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An Impact of Social Skills on Personality Development of Prospective Teachers

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Abstract:

Social skills and social competence are important parts of good social functioning. One way to improve social skills is through social skills trainings. The main goal of these trainings is to teach and enhance interpersonal skills that are needed for a child to be successful in social situations. An individual's personality is an aggregate conglomeration of the decisions they have made throughout their life and the memory of the experiences to which these decisions led. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. To study the difference in the mean score of social skills on the basis of Gender. The objective of the study was: to study the difference in the mean score of social skills on the basis of their Educational Qualification., to study the difference in the mean score of personality development on the basis of Gender and to study the difference in the mean score of personality development on the basis of their Educational Qualification. Self-constructed and validated tool on Social Skills Personality test were employed. The findings were: there is a significant difference between male and female in their peer skills, curiosity, empathy, and social skills, there is a significant difference between graduate and post graduate in their nonverbal communications, assertiveness, curiosity, cooperation, empathy, self-management and social skills. there is no significant difference between in their openness, conciousteousness, extra version, agreeableness, neuroticism and personality development, there is no significant difference between graduate and post graduate in their openness, Conciousteousness, Extra version, Agreeableness, Neuroticism and personality development.

Keywords: *Social Skills, Personality development and Perspective teachers.*

1. Introduction

SOCIAL SKILLS- Social skills and social competence are important parts of good social functioning. One way to improve social skills is through social skills trainings. The main goal of these trainings is to teach and enhance interpersonal skills that are needed for a child to be successful in social situations. First part of this review deals with concepts of social competence, social skills and social skills training. Second part describes methods that are used for measuring effects of social skills trainings and the effectiveness of social skills trainings in different groups of children.

Social skills are ways of dealing with others that create healthy and positive interactions. Teachers who have social skills can communicate clearly, calmly, and respectfully. They show consideration for the feelings and interests of their peers. They take responsibility for their actions, are able to control themselves, and are able to assert themselves when needed. Teachers learn social skills through experiences with peers, examples and instructions from their parents, and time spent with adults.

It is vital for Teachers to use social skills because they are the route to creating and developing relationships. They are needed for enriching social experiences, and they lessen the chance for negative interactions. Being the building blocks for friendships, social skills give children the chance to learn from their peers and learn how to be considerate with those they meet in the future.

Personality: An individual's personality is an aggregate conglomeration of the decisions they have made throughout their life and the memory of the experiences to which these decisions led. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. According to the process of socialization, "personality also colors our values, beliefs, and expectations ... Hereditary factors that contribute to personality development do so as a result of interactions with the particular social environment in which people live." According to Woodworth(1938)—Personality is the Total quality of an individual's behavior as it is revealed in his characteristic, habits of thought and expression, his attitudes and interests, his manner of acting and his personal philosophy of life. Deep within lies in every individual a powerful urge to grow up and blossom out as a person – to be distinguished from the sub-human species. We might be struck at the majesty of an elephant or the ferocity of a tiger or the elegant plumage of peacock or even the incredible imitative capacity of a chimpanzee. However, in none of these cases, do we use the term personality. It is reserved primarily for the members of the Home Sapiens. Born as a helpless infant, totally dependent upon its mother for survival, the human baby grows, matures, develops, learns and comes to be reckoned as a person among several persons in this world. It is a longitudinal process. Some leave a legacy – a landmark upon the sands of time – to be cherished, remembered and severed for centuries. Others, nevertheless, do lead a quiet, dignified life, raising a family and fulfilling the purpose ordained by God. Each person

has a name while some earn a name in life. A flock of sheep or a herd of elephants do not seem to bear individual names while a crowd or congregation of men and women in a market – place or church greet each other by their individual names. The quest for everyone is to become a person as Carl Rogers says and develop one's personality.

2. Significance of the Study

Teaching is one of the greatest professions and missions in the world. There had been many reputed teachers in the world who changed the life style of many through their behaviour and style of living. Though science is developed so much, yet, this profession cannot be taken away by the scientific discoveries. As the science is moving faster and faster to be effective in the world, the profession of teaching also is to be accompanied by the inventions and innovations of signs of time. The investigator believes that as science is moving ahead in the field of education, the teachers too should equip themselves to be productive and at par with the demands of time. Therefore, the investigator would like to discover the values of social skills and personality development in the lives of Prospective Teachers.

3. Statement of the Problem

An Impact of Social Skills on Personality Development of Prospective Teachers.

4. Operational Definitions

- Impact : Influence of any object on the receiver.
- Social : The vicinity of any dwelling place of an individual.
- Skills : The qualities of an individual which influences the persons approach in his/her personality.
- Social Skills: The qualities of an individual that makes an individual effective in his/her endeavor.
- Personality: It is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thoughts.
- Development: It is related to the overall changes, structural as well as functional, in all aspect of one's personality namely, physical, mental, emotional, social and moral taking place continuously right from conception till death.
- Personality development: Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive.
- Prospective Teacher: Bachelor of Education courses through which one is said to be a trained teacher. Future Teachers.

5. Specific Objectives

- a. To study the difference in the mean score of social skills on the basis of Gender.
- b. To study the difference in the mean score of social skills on the basis of their Educational Qualification.
- c. To study the difference in the mean score of personality development on the basis of Gender.
- d. To study the difference in the mean score of personality development on the basis of their Educational Qualification.

5.1. Null Hypotheses

1. There is no significant difference in the mean score of peer skills, non verbal communications, conversational skills, assertiveness, curiosity, cooperation, confidence, empathy, self management and social skills on the basis of Gender.
2. There is no significant difference in the mean score of peer skills, non verbal communications, conversational skills, assertiveness, curiosity, cooperation, confidence, empathy, self-management and social skills on the basis of their Educational Qualification.
3. There is no significant difference between in the mean score of openness, consciousteousness, extra version, agreeableness, neuroticism and personality development on the basis of Gender.
4. There is no significant difference between in the mean score of openness, consciousteousness, extra version, agreeableness, neuroticism and personality development on the basis of their Educational Qualification.

5.2. Tools Used

1. Self constructed and validated tool on Social Skills (2014).
2. Self constructed and validated tool on Personality Test (2014).

5.3. Methods Used

The investigator has proposed to adapt Survey Method for the present study.

5.4. Population for the Study

The population selected for the study is Prospective Teachers from Jharkhand state.

5.5. Sample

There were 434 samples of Prospective Teachers chosen from four B.Ed. colleges of Jharkhand state.

5.6. Statistical Techniques Used

- i. Mean ii. Standard deviation and iii. t- ratio

5.7. Delimitations of the Study

- The researcher has taken the sample from the state of Jharkhand.
- The researcher has taken 434 samples.
- The researcher has taken Prospective Teachers of Jharkhand state for the study.
- Majority of the samples are from Missionary B.Ed. Colleges.

6. Data Analysis and Results

6.1. Null Hypothesis 1

There is no significant difference in the mean score of peer skills, non verbal communications, conversational skills, assertiveness, curiosity, cooperation, confidence, empathy, self-management and social skills on the basis of Gender.

| Social Skills and its Dimensions | Male (N = 102) | | Female (N = 332) | | Calculated 't' Value | Remarks at 5% level |
|----------------------------------|---------------------|-------|-----------------------|-------|-------------------------|------------------------|
| | Mean | SD | Mean | SD | | |
| Peer Skills | 48.24 | 4.41 | 45.70 | 4.68 | 4.04 | S |
| Non verbal communications | 40.58 | 6.41 | 39.92 | 8.72 | 0.71 | NS |
| Conversational Skills | 39.56 | 7.47 | 39.21 | 6.95 | 0.41 | NS |
| Assertiveness | 38.72 | 12.09 | 37.93 | 11.32 | 0.60 | NS |
| Curiosity | 40.90 | 5.12 | 39.05 | 5.58 | 2.98 | S |
| Cooperation | 40.97 | 6.88 | 39.60 | 6.51 | 1.82 | NS |
| Confidence | 42.90 | 10.07 | 43.57 | 7.86 | 0.69 | NS |
| Empathy | 44.73 | 11.33 | 41.39 | 6.77 | 3.64 | S |
| Self Management | 55.96 | 8.88 | 55.75 | 9.49 | 0.19 | NS |
| Social skills | 392.55 | 39.41 | 382.13 | 32.96 | 2.66 | S |

Table 1

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

It is inferred from the above table that there is a significant difference between male and female in their peer skills, curiosity, empathy, and social skills.

6.2. Null Hypothesis 2

There is no significant difference in the mean score of peer skills, non verbal communications, conversational skills, assertiveness, curiosity, cooperation, confidence, empathy, self-management and social skills on the basis of their Educational Qualification.

| Social Skills and its Dimensions | Graduate (N= 200) | | Post Graduate (N= 234) | | Calculated 't' Value | Remarks at 5% level |
|----------------------------------|------------------------|-------|-----------------------------|-------|-------------------------|------------------------|
| | Mean | SD | Mean | SD | | |
| Peer Skills | 46.41 | 5.73 | 46.20 | 5.57 | 0.38 | NS |
| Non verbal communications | 41.43 | 10.23 | 38.92 | 5.80 | 3.06 | S |
| Conversational Skills | 39.26 | 7.36 | 39.32 | 6.83 | 0.94 | NS |
| Assertiveness | 40.06 | 14.13 | 36.45 | 8.31 | 3.16 | S |
| Curiosity | 39.81 | 5.44 | 39.22 | 5.59 | 1.10 | NS |
| Cooperation | 41.60 | 6.40 | 38.50 | 6.48 | 4.99 | S |
| Confidence | 43.35 | 8.19 | 43.46 | 8.64 | 0.13 | NS |
| Empathy | 44.15 | 9.22 | 40.49 | 6.74 | 4.64 | S |
| Self Management | 53.94 | 9.63 | 57.39 | 8.80 | 3.86 | S |
| Social Skills | 389.99 | 38.06 | 379.95 | 31.12 | 2.97 | S |

Table 2

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

It is inferred from the above table that there is a significant difference between graduate and post graduate in their non verbal communications, assertiveness, curiosity, cooperation, empathy, self management and social skills.

6.3. Null Hypothesis 3

There is no significant difference between in the mean score of openness, conciousteousness, extra version, agreeableness, neuroticism and personality development on the basis of Gender.

| Personality Development and its Dimensions | Male (N=200) | | Female (N=234) | | Calculated 't' Value | Remarks at 5% level |
|--|--------------|-------|----------------|-------|----------------------|---------------------|
| | Mean | SD | Mean | SD | | |
| Openness | 36.70 | 7.97 | 35.71 | 7.87 | 1.29 | NS |
| Conciousteousness | 36.74 | 10.64 | 38.77 | 15.49 | 1.61 | NS |
| Extra version | 40.14 | 6.69 | 39.35 | 7.11 | 1.17 | NS |
| Agreeableness | 40.98 | 7.70 | 39.57 | 8.33 | 1.82 | NS |
| Neuroticism | 34.85 | 7.23 | 34.70 | 7.01 | 0.22 | NS |
| Personality Development | 189.40 | 20.89 | 188.10 | 23.36 | 0.61 | NS |

Table 3

(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 in their openness, conciousteousness, extra version, agreeableness, neuroticism and personality development.

6.4. Null Hypothesis 4

There is no significant difference between in the mean score of openness, conciousteousness, extra version, agreeableness, neuroticism and personality development on the basis of their Educational Qualification.

| Personality Development and its Dimensions | Graduate (N= 200) | | Post Graduate (N= 234) | | Calculated 't' Value | Remarks at 5% level |
|--|-------------------|-------|------------------------|-------|----------------------|---------------------|
| | Mean | SD | Mean | SD | | |
| Openness | 36.70 | 7.79 | 35.71 | 7.87 | 1.29 | NS |
| Conciousteousness | 36.74 | 10.64 | 38.77 | 15.49 | 1.61 | NS |
| Extra version | 40.14 | 6.69 | 39.35 | 7.11 | 1.17 | NS |
| Agreeableness | 40.98 | 7.70 | 39.57 | 8.33 | 1.82 | NS |
| Neuroticism | 34.85 | 7.23 | 34.70 | 7.01 | 0.22 | NS |
| Personality Development | 189.40 | 20.89 | 188.10 | 23.36 | 0.61 | NS |

Table 4

(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 graduate and post graduate in their openness, Conciousteousness, Extra version, Agreeableness, Neuroticism and personality development.

6.5. Conclusion

Social skills for the development of personality is very important for the perspective teachers. The teachers who have possessed these two skills will be very effective in their career. There is no exaggeration that such types of teachers are well accepted among the students as well as the guardians. Therefore, it is suggested that the perspective teachers need to develop and cultivate such vales in their profession for productive career.

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