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PERSONALITY DEVELOPMENT OF MIDDLE SCHOOL STUDENTS THROUGH CAL PROGRAMME

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Abstract

The Main objective of the study is to find out the level of Personality Development of Middle School Students attending CAL Programme. The investigator has adopted the survey method. The investigator adapted the Personality Development Inventory by Kaliappan and Karthikeyan (1996). Percentage Analysis, 't' test, ANOVA, and Chi-Square were employed for analyzing the data. Major findings were that there is significant difference between boys and girls attending CAL programme in their communication skills, assertiveness and stress coping ability.

INTRODUCTION

Education is a process that includes intellectual, moral and physical development in leading out the innate knowledge, virtue and power of the child, making his potential actual. Educational Technology creates appropriate learning situations to attain the objectives of teaching and training in classrooms. It motivates the students to attend and evaluate in the process of learning and acquiring knowledge. Technology also develops social qualities of service, tolerance, co-operation, fellow feeling inspiring the child in the positive direction.

SIGNIFICANCE OF THE STUDY

Personality of an individual is not only appearance or outward behavior. It reflects the life skills and consistent behavioural patterns one has imbibed through the experiences of life.

Education plays a wide role in personality development. Education produces a well balanced person, culturally refined, emotionally stable, ethically upright, mentally alert, physical strong, vocationally self – sufficient persons. Personality development is a life-long education. Children learn by natural progression. In Tamilnadu, Government and the Directorate of SSA have provided schools with large number of computers. Each student gets an opportunity to study the subjects using computer facilities. By implementing technological integration in classroom, the productivity of students will increase. Using information and communication technology a student can often be motivated to pursue learning. So the investigator wants to find out the level of Personality Development of middle school students attending CAL Programme.

OBJECTIVE OF THE STUDY

1. To find out the personality development of middle school students attending CAL Programme.

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HYPOTHESES OF THE STUDY

1. There is no significant difference between boys and girls attending CAL programme in their Communication skills, Social concern, Emotional adjustment, Assertiveness, Value system and culture, Self-awareness, Leadership skills, Self-confidence, Interpersonal relationship and Stress coping ability.
2. There is no significant difference among Hindu, Christian and Muslim students attending CAL programme in their Communication skills, Social concern, Emotional adjustment, Assertiveness, Value system and culture, Self-awareness, Leadership skills, Self-confidence, Interpersonal relationship and Stress coping ability.
3. There is no significant association between fathers' occupation of the students attending CAL programme and their Communication skills, Social concern, Emotional adjustment, Assertiveness, Value system and culture, Self-awareness, Leadership skills, Self-confidence, Interpersonal relationship and Stress coping ability.

METHODOLOGY

The investigator has used the survey method to study the personality development of the middle school students attending CAL programme. The area selected for this study is Tirunelveli, Tuticorin and Kanyakumari district.

Tool and Statistics Used

The investigator adapted the Personality Development Inventory by Kaliappan and Karthikeyan (1996)

The statistical techniques used to analyse the data were Percentage Analysis, 't' test, F test and Chi-Square Test.

Table 1. Level of Personality Development of Middle School Students Attending CAL Programme

Dimensions	Low		Moderate		High	
	No	%	No	%	No	%
Communication skills	296	19.0	1115	71.6	147	9.4
Social concern	231	14.8	1305	83.8	22	1.4
Emotional adjustment	297	19.1	1044	67.0	217	13.9
Assertiveness	75	4.8	1480	95.0	3	0.2
Value system and culture	239	15.3	1201	77.1	118	7.6
Self-awareness	239	15.3	1189	76.3	130	8.4
Leadership skills	257	16.5	1249	80.2	52	3.3
Self-confidence	339	21.8	1011	64.8	208	13.4
Interpersonal relationship	361	23.2	1154	74.1	43	2.7
Stress coping ability	191	12.3	1174	75.3	193	12.4

(considering moderate and high as favourable attitude)



It is inferred from the above table that 81.0% of the students attending CAL programme are expressing favourable attitude towards Communication skills. 85.2% of the students attending CAL programme are expressing favourable attitude towards Social concern. 80.9% of the students attending CAL programme are expressing favourable attitude towards Emotional adjustment. 95.2% of the students attending CAL programme are expressing favourable attitude towards Assertiveness. 84.7% of the students attending CAL programme are expressing favourable attitude towards Value system and culture. 84.7% of the students attending CAL programme are expressing favourable attitude towards Self-awareness. 83.5% of the students attending CAL programme are expressing favourable attitude towards Leadership skills. 78.2% of the students attending CAL programme are expressing favourable attitude towards self-confidence. 76.8 % of the students attending CAL programme are expressing favourable attitude towards Interpersonal relationship. 87.7% of the students attending CAL programme are expressing favourable attitude towards Stress coping ability.

Table 2. Difference between Boys and Girls Attending CAL Programme in their Personality Development

Dimensions	Boys (N=683)		Girls (N=875)		Calculated 't' Value	Remarks at 5 % level
	Mean	SD	Mean	SD		
Communication skills	27.64	3.83	28.18	3.63	2.81	S
Social concern	18.15	3.65	18.12	2.11	0.18	NS
Emotional adjustment	21.87	3.17	21.99	3.09	0.76	NS
Assertiveness	24.09	3.20	24.84	8.24	2.44	S
Value system and culture	25.64	3.60	25.70	3.34	0.31	NS
Self-awareness	18.26	2.71	18.19	2.65	0.46	NS
Leadership skills	18.81	2.46	18.97	2.45	1.32	NS
Self-confidence	17.19	3.12	16.95	3.28	1.48	NS
Interpersonal relationship	17.36	2.66	17.52	2.40	1.18	NS
Stress coping ability	20.12	2.54	20.54	2.44	3.28	S

(At 5 % level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between boys and girls attending CAL programme in their Social concern, Emotional adjustment, Value system and culture, Self-awareness, Leadership skills, Self-confidence, Interpersonal relationship, but there is significant difference between boys and girls in their communication skills, Assertiveness and Stress coping ability.

While comparing the mean scores of boys and girls, the girls (Mean = 28.18) have more communication skills than the boys (Mean = 27.64).



While comparing the mean scores of boys and girls, the girls (Mean = 24.84) have more Assertiveness than the boys (Mean = 24.09).

While comparing the mean scores of boys and girls, the girls (Mean = 20.54) have more Stress coping ability than the boys (Mean = 20.12).

Table 3. Difference among Hindu, Christian and Muslim Students Attending CAL Programme in their Personality Development

Dimensions	Source of Variation	Sum of Squares	df	Mean Square Variance	F- Value	Remark
Communication skills	Between	10.814	2	5.407	0.388	NS
	Within	21641.987	1555	13.918		
Social concern	Between	54.137	2	27.069	3.252	S
	Within	12943.360	1555	8.324		
Emotional adjustment	Between	144.351	2	72.176	7.434	S
	Within	15097.977	1555	9.709		
Assertiveness	Between	30.700	2	15.350	0.358	NS
	Within	66584.615	1555	42.820		
Value system and culture	Between	72.165	2	36.083	3.020	S
	Within	18577.234	1555	11.947		
Self-awareness	Between	249.031	2	124.516	17.708	S
	Within	10934.129	1555	7.032		
Leadership skills	Between	58.031	2	29.015	4.819	S
	Within	9361.946	1555	6.021		
Self-confidence	Between	99.193	2	49.597	4.821	S
	Within	15998.699	1555	10.289		
Interpersonal relationship	Between	57.021	2	28.510	4.493	S
	Within	9866.371	1555	6.345		
Stress coping ability	Between	10.150	2	5.075	0.815	NS
	Within	9688.277	1555	6.230		

(At 5 % level of significance the table value of 'F' is 2.99)

It is inferred from the above table that there is no significant difference among Hindu, christian and Muslim students attending CAL programme of Tirunelveli, Tuticorin and Kanyakumari districts in their Communication skills, Assertiveness and Stress coping ability but there is significant difference among



Hindu, christian and Muslim students in their social concern, Emotional adjustment, Value system and culture, Self-awareness, Leadership skills, Self-confidence and Interpersonal relationship.

While comparing the mean scores of Hindu (Mean=18.03), christian (Mean=18.39) and Muslim students (Mean=18.67) in their social concern, the Muslim students are better than Hindu and christian students.

While comparing the mean scores of Hindu (Mean=22.03), christian (Mean=21.38) and Muslim students (Mean=22.68) in their Emotional adjustment, the Muslim students are better than Hindu and christian students.

While comparing the mean scores of Hindu (Mean = 25.64), christian (Mean = 26.00) and Muslim students (Mean = 24.98) in their Value system and culture, the christian students are better than Hindu and Muslim students.

While comparing the mean scores of Hindu (Mean = 18.00), christian (Mean = 19.00) and Muslim students (Mean = 18.62) in their Self-awareness, the christian students are better than Hindu and Muslim students.

While comparing the mean scores of Hindu (Mean = 18.84), christian (Mean = 19.25) and Muslim students (Mean = 18.42) in their Leadership skills, the christian students are better than Hindu and Muslim students.

While comparing the mean scores of Hindu (Mean =17.00), christian (Mean = 17.47) and Muslim students (Mean = 16.32) in their Self concept, the christian students are better than Hindu and Muslim students.

While comparing the mean scores of Hindu (Mean=17.36), christian (Mean = 17.62) and Muslim students (Mean = 18.14) in their Interpersonal relationship, the Muslim students are better than Hindu and christian students.

Table 4. Association between Fathers' Occupation of the Students Attending CAL Programme and their Personality Development

Dimensions	Degrees of Freedom	Calculated Value of χ^2	Remarks at 5% level
Communication skills	6	10.143	NS
Social concern		5.206	NS
Emotional adjustment		14.216	S
Assertiveness		13.768	S
Value system and culture		19.214	S
Self -awareness		8.198	NS
Leadership skills		4.956	NS
Self-confidence		15.699	S
Interpersonal relationship		18.729	S
Stress coping ability		7.322	NS

(At 5 % level of significance for 6 df the table value of ' χ^2 ' is 12.592)



It is inferred from the above table that there is no significant association between fathers' occupation of the students attending CAL programme and their Communication skills, Social concern, Self-awareness, Leadership skills and Stress coping ability, but there is significant association between fathers occupation of the Students and their Emotional adjustment, Assertiveness, Value system and culture, Self-confidence and Interpersonal relationship.

FINDINGS

- 81.0% of the students attending CAL programme are expressing favourable attitude towards Communication skills. 85.2% of the students attending CAL programme are expressing favourable attitude towards Social concern. 80.9% of the students attending CAL programme are expressing favourable attitude towards Emotional adjustment. 95.2% of the students attending CAL programme are expressing favourable attitude towards Assertiveness. 84.7% of the students attending CAL programme are expressing favourable attitude towards Value system and culture. 84.7% of the students attending CAL programme are expressing favourable attitude towards Self-awareness. 83.5% of the students attending CAL programme are expressing favourable attitude towards Leadership skills. 78.2% of the students attending CAL programme are expressing favourable attitude towards Self-confidence. 76.8 % of the students attending CAL programme are expressing favourable attitude towards Interpersonal relationship. 87.7% of the students attending CAL programme are expressing favourable attitude towards Stress coping ability.
- There is no significant difference between boys and girls attending CAL programme in their Social concern, Emotional adjustment, Value system and culture, Self-awareness, Leadership skills, Self-confidence, Interpersonal relationship, but there is significant difference between boys and girls in their communication skills, Assertiveness and Stress coping ability.
 - While comparing the mean scores of boys and girls, the girls (Mean = 28.18) have more communication skills than the boys (Mean = 27.64). While comparing the mean scores of boys and girls, the girls (Mean = 24.84) have more Assertiveness than the boys (Mean = 24.09). While comparing the mean scores of boys and girls, the girls (Mean = 20.54) have more Stress coping ability than the boys (Mean = 20.12).
- There is no significant difference among Hindu, christian and Muslim students attending CAL programme of Tirunelveli, Tuticorin and Kanyakumari districts in their Communication skills, Assertiveness and Stress coping ability but there is significant difference among Hindu, christian and Muslim students in their social concern, Emotional adjustment, Value system and culture, Self-awareness, Leadership skills, Self-confidence and Interpersonal relationship.
 - While comparing the mean scores of Hindu (Mean=18.03), christian (Mean=18.39) and Muslim students (Mean=18.67) in their social concern, the Muslim students are better than Hindu and christian students. While comparing the mean scores of Hindu (Mean=22.03), christian (Mean=21.38) and Muslim students (Mean=22.68) in their Emotional adjustment, the Muslim students are better than Hindu and christian students. While comparing the mean scores of Hindu (Mean = 25.64), christian (Mean = 26.00) and Muslim students (Mean =



24.98) in their Value system and culture, the christian students are better than Hindu and Muslim students. While comparing the mean scores of Hindu (Mean = 18.00), christian (Mean = 19.00) and muslim students (Mean = 18.62) in their Self-awareness, the christian students are better than Hindu and Muslim students. While comparing the mean scores of Hindu (Mean = 18.84), Christian (Mean = 19.25) and Muslim students (Mean = 18.42) in their Leadership skills, the Christian students are better than Hindu and Muslim students. While comparing the mean scores of Hindu (Mean =17.00),Christian (Mean = 17.47) and muslim students (Mean = 16.32) in their Self concept, the christian students are better than Hindu and Muslim students. While comparing the mean scores of Hindu (Mean=17.36), Christian (Mean = 17.62) and Muslim students (Mean = 18.14) in their Interpersonal relationship, the Muslim students are better than Hindu and Christian students.

- There is no significant association between fathers' occupation of the students attending CAL programme and their Communication skills, Social concern, Self-awareness, Leadership skills and Stress coping ability, but there is significant association between fathers occupation of the Students and their Emotional adjustment, Assertiveness, Value system and culture, Self-confidence and Interpersonal relationship.

CONCLUSION

Thus the investigator found that there was significant improvement in the personality development of the middle school students attending CAL programmes in the various dimension communication skills, social concern, emotional adjustment, assertiveness, value system and culture, self-awareness, leadership skills, self-confidence, interpersonal relationship and stress coping ability.

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