Personality Development through Co-Curricular Activities

T. Ranjith Kumar
Ph. D Scholar (UGC-SRF), Department of Education Manonmaniam Sundaranar University, Tirunelveli – 627 012, Tamil Nadu.

Dr. R. Selvaraju
Assistant Professor, Department of Education (DD&CE), Manonmaniam Sundaranar University, Tirunelveli – 627 012, Tamil Nadu.

ABSTRACT
The main objectives of the study are to find out the level of participation in co-curricular activities of B.Ed students and influence of co-curricular activities on personality development of B.Ed students. Survey method is used for the study. The sample consists of 983 B.Ed students selected randomly from 24 colleges of education from three districts of Tamil Nadu namely Tirunelveli, Tuticorin and Kanyakumari. Co-curricular activities inventory and Personality development scale developed by investigator has been used to collect data. The research reveals that the level of participation in co-curricular activities and personality development of B.Ed students is average and there is significant relationship between co-curricular activities and personality development of B.Ed students.

KEYWORDS
Co-curricular activities, Personality development, B.Ed students

INTRODUCTION
Co-curricular activities are those activities which fall outside the regular academic curriculum yet they are a part of schooling or collegiate life. Co-curricular activities exist at all levels of education, from primary, middle, high and higher secondary school level, college and university education. In B.Ed Colleges, they are often held to be very important to the wider education of young men and women. Co-curricular activities form the core of students’ life. Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development.

Personality is the sum total of ways in which an individual reacts and interacts with others. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd. Personality development is the developing a personality cult so as to create a strong positive impression about self with the targeted group, or in general. Co-curricular activities are the components of non-academic curriculum helps to develop various facets of the personality development of the students. For all-round development of the students, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular activities.

SIGNIFICANCE OF THE STUDY
The main objective of Co-curricular activities is to develop the overall personality of the students. Co-curricular activities are the part of the curriculum in school and college levels. In the B.Ed course, various co-curricular activities are practiced to develop the personality of the student teachers, who are the future teachers. So, they have to develop their personality according to their professional nature. It is because teachers are the role model in various aspects for the students and society. By the co-curricular activities there may be some development took place in the personality of students. From this study the investigator wishes to find out the level of participation in co-curricular activities and level of personality of B.Ed students and also to find out whether there is any significant relationship between participation in co-curricular activities and personality development of B.Ed students.

OBJECTIVES
1) To find out the level of participation in co-curricular activities and personality development of B.Ed students.
2) To find out the significant difference, if any, between male and female B.Ed students in their participation in co-curricular activities and personality development.
3) To find out the significant relationship, if any, between co-curricular activities and personality development of B.Ed students.

METHOD ADOPTED
The method adopted for the present study is the survey method.

POPULATION & SAMPLE
The population for the study consists of all the B.Ed students studying in colleges of education in Tirunelveli, Tuticorin and Kanyakumari districts in Tamil Nadu.

The sample consists of 983 B.Ed students. The students were selected from 24 Colleges of Education, affiliated to Tamil Nadu Teachers Education University, Chennai.

TOOLS USED
Two tools namely, Co-curricular activities Inventory and Personality development scale was developed by T. Ranjith Kumar (investigator). Co-curricular activities inventory consists of 40 items distributed under six dimensions viz., Sports & Games, Service groups, Cultural activities, arts & craft, Students association and Tour. The respondents has to select either Yes or No as their response.

The Personality development scale consists of 60 items distributed under seven dimensions viz., Appearance, Verbal Mannerism, Gesticulation, Mental alertness, Stability of Thoughts, Leadership skills and Self-confidence. It was designed on the five point scale: Strongly agree, Agree, Undecided, Disagree and Strongly disagree.

ANALYSIS OF DATA
The statistics employed in the study were percentage analysis, ‘t’ test, ‘F’ test and correlation. The analyses were presented in the following table.

Table 1 Level of participation in co-curricular activities of B.Ed students

<table>
<thead>
<tr>
<th>Co-curricular activities</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Sports &amp; Games</td>
<td>231</td>
<td>23.50</td>
<td>643</td>
</tr>
</tbody>
</table>

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It is inferred from the above table that, irrespective of all the dimensions, the B.Ed students had moderate level of personality development with regard to the dimensions appearance, verbal mannerism and stability of thoughts. But there is significant difference between males and females in their personality development with regard to the dimensions gesticulation, mental alertness, leadership skills and self-confidence. On the whole, there is no significant difference between males and females in their personality development.

Table 4 Difference between male and female B.Ed students in their personality development

<table>
<thead>
<tr>
<th>Personality and its dimensions</th>
<th>Male (N=220)</th>
<th>Female (N=763)</th>
<th>Calculated ‘t’ value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td></td>
<td>48.10</td>
<td>10.762</td>
<td>51.79</td>
<td>9.613</td>
</tr>
<tr>
<td>Verbal Mannerism</td>
<td>51.54</td>
<td>9.456</td>
<td>50.09</td>
<td>9.720</td>
</tr>
<tr>
<td>Gesticulation</td>
<td>51.33</td>
<td>9.775</td>
<td>50.42</td>
<td>9.623</td>
</tr>
<tr>
<td>Mental Alertness</td>
<td>50.71</td>
<td>9.026</td>
<td>49.70</td>
<td>9.477</td>
</tr>
<tr>
<td>Stability of Thoughts</td>
<td>50.69</td>
<td>10.312</td>
<td>49.11</td>
<td>10.735</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>51.65</td>
<td>10.861</td>
<td>50.99</td>
<td>9.960</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>49.80</td>
<td>9.332</td>
<td>49.82</td>
<td>8.983</td>
</tr>
<tr>
<td>Personality Development</td>
<td>50.41</td>
<td>10.061</td>
<td>49.75</td>
<td>9.653</td>
</tr>
</tbody>
</table>

Table Value = 1.96, NS – Not Significant, S - Significant

It is inferred from the above table that there is no significant difference between male and female B.Ed students in their personality development with regard to the dimensions sports & games, service groups, arts & craft, students associations. On the whole, there is significant difference between males and females in their participation in co-curricular activities.

Table 5 Relationship between Co-curricular activities and Personality development of B.Ed students

<table>
<thead>
<tr>
<th>Co-curricular Activities</th>
<th>Personality Development</th>
<th>ΣX</th>
<th>ΣY</th>
<th>ΣXY</th>
<th>df</th>
<th>Calculated ‘t’ value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>500056</td>
<td>2659592</td>
<td>49078</td>
<td>2548364</td>
<td>2536358</td>
<td>981</td>
<td>0.357</td>
<td>S</td>
</tr>
</tbody>
</table>

Table value = 0.062, S-Significant

It is inferred from the above table that there is significant relationship between co-curricular activities and personality development of B.Ed students.
It is inferred from the above table that, there is significant relationship between participation in co-curricular activities and personality development of B.Ed students. The dimensions service groups, cultural activities, arts & craft and students association are positively correlated with all the dimensions of personality development of B.Ed students. But there is no significant relationship between participation in sports & games and mental alertness of B.Ed students. Also, there is no significant relationship between participation in tour and verbal mannerism, stability of thoughts, leadership skills and self-confidence of B.Ed students.

**FINDINGS**

1. The level of participation in co-curricular activities of B.Ed students is moderate.
2. The level of personality development of B.Ed students is moderate.
3. There is significant difference between males and females in their participation in sports & games, service groups, arts & craft and students associations. On the whole, there is significant difference between males and females in their participation in co-curricular activities.
4. There is significant difference between males and females in their personality development with regard to the dimensions appearance, verbal mannerism and stability of thoughts. On the whole, there is no significant difference between males and females in their personality development.
5. There is significant relationship between co-curricular activities and personality development of B.Ed students.
6. The dimensions of co-curricular activities viz., service groups, cultural activities, arts & craft and students association are positively correlated with all the dimensions of personality development viz., appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence of B.Ed students.

**IMPLICATIONS**

From the study, it has been found that, the students who participated in service groups, cultural activities, arts & craft and students association were significantly improved their personality in terms of appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skills and self-confidence in a positive manner. So, it is evident that personality development is possible through co-curricular activities. Education is concerned with an all-round development of the personality of the pupils; therefore it is quite essential for a student teacher to know about the personality development. So, it is essential to create knowledge about personality development through co-curricular activities to the B.Ed students, who are the future teachers, then only they will practice and provide valuable co-curricular activities to their students to develop their personality.

**REFERENCES**