

# Shaping Teachers Personality Through Community Based Programmes

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## Abstract

The Impact of a teacher's personality on the tender minds and hearts of any individual is everlasting. A good teacher has the capacity to mould a child's personality tremendously. Earlier, the concept of a person being born as a teacher was prevalent but with the vast amount of knowledge, large number of teachers are required to meet the purpose of training a huge number of students. Hence efforts have been made since long time to develop good teachers in each and every country as per the requirement. Still the process of refinement of teacher's personality is going on. Teachers and students have to live in the community, hence community based programmes are considered to greatly influence some traits of the personality of teachers. Leadership, passion, pragmatism, patience, dedication, risk taking, sense of humour, flexibility & creativity, respect for others, high energy level, communication skill, organising capacity are the traits considered to be influenced by community based programmes.

**Keywords:** Tremendous, requirement, flexibility

National Service Scheme (NSS) is a programme initiated by the Indian Ministry of Sports and Youth Affairs in collaboration with the state governments, running in most of the government universities of India. It started in the birth centenary year of Mahatma Gandhi on 24<sup>th</sup> September 1969 with the objective of personality development of youth through community services. In this scheme, undergraduate students along with teachers are involved in various activities like social awareness on current issues such as environmental awareness, health issues, woman & child welfare, awakening villagers and downtrodden, etc. Special camps like national integration camps, adventure camps, mega summer camps, republic day parade camps, etc. are also held. Orientation programme for teachers are also compulsory.

In the present study about 80 teachers who worked in community with students for at least a year and have undergone Orientation programme prescribed for teachers (programme Officers of NSS) were taken. They were asked to fill a questionnaire on various personality traits before and after Orientation

programme & leading community programmes for at least one year through NSS .The results were very encouraging as shown by the responses given by teachers. This shows that community based programmes helps in shaping the personality of a teacher to a great extent.

## **Introduction**

### ***The changing Industrial society***

Family is the basic unit of social structure and mother is the first teacher of any individual. Along with expanding knowledge and civilization, society is undergoing dramatic transformations. Starting from Agriculturalization to Industrialization, families underwent fundamental changes. Man gained increased responsibilities and work, dominating the social and public life. Industrialization moved production from home to factories and women had to come out of the homes leaving someone else as in charge of looking after their homes and children. Childhood experience was influenced by Industrialization. Role of the family was changing in the education of the child, as parents did not have sufficient time, knowledge and resources to educate the child.

### ***Shifting of children's educational responsibility from family to school***

Efforts of parents and family members were no longer sufficient for overall education of children. Interaction of culture, transformation of social structure, interaction between humans and environment were predominant. Family members were unable to educate children anymore due to multiple reasons. Thus responsibility of educating the child was shifted from family to school and ultimately on the shoulders of teachers. In ancient time only few selected children were able to get organised education, while the rest would end up learning their family occupation at home for their livelihood. But in the present scenario we need to provide education to all the children.

### ***The need and importance of a good teacher***

Initially with the emergence of organised school system, the role of a teacher was generally confined to the imparting of knowledge and information to the students. But now with the development of child psychology, overall personality development, understanding individual differences in order to guide students accordingly are gaining importance. Quality of teachers is considered to be the single largest determinant of a student's achievement in any field. Teacher's education, ability to teach, experience, personality, behaviour etc. largely account for a student's overall grooming rather than other factors. Teachers can enrich the young generation of children in such a way that future is safe, secure and great place to live in. A teacher can mould a student's personality in childhood as well as in adolescent age. "Teaching Is Reaching" to the heart, mind and soul of a student in making him a better human being.

### ***The personality of a good teacher***

Good teachers are hard to find as they help a student to dream, to achieve, and to overcome the problems and challenges in life. A good teacher must possess qualities like high level of motivation,

active, optimistic, caring, love for learning, high expectation from students, respect for students, social, culturally rich, warm, accessible, enthusiastic, high level of patience, confident, intellectual, curious, good planner, aware, good mentor, mature, visionary, good organizer, missionary and able to work in a community as well, which essentially means that a good teacher can get the community involvement in school activities. In short a good teacher has to be the master of all related traits as and when needed to guide students in order to develop their integrated personality.

### **The Training of Teachers**

By birth no individual is blessed with all the qualities needed to be a successful teacher. In order to inculcate maximum of the above mentioned qualities, teacher's training is a must. Every country adopts teacher training programmes as per their needs to have good teachers for future generations.

#### ***Existing Structure of B.Ed. Programmes in Indian Universities & University of Lucknow***

The B.Ed. (Bachelor of Education) programme in almost all Indian universities was a one year programme until last year, but starting 2015-16 session it is going to be a two year programme. Any student who wishes to become a teacher could be admitted to this course after graduating in Arts, Science, and Commerce etc. The course content is divided into three categories

- (a) Theory papers
- (b) Actual practice teaching in schools
- (c) Psychological testing, student activities, action research etc.

Student teachers are being trained to learn various teaching skills like questioning, introduction of a topic, black board work, teaching strategies and techniques, use of various types of teaching aids etc. A provision of yearly evaluation is in place with very little weightage given to internal assessment during the whole year. From next year this course will be of 2 years duration with semester system with a total of 4 semesters. The outcome of the course will be seen in the future only.

### **The problem with the existing teacher training programme**

Even after so many so called reforms in the teacher training programmes, these programmes are considered to be boring, theory based, stereotyped, examination oriented, teacher centred and mainly degree oriented. Mushrooming of more and more private colleges has further added to the deterioration of teacher training programmes. Most of the Programmes gives emphasis only on teaching methodologies pertaining to global prospective for subjects such as History, Geography, Social Studies, Literature, Foreign Languages, Sciences, and Arts. There is no emphasis being laid upon the personality development of the teacher, so that they could help in the overall development of the students. No emphasis is being laid in the teacher training programme, so that teacher could help his students in understanding the society in which they have to lead their lives. Social sensitivities are lacking to a great extent in our

teacher training programmes. Development of the traits of personality, which are required to become an excellent teacher, need to be inculcated through various activities of teacher training programme.

### **National Service Scheme**

National service scheme, popularly known as NSS, was launched on Mahatma Gandhi's birth centenary year 1969 with the aim of "Personality development of students through community service". Its objective was completely educational. NSS is a permanent youth program under the Ministry of Youth Affairs and Sports. The cardinal principal of NSS is that it is organised by students and teachers. Both through their combined participation in community service get a sense of involvement in the task of national building. Each unit of 100 students under the leadership of a teacher, adopts a village/slum to create awareness of social/health development all over the country. NSS volunteers work on areas like Child Marriage, Child Labour, Gender Issues, Dowry, Illiteracy, Health Awareness, Hygiene, Hazards of Tobacco and Smoking, HIV/AIDS Awareness, Voluntary Blood Donations, Environmental Issues, Tree Plantation, Social Harmony, Disaster Management, Anti polythene drive, River cleaning, Voter awareness and lot more contemporary issues.

Program officers (teachers) of NSS scheme have to go on a One week compulsory orientation program in order to understand the scheme for its smooth functioning in the 1<sup>st</sup> year of their appointment as Program Officer. Every Program Officer gets the chance to work in the scheme for 3 consecutive years. While working with students in close proximity of the villages/slums, teachers also develop some of the best personality traits required for a good teacher.

Out of possibly long list of personality traits, which could be developed in teachers while doing community work and by attending orientation program for NSS Program officers, 12 most appropriate personality traits were selected for the purpose of this study. These traits were selected after a long series of discussions with the experts in the field of education and officials of National Service Scheme. (The author herself was an active NSS Program Officer and University Co-ordinator for NSS in University of Lucknow , and worked for 20 years in the field of NSS).

### **Personality Traits for the study**

Personality traits taken are listed as follows:

- (A) *Passion*: Enthusiasm and willingness for the work profile.
- (B) *Pragmatism*: Willingness to compromise knowledge of which battles are winnable and when to apply.
- (C) *Dedication*: To work with full capacity till the goal is reached.
- (D) *Willingness to take risk*: Successful educators are willing to shake up the status quo to achieve the goal.
- (E) *Patience*: Students need reminder after reminder. Effective teaching needs patience and patience is required to deal with the system and families.

- (F) *Flexibility and Creativity*: To deal with unexpected changes and turns. Must envision new ideas in different situations.
- (G) *Respect for all*: Respect for every student, family and community, and accepting individual differences. A Good teacher creates an environment of respect in a natural way.
- (H) *High energy level*: Students respond to teacher with a high energy level.
- (I) *Sense of Humour*: Learning must be fun. A good teacher must remain cheerful in negative circumstances.
- (J) *Communication skills*: If a teacher can effectively communicate with students, family and community, the more effective the teaching will be.
- (K) *Organising capacity*: Must be a good organiser/manager with preparedness and strong relationship with all.
- (L) *Leadership*: Must be able to lead students to work in a group.

### **Design of the Experiment**

Although a teacher's personality is moulded by working in NSS along with the student's personality, which is the primary objective of NSS, but no such efforts have been made till now to measure it in a systematic way. In this study, a scientific approach has been taken to measure some the impacts of community based programs on some personality traits of teachers, which are considered, effected while working in the community.

To undertake the study, the aforesaid personality traits were studied in detail. Which were to be estimated in the teachers working in community program through NSS, for at least one year and who completed the orientation program for NSS programme officers. A self-made tool in the form of a rating scale was developed. It had two parallel forms in order to get the scores of a particular trait before joining NSS and after one year of NSS work and attending one orientation program.

### **Collection of Data**

Lucknow University has 120 units of NSS, which means 120 teachers are working in NSS. The teachers are spread out in 45 colleges and the Lucknow University campus. Every three years the program officer has to be changed for a given NSS unit. All the teachers joining as new Programme Officers were given pre test forms immediately after their appointment as NSS programme officers, which is without any exposure of community programs in NSS. After completion of one year, the community programs in NSS and only those who underwent one week orientation program for NSS program officers were asked to fill post test forms. In this manner it took nearly two years to collect data from 96 teachers, out of which 95 teachers fit into the criteria, out of the 95, 15 teachers who did not attend the training program were dropped. Finally 80 participants were taken for the final study of the program. The collected data was analysed after scoring and tabulation.

*Analysis of Data*

**Table 1: Showing the scores on a 5 point rating scale obtained on each trait before and after giving exposure of community work and attending the orientation course**

Sr. No.	Name of Personality Trait	Before (B)/ after (A)	Score 5	Score 4	Score 3	Score 2	Score 1	Total Score
1.	Passion	B	181	93	66	37	23	400
		A	343	19	22	11	05	
2.	Pragmatism	B	110	129	66	76	19	400
		A	321	31	23	16	09	
3.	Dedication	B	165	105	52	47	31	400
		A	355	27	11	07	00	
4.	Risk taking tendency	B	172	67	59	49	53	400
		A	215	80	35	53	17	
5.	Patience	B	154	88	65	57	36	400
		A	345	27	13	15	00	
6.	Flexibility & Creativity	B	195	101	69	29	06	400
		A	369	11	17	03	00	
7.	Respect for others	B	166	87	66	42	39	400
		A	346	24	19	11	00	
8.	High energy level	B	175	104	63	21	37	400
		A	339	33	18	10	00	
9.	Sense of humour	B	295	55	25	18	07	400
		A	315	30	23	21	11	
10.	Communication skill	B	280	29	48	27	16	400
		A	330	37	16	17	00	
11.	Organising capacity	B	199	73	57	24	47	400
		A	349	23	15	13	00	
12.	Leadership	B	325	39	18	13	05	400
		A	365	19	16	00	00	

For analysis of the data, each item of pre and post program inventory was taken separately and responses from each of the 80 sheets were collected in the form of tallies relating to each of the items. Each of the items had 80 tallies totalling in 1 – 5 rating scales column, these scores of all five items of one personality trait were added together. The number 400 emerged after 80 teachers responded to the 5 questions in each trait, thus making the figure  $80 \times 5 = 400$ . In this way final score table relating to all twelve personality traits was obtained as shown in table 1.

Finally to get the average impression of personality traits possessed by the participants the scores on a particular trait were categorised as follows:

**Table 2: Showing level of each personality trait on the basis of scores obtained on that particular trait**

Personality Trait	Scores	Level
A B	0 – 80	Very Low
C D	80 – 160	Low
E F	160 – 240	Average
G H I	240 – 320	High
J K L	320 – 400	Very High

To see the impact of exposure of community based program on a particular trait only highest score relating to the trait was analysed, considering highest score of the group as the representative of the group.

*Analysis of Table reveals following*

**Table 3: Showing progress in the level of particular trait after giving exposure of community work & attending orientation course**

Sr. No.	Name of Personality Trait	Level before exposure	Level after exposure	Interpretation
1.	Passion	Average	Very high	Community work helps in increasing passion of teachers for their work due to immediate feedback from students & society.
2.	Pragmatism	Low	Very high	Pragmatism increased drastically as they worked in practical ways as per the demand of situations.
3.	Dedication	Average	Very high	Dedication for work increased, due to the fact that without dedication community involvement is not possible
4.	Risk taking tendency	Average	Average	Did not have any impact on this factor as lot of precautions are needed while working with communities and students together.
5.	Patience	Low	Very high	Patience increased tremendously as one has to adjust with everyone which improves patience.
6.	Flexibility & Creativity	Average	Very high	This trait increased as these qualities are needed at every step when someone works for the community.
7.	Respect for others	Average	Very high	This trait showed increment as without respecting others views no collective work is possible.
8.	High energy level	Average	Very high	Energy level showed increment as a teacher has to maintain high level of energy while making students work actively in the community.

9.	Sense of humour	Very high	Very high	Sense of humour was already found to be of high order in the participants of the sample.
10.	Communication skill	Very high	Very high	Communication skill was found to be high in the teachers selected for the study
11.	Organizing capacity	Average	Very high	Organizing capacity increased as teachers had to organise in actual field work situations
12.	Leadership	Very high	Very high	This trait was very high from the beginning, perhaps teachers with good leadership quality came forward to work for community causes.

Overall analysis of the data reveals that 12 personality traits were developed by exposure of teachers to community based programmes and NSS Orientation Programme. Maximum differences were noted for pragmatism and patience of a teacher. The levels of sense of humour and leadership qualities of a teacher was found to be very high from the beginning. All other traits namely passion, dedication, creativity and flexibility, respect for others, energy level, organising capacities, show remarkable increase in the present study. Risk taking tendency in teachers is found to be average and remain unaffected in community based programs. This may be due to the fact that, the teachers were reluctant to take risk in the field due to many factors in the society. They applied safe ways of working. General trend shows development in personality traits of teachers involved in community work.

## Results

Results of the study exhibit the following trends:

- All of the personality traits shows enhancement in their scores after the exposure to community based programs.
- Leadership quality and sense of humour of teachers are found to high since beginning. This may be due to the fact that only teachers who are good leaders opt to become NSS Programme Officers.
- Pragmatism and Patience are the personality traits which develops to their maximum by working in the community with students. Passion, dedication, flexibility and creativity, respect of others, energy level, organizing capacity are the other traits which can be developed in teachers by working in community.

## Conclusion

From the analysis and results we can conclude the following facts:

1. Community based programs help in shaping the personality of a teacher to a great extent.
2. In teacher training programs, scope for community based programs involving school children must be given proper space.



3. While working with students in community, teacher's personality develops to a great extent. This may be due to the fact that the teacher has to be a role model for students and community in that role.

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