



A Study on the Effectiveness of Professional Skill Development Certificate Course on the Personality Development of B.Ed. Students

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Abstract

The present study examined the effectiveness of the Professional Skill Development Certificate Course on the personality development of B.Ed. students. The objectives were to assess the personality development of students before the intervention, implement the certificate course, and compare the pre-test and post-test scores to determine its effectiveness. The study adopted an experimental research method with a one-group pre-test-post-test design. A purposive sample of 30 B.Ed. students from R. C. Patel B.Ed. College, Shirpur, who voluntarily enrolled in the certificate course, was selected. A researcher-developed Personality Development Scale was used for data collection. The data were analysed using Mean, Standard Deviation, and the *t*-test.

The findings revealed that the mean personality development score increased from 26.63 in the pre-test to 32.69 in the post-test. The obtained *t*-value (4.23) was greater than the table value (2.00) at the 0.05 level of significance, indicating a significant improvement in personality development. Therefore, the null hypothesis was rejected.

The study concluded that the Professional Skill Development Certificate Course was effective in enhancing the personality development of B.Ed. students.

Keywords: Personality Development, Professional Skill Development, B.Ed. Students, Certificate Course, Experimental Research.

Introduction

In the contemporary educational environment, teachers are expected to possess not only strong academic knowledge but also well-developed professional and personal competencies. Personality development has become an essential aspect of teacher education, as it enables prospective teachers to communicate effectively, demonstrate leadership, manage classrooms efficiently, and adapt to the changing demands of the teaching profession. A well-developed

personality enhances self-confidence, interpersonal relationships, professional ethics, and overall teaching effectiveness, thereby contributing to quality education.

The Bachelor of Education (B.Ed.) programme aims to prepare competent and professionally skilled teachers who can effectively meet the diverse needs of learners and society. However, many teacher trainees require additional opportunities to strengthen essential professional skills such as communication, presentation, teamwork, leadership, problem-solving, time management, classroom management, interview skills, and professional ethics. These competencies are not only important for professional success but also play a significant role in the overall personality development of future teachers.

Recognising this need, a Professional Skill Development Certificate Course was designed and implemented as an intervention to enhance the personality development of B.Ed. students. The course focused on developing practical professional competencies through systematic training and interactive learning experiences. It was expected that participation in the course would positively influence the personality traits and professional readiness of the student teachers. The present study was conducted among B.Ed. students of R. C. Patel B.Ed. College, Shirpur, to examine the effectiveness of the Professional Skill Development Certificate Course in improving their personality development. The study employed a one-group pre-test–post-test experimental research design, wherein the personality development levels of the students were assessed before and after the implementation of the certificate course using a researcher-developed Personality Development Scale. The effectiveness of the intervention was determined by comparing the pre-test and post-test scores of the participants using appropriate statistical techniques, including Mean, Standard Deviation, and the *t*-test. The findings of the study provide empirical evidence regarding the role of structured professional skill development programmes in enhancing the personality development of prospective teachers. The study is expected to contribute to the field of teacher education by highlighting the importance of integrating professional skill development courses into B.Ed. programmes to prepare confident, competent, and professionally effective teachers.

Statement of the Problem To Study on the Effectiveness of Professional Skill Development Certificate Course on the Personality Development of B.Ed. Students

Objectives To assess the level of personality development among B.Ed. students before the implementation of the Professional Skill Development Certificate Course.

To implement the Professional Skill Development Certificate Course for B.Ed. students.

To compare the pre-test and post-test scores of B.Ed. students to determine the effectiveness of the Professional Skill Development Certificate Course on their personality development.

Hypothesis

There is no significant difference between the mean pre-test and post-test scores of B.Ed. students on personality development after the implementation of the Professional Skill Development Certificate Course.

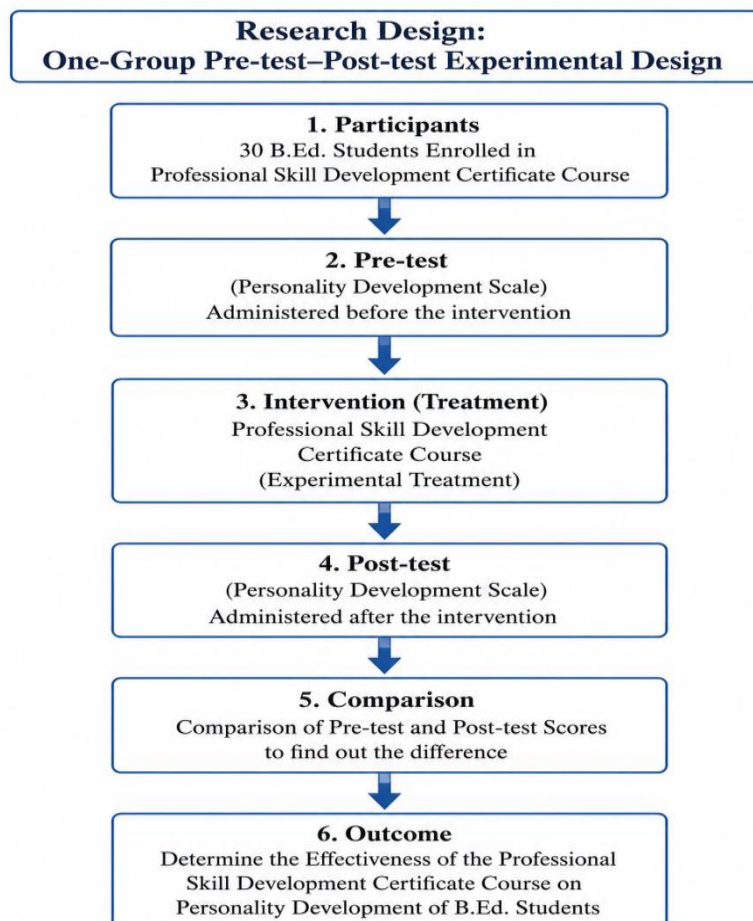
Research Methodology

Research Method- The present study employed an experimental research method to examine the effectiveness of the Professional Skill Development Certificate Course on the personality development of B.Ed. students.

Population and Sample: The population of the study comprised 100 B.Ed. students enrolled at R. C. Patel B.Ed. College, Shirpur. The sample was selected using a purposive sampling technique. Only those students who voluntarily enrolled in the Professional Skill Development Certificate Course were included in the study. Accordingly, 30 B.Ed. students who participated in the certificate course constituted the sample for the present research.

Research Design

The study followed a **one-group pre-test–post-test experimental design**.



Research Tools

Personality Development Scale- The primary research instrument used in the present study was a **Personality Development Scale**. The scale was developed by the researcher the instrument was administered as both the **pre-test** and the **post-test** to measure the personality development of the students before and after the intervention.

Professional Skill Development Certificate Course- The **Professional Skill Development Certificate Course** served as the experimental intervention in the study. The course was conducted by the researcher and included training in professional competencies such as communication skills, presentation skills, leadership, teamwork, time management, problem-solving, classroom management, interview skills, and professional ethics.

Statistical Tools for Data Analysis

In the present study, the following statistical tools were used for the analysis and interpretation of the collected data:

Mean (M): The mean was used to determine the average personality development scores of B.Ed. students in the pre-test and post-test after the completion of the Professional Skill Development Certificate Course.

Standard Deviation (SD): The standard deviation was used to measure the variability and dispersion of the personality development scores around the mean.

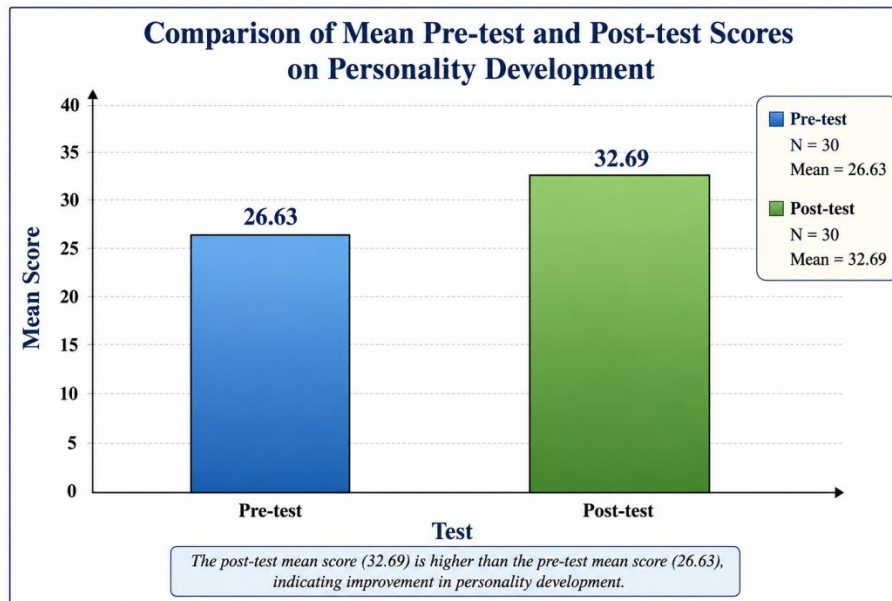
't' Test: The **'t' test** was employed to determine whether there was a statistically significant difference between the pre-test and post-test mean scores of the personality development of B.Ed. students after the completion of the Professional Skill Development Certificate Course.

Data Analysis and Interpretation

There is no significant difference between the mean pre-test and post-test scores of B.Ed. students on personality development after the implementation of the Professional Skill Development Certificate Course.

Table no. 01

Personality development	No.	Mean	SD	Table 't' value	Obtained 't' Value	Accepted/ Rejected
Pre-test	30	26.63	5.67	2.00	4.23	Rejected
Post-test	30	32.69	5.41			



Analysis and Interpretation-

Table 1 indicates that the mean score of the B.Ed. students in the pre-test was 26.63 with a standard deviation of 5.67, whereas the mean score in the post-test increased to 32.69 with a standard deviation of 5.41.

The calculated 't' value (4.23) is greater than the critical table 't' value (2.00) at the 0.05 level of significance with 58 degrees of freedom ($df = 58$). Therefore, the null hypothesis is rejected.

The findings reveal a statistically significant difference between the pre-test and post-test mean scores of the B.Ed. students' personality development after the implementation of the Professional Skill Development Certificate Course.

As the post-test mean score (32.69) is higher than the pre-test mean score (26.63), it is concluded that the Professional Skill Development Certificate Course was effective in enhancing the personality development of B.Ed. students.

Finding

There is significant difference between the mean pre-test and post-test scores of B.Ed. students on personality development after the implementation of the Professional Skill Development Certificate Course. (The Professional Skill Development Certificate Course was effective in enhancing the personality development of B.Ed. students.)

Discussion

The findings of the study indicate that the Professional Skill Development Certificate Course had a positive effect on the personality development of B.Ed. students. A significant improvement was observed in the post-test scores compared to the pre-test scores. The

calculated t -value was found to be significant at the 0.05 level, leading to the rejection of the null hypothesis. This suggests that participation in the certificate course helped enhance the personality development of the B.Ed. students. Therefore, it can be concluded that the Professional Skill Development Certificate Course is an effective intervention for improving the personality development of prospective teachers.

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