



Personality Development through Co-Curricular Activities

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ABSTRACT

The main objectives of the study are to found 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 tables.

Table 1

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

Co-curricular activities	Low		Moderate		High	
	No.	%	No.	%	No.	%
Sports & Games	231	23.50	643	65.41	109	11.09

Service Groups	169	17.20	604	61.44	210	21.36
Cultural Activities	106	10.78	585	59.51	292	29.70
Arts & Craft	165	16.79	668	67.96	150	15.25
Students Associations	153	15.56	643	65.41	187	19.02
Tour	151	15.36	616	62.67	216	21.97
Co-curricular activities	168	17.09	656	66.73	159	16.18

It is inferred from the above table that, irrespective of all the dimensions the B.Ed students shows moderate level of participation in co-curricular activities.

Table 2 Level of Personality of B.Ed students

Personality development	Low		Moderate		High	
	No.	%	No.	%	No.	%
Appearance	150	15.26	683	69.48	150	15.26
Verbal Mannerism	158	16.07	637	64.80	188	19.13
Gesticulation	156	15.87	682	69.38	145	14.75
Mental Alertness	168	17.09	638	64.90	177	18.01
Stability of Thoughts	159	16.17	638	64.90	186	18.92
Leadership Skills	155	15.77	610	62.05	218	22.18
Self-confidence	155	15.77	657	66.84	171	17.39
Personality Development	176	17.90	623	63.38	184	18.72

It is inferred from the above table that, irrespective of all the dimensions, the B.Ed students had moderate level of personality.

Table 3 Difference between male and female B.Ed students in their participation in Co-curricular activities

Co-curricular activities	Male (N=220)		Female (N=763)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Sports & Games	50.16	7.651	48.02	7.929	3.622	S
Service Groups	53.39	6.656	49.87	8.735	6.407	S
Cultural Activities	52.84	7.022	52.32	7.684	0.949	NS
Arts & Craft	45.73	9.777	48.07	9.312	3.160	S
Students Associations	52.64	7.516	49.50	7.434	5.463	S
Tour	46.91	11.041	45.67	11.213	1.463	NS
Co-curricular activities	53.27	10.613	50.24	10.526	3.736	S

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

It is inferred from the above table that there is no significant

Table 6 Dimension wise analyses of relationship between co-curricular activities and personality development of B.Ed students

Dimensions	Appearance	Verbal Mannerism	Gesticulation	Mental Alertness	Stability of thoughts	Leadership skills	Self-confidence	Personality Development
Sports & Games	0.063*	0.100*	0.166*	0.049®	0.091*	0.072*	0.121*	0.123*
Service Groups	0.148*	0.191*	0.086*	0.192*	0.210*	0.238*	0.204*	0.253*
Cultural Activities	0.134*	0.156*	0.117*	0.094*	0.124*	0.139*	0.167*	0.186*
Arts & Craft	0.185*	0.216*	0.117*	0.196*	0.169*	0.192*	0.193*	0.252*
Students Associations	0.124*	0.282*	0.176*	0.192*	0.203*	0.275*	0.200*	0.290*
Tour	0.073*	0.033®	0.064*	0.081*	0.061®	0.031®	0.017®	0.070*
Co-curricular activities	0.221*	0.300*	0.200*	0.244*	0.260*	0.290*	0.278*	0.357*

Table value = 0.062, df=981, * - Significant, ® - Not Significant

difference between male and female B.Ed students in their participation in co-curricular activities with regard to the dimensions cultural activities and tour. But there is significant difference between males and females in their participation in co-curricular activities 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 4 Difference between male and female B.Ed students in their personality development

Personality and its dimensions	Male (N=220)		Female (N=763)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Appearance	48.10	10.762	51.79	9.613	4.581	S
Verbal Mannerism	51.54	9.456	50.09	9.720	1.991	S
Gesticulation	51.33	9.775	50.42	9.623	1.214	NS
Mental Alertness	50.71	9.026	49.70	9.477	1.443	NS
Stability of Thoughts	50.69	10.312	49.11	10.735	1.989	S
Leadership Skills	51.65	10.861	50.09	9.960	1.910	NS
Self-confidence	49.80	9.332	49.82	8.983	0.033	NS
Personality Development	50.41	10.061	49.75	9.963	0.858	NS

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 gesticulation, mental alertness, leadership skills and self-confidence. But 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.

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

Co-curricular Activities		Personality Development		ΣXY	df	Calculated 'r' value	Remarks at 5% level
ΣX	ΣX ²	ΣY	ΣY ²				
50056	2659592	49078	2548364	2536358	981	0.357	S

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.

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