confined to impart knowledge of subject matter to others. In a wider perspective teaching aims at an all-round development of personality. Skills or attitude can only be developed through systematic training. A systematized knowledge is required in order to achieve these skills and attitudes which requires training.

DIPLOMA IN TEACHER EDUCATION (D.T.Ed)

The Diploma in Teacher Education Course gives the training for the student-teachers. After the completion of +2, the students can join this teaching professional course.

*** ASSISTANT PROFESSOR**

COLLEGE OF EDUCATION (B.Ed)

The College of Education is the professional education programme which gives training for the student-teachers. After the degree course having of school subjects as major, the students can join this teaching professional course.

PERSONALITY DEVELOPMENT

Personality development is intended to develop in the learners the concrete ways in which they could extend and improve communication skills, negotiating skills, interpersonal skills, leadership skills, creativity, and conflict management skills. This type of awareness of extending competence would enable teacher trainees to impart the skills among their students, and develop as better citizens of the world.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

1. To find whether there is any significant difference between D.T.Ed and B.Ed teacher trainees in the Personality Development and its Dimensions (before training).
2. To find whether there is any significant difference between D.T.Ed and B.Ed teacher trainees in the Personality Development and its Dimensions (before training) based on
 - Gender
 - Locale
 - Religion
 - Community
 - Parental Education
 - Parental Occupation
 - Socio Economic Status
3. To find whether there is any significant difference between D.T.Ed and B.Ed teacher trainees in the Personality Development and its Dimensions (After training).
4. To find whether there is any significant difference between D.T.Ed and B.Ed teacher trainees in the Personality Development and its Dimensions (After training) based on
 - Gender
 - Locale

- Religion
- Community
- Parental Education
- Parental Occupation
- Socio Economic Status

REVIEW OF RELATED LITERATURE

Seethalakshmi (2008), studied Self Esteem and Academic Achievement among Students (Ninth and Tenth Standards). Tools used were Self Esteem Questionnaire (Karunanidhi 1996), Academic Marks have been taken as indicator of academic achievement. The sample consists of 244 students of both boys and girls studying in IX and X. Correlation and t-test were used to find out the relationship and differences. The following conclusions were drawn (1) Girls are better in academic achievement than boys (2) Competency and moral self esteem are positively related (3) There is Positively relationship between self-esteem and academic achievement (4) Religious and community groups do not differ in academic achievement and self esteem.

K Chandrasekaran (2008), studied rich environments provide support for Personality development. Parents, teachers, friends, religious leaders shine as models for Personality development. The present investigation aims to study the influence of environments such as courses of study, religion, caste, rural and urban areas on Personality development. It also aims to study the gender difference. 300 undergraduate students were assessed on Personality development index (1997). Gender shows no difference, but medical and urban environments provide better Personality development.

Aro HM, Palosaari U.K. (2006), studied the effects of divorce, upon children in a Finnish town who had completed questionnaires in school at age 16 and was followed up with postal questionnaires at age 22. Depression in young adulthood was found to be slightly more common among children from divorced families. In addition, the life trajectories of children in divorced families revealed more stressful paths & more distress in both adolescence & young adulthood.

Alison Garton, Robin Harvey & Cath Price (2004), the purpose of the study was to examine up to what extent, the family environment can influence adolescent leisure participation. The results demonstrated a relation between leisure activity and with whom adolescents participated, that the time spent in leisure activities and linked to that the satisfaction of all adolescent's leisure need is related to the type of perceived family environment.

METHOD OF STUDY

Investigator used Experimental method of research to conduct the study.

SAMPLE

A total of 150 Teacher Trainees were taken for the study, out of them 70 were male trainees and 80 were female trainees.

TOOLS USED

The Personality Development Index (1993) by Dr. Kaliappan is used for the research.

STATISTICAL TECHNIQUES USED

The following inferential statistics are used to analyse the collected data.

- Mean
- Median
- Standard deviation
- t - Test
- ANOVA

ANALYSIS

Hypothesis I

There is no significant association between the Pre-Test and Post test scores of D.T.Ed and B.Ed Trainees in their Personality Development and its Dimensions.

Table I

Showing significant association between the Pre-Test and Post test scores of D.T.Ed and B.Ed Trainees in their Personality Development and its Dimensions.

Variable	Tests	Social Concern			Total	df	χ^2 -value	L.S
		Low	Moderate	High				

Social Concern	Before Training	Count	51	59	40	150	2	11.052	0.01
		Expected Count	41.0	56.5	52.5	150			
	After Training	Count	31	54	65	150			
		Expected Count	41.0	56.5	52.5	150			
Emotional Adjustment	Before Training	Count	37	74	39	150	2	0.176	NS
		Expected Count	38.5	73.5	38.0	150			
	After Training	Count	40	73	37	150			
		Expected Count	38.5	73.5	38.0	150			
Assertiveness	Before Training	Count	43	50	57	150	2	0.086	NS
		Expected Count	44.0	49.0	57.0	150			
	After Training	Count	45	48	57	150			
		Expected Count	44.0	49.0	57.0	150			
Values and Culture	Before Training	Count	45	59	46	150	2	1.905	NS
		Expected Count	41.5	57.0	51.5	150			
	After Training	Count	38	55	57	150			
		Expected Count	41.5	57.0	51.5	150			
Leadership Quality	Before Training	Count	56	54	40	150	2	10.223	0.01
		Expected Count	43.5	62.5	44.0	150			
	After Training	Count	31	71	48	150			
		Expected Count	43.5	62.5	44.0	150			

Communication Skills	Before Training	Count	53	55	42	150	2	9.838	0.01
		Expected Count	41.0	63.5	45.5	150			
	After Training	Count	29	72	49	150			
		Expected Count	41.0	63.5	45.5	150			
Self Awareness	Before Training	Count	43	59	48	150	2	1.690	NS
		Expected Count	38.5	63.5	48.0	150			
	After Training	Count	34	68	48	150			
		Expected Count	38.5	63.5	48.0	150			
Self Confidence	Before Training	Count	57	52	41	150	2	11.709	0.01
		Expected Count	44.0	63.0	43.0	150			
	After Training	Count	31	74	45	150			
		Expected Count	44.0	63.0	43.0	150			
	Total	Count	88	126	86	300			
		Expected Count	88.0	126.0	86.0	300			
Interpersonal Skills	Before Training	Count	49	39	62	150	2	1.049	NS
		Expected Count	47.5	43.0	59.5	150			
	After Training	Count	46	47	57	150			
		Expected Count	47.5	43.0	59.5	150			
Stress Management	Before Training	Count	53	59	38	150	2	0.551	NS
		Expected Count	50.5	62.0	37.5	150			

Personality	After Training	Count	48	65	37	150	2	7.515	0.05
		Expected Count	50.5	62.0	37.5	150			
	Before Training	Count	51	71	28	150			
		Expected Count	43.5	69.0	37.5	150			
	After Training	Count	36	67	47	150			
		Expected Count	43.5	69.0	37.5	150			

From the above table it is observed that there is significant association among the dimensions of personality development and total personality development of D.T.Ed and B.Ed trainees. And also no association is observed in the following dimensions like, emotional adjustment, assertiveness, values and culture, self awareness, interpersonal relationship and stress management.

Hence the null hypothesis is partially accepted.

Hypothesis II

There is no significant correlation in the Personality Development and its Dimensions of D.T.Ed and B.Ed trainees in both the tests.

Table II

Showing the significant correlation in the Personality Development and its dimensions of D.T.Ed and B.Ed trainees.

Variables	Trainings	N	Mean	r- value	N.S
Social Concern	Before Training	150	2.226	0.218**	0.01
	After Training	150	1.93		
Emotional Adjustment	Before Training	150	1.9800	-.013	NS
	After Training	150	2.01		
Assertiveness	Before Training	150	2.0800	-.091	NS
	After Training	150	2.09		
Values and Culture	Before Training	150	2.1267	.097	NS

	After Training	150	2.01		
Leadership Quality	Before Training	150	2.1133	-.037	NS
	After Training	150	1.89		
Communication Skills	Before Training	150	2.1333	.243**	0.01
	After Training	150	1.93		
Self Awareness	Before Training	150	2.0933	.030	NS
	After Training	150	2.03		
Self Confidence	Before Training	150	2.0933	-.136	NS
	After Training	150	1.89		
Interpersonal Skills	Before Training	150	2.0733	-.151	NS
	After Training	150	2.09		
Stress Management	Before Training	150	1.9267	-.139	NS
	After Training	150	1.90		
Personality	Before Training	150	2.0733	-.017	NS
	After Training	150	1.85		

From the above table it is observed that there is no significant correlation among the dimensions of personality development and total personality development. It is also observed that there is correlation social concern and communication skills of D.T.Ed and B.Ed trainees in the scores of both the tests conducted before and after the training.

Hence the null hypothesis is accepted and partially rejected with social concern and communication skills.

MAJOR FINDINGS

The following are the major findings of the study,

✿ There is no difference in the Personality development and its dimensions except social concern of D.T.Ed and B.Edteacher trainees before they undergo training. But, after the training there are differences in the dimensions like social concern, Leadership Quality, Communication Skills, Self Awareness, Self Confidence, Stress management and the total personality development.

- ❁ Age did not affect the personality development and its dimensions in personality development among D.T.Ed and B.Ed teacher trainees before and after training.
- ❁ There is no difference is observed in the personality development and its dimensions of D.T.Ed and B.Ed trainees, before and after training with respect to Gender.
- ❁ There is no difference is observed in the personality development and its dimensions of D.T.Ed and B.Ed trainees, before and after training with respect to Locale.
- ❁ Religion did not affect the personality development and its dimensions, before and after the training.
- ❁ Community did not affect the personality development and its dimensions, before and after the training except self awareness and emotional adjustment.
- ❁ Parental Education did not affect the personality development and its dimensions, before and after the training.
- ❁ Parental occupation did not affect the personality development and its dimensions, before and after the training.
- ❁ Socio Economic Status of the family of students made them to differ in their total personality development before they undergo training. After the training they differ in their assertiveness due to socio economic status of the family.
- ❁ Before the training no correlation is observed between the dimensions of personality development. After the training many of the dimensions found to have significant inter correlation between them.
- ❁ Always there is correlation between the dimensions and the total personality development.
- ❁ After the training many of the dimensions of personality development showed some difference among them.
- ❁ After the training, there is also a sort of association is found among the dimensions of personality development.

EDUCATIONAL IMPLICATIONS

Personality development takes place over a period of time and educational institutions play a major role in developing an individual personality.

Since teachers are constantly in the lime light within the classroom, they need to develop appropriate personality traits. Various factors influencing personality development needs to be focused more accurately at the teacher training programmes.

The investigator selected a few dimensions and found how far teacher training enhances the personality development.

Social concern as a dimension has shown a change for the better after training. In the other dimensions there is a change in the personality development after training.

Socio –economic status play a major role in developing the personality of the teacher trainees before and after training.

CONCLUSION

This study on the personality development of D.T.Ed and B.Ed teacher Trainees before and after training throws light on the personality development dimensions incorporated in the study. Teacher training programmes should include personality development activities in both curricular and co-curricular programmes.

BIBLIOGRAPHY

- **Allport G.A, (1937) Hand** book of social psychology for mass. Clark university press.
- **Barber, B.K (1992)** “Family, Personality, and adolescent problem behaviour”. Journal of marriage and the family v 54, n1, page 69-79.
- **Buckhalt, J.A andMcghee R.L (1991)** “Prediction of behaviour disorders classification with the index of personality characteristics and a test of social reasoning”. Journal of diagnostic, v 16, n 2-3, page 164-172, sep 1991.

- **Crockenberg .S et al (1996)**the role of emotion in children's understanding and emotional reactions to marital conflict. Journal Merrill palmer quarterly, v42, n1, p22-47.
- **Deshiell J.F** (1937) Fundamentals of general psychology, Houghtonmigglin company, Boston, p579.
- **Eysenck H.J**, The biological basis of personality, Springfield, vol-II.