

**IMPACT ANALYSIS OF PERSONALITY DEVELOPMENT AND BUSINESS MOTIVATION PROGRAMME AMONG PROFESSIONAL STUDENTS**

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**Abstract.** A study was carried out to assess the impact of the training programme among Tamil Nadu Veterinary and Animal Sciences University (TANUVAS) students on “Personality Development and Livestock Business Motivation”, which was conducted at Madras Veterinary College, Chennai on 26.03.2011 at Madras Veterinary College. Among Third year students, 36 B.V.Sc. and A.H and 15 B.Tech (FPT) students comprising of about 18 girls participated in the Programme. The training was evaluated by collecting evaluation sheets at the end of the Programme and were analyzed by the simple average and percentage analysis, independent sample t tests and one way ANOVA. The results implied that the training was well received by the participants. The scores given for all the sessions were above or nearly

4.00. The overall assessment on Trainer, Syllabus, Teaching aid, Training environment and Game orientation was found to be very good as perceived by the Participants. Group-wise self improvement assessment implied that there was no significant difference between B.V.Sc. & A.H and B.Tech (FPT) students as well as between the students of rural and urban locality. The variable, Gender found to have significant influence on self improvement score for skill and personality development through this training. The variable Community had significant influence on the self improvement score on Team Spirit. As a whole, Majority (96.08 per cent) of the participants preferred to undergo similar training. Thus the study clearly envisaged that the training had improved the personality and motivated the livestock business attitude of the participants as reflected in their feedback. Hence, similar training may be conducted specifically on need basis among student community for their betterment in their careers..

**Keywords:** Training, Feedback, Impact, Personality Development, Business Motivation.

INTRODUCTION

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One of the ways to bring rural development is favourably altering the mental make up of the human being by training (Sudeepkumar, 1992). Training is process by which the desired knowledge, attitude, skill and idea are inculcated, fostered and reinforced in an organism (Lyton and Pareek, 1967). Training is an important component in moulding the human resources, although they have adequate qualification. Budding graduates or students who are acquiring the education during their study will form basis for their career and the relevant trainings during their course or end of their study would augment their performance in their future endeavors. Training on “Personality development will improve the students in lines of communication skill, Team spirit, Leadership quality, improvement in skill and attitude, etc. Business Motivation training will make the graduates to become an entrepreneur instead of going for routine Government jobs. The training might change the students from the state of Job seeker to the state of Job providers. On the Organization point of view, imparting training without knowing its impact is meaningless. Hence, it is essential to analyse the impact of the training through the feedback and evaluation sheets received from the participants, which would enable the organization to refine and improve the training module in future. Thus, the present study was carried out to assess the impact of the training among Tamil Nadu Veterinary and Animal Sciences University (TANUVAS) students on “Personality Development and Livestock Business Motivation”, which was conducted at Madras Veterinary College.

## METHODOLOGY

A one day training programme on “Personality Development and Business Motivation” was jointly organized by the Department of Livestock Business Management, Madras Veterinary College, Chennai – 7 and Sanjivini Human Resources Institute, Chennai. The training was conducted on 26.03.2011 at Madras Veterinary College from 9.00 Am to

7.00 PM. Among third year students, 36 B.V.Sc. and A.H and 15 B.Tech (FPT) students comprising of about 18 girls participated in the Programme. Training comprised of four sessions viz., Self awareness, Personality Development, Comptenance Development and Business Motivation. The training was evaluated by collecting feed back and evaluation sheets at the end of the Programme. The collected data were analyzed by the simple average and percentage analysis, independent sample t tests and one way ANOVA.

## RESULTS AND DISCUSSION

### I. PROFILE OF SAMPLE RESPONDENTS

The sample respondents comprised of the participants of the training on “Personality Development and Business motivation. The Profile of the sample respondents is shown in Table 1. Among the total 51 participants, 36 were B.V.Sc and A.H students and 15 were B.Tech (FPT) students. The Profile implied that out of the total sample respondents about one-third of the sample respondents were girls and from the rural locality. Community-wise perusal of the participants showed that 49.02 per cent belonged to BC, 31.38 per cent from SC and 9.80 per cent each from OC and MBC. The average percentage of marks scored by the participants in their Higher Secondary



Examination was 82.82 for B.V.Sc. and A.H students and 75.30 for B.Tech (FPT) students. However the average Overall Grade Point

Average (OGPA) for B.Tech (FPT) was higher (8.02) than the B.V.Sc. and A.H (7.50), with the overall weighted average of 7.65.

**I. SESSION-WISE TRAINING ASSESSMENT SCORES**

The training was conducted in four sessions viz., Self awareness, Personality Development, Competence development and Business Motivation. The sample respondents were asked to assess the four sessions under four parameters viz., Usefulness, Motivation experienced, Interaction and Applicability to career development. Five points scale (5-Most, 4-More, 3-Moderate, 2-Less and 1-least) was given as choice for respondents to assess the sessions. The scores were analyzed under three categories viz., B.V.Sc. & A.H students, B.Tech (FPT) students and overall participants and the results are displayed in Table 2. The table explained that the respondents assigned score of 4.33 each for session I and II, 4.04 for session III and 4.03 for session IV and overall average of 4.18 for usefulness of the training. Session III secured the minimum score of 3.97, whereas the session I received a score of 4.22 with an overall score of 4.14 for the experiencing motivation throughout various sessions. The interaction was found to be relatively lower during afternoon sessions i.e. Session III and IV which were reflected by their scores 3.85 and 3.90 respectively compared to Morning sessions (4.26 for session I and 4.24 for session II). The participants perceived that all the sessions were relatively applicable to their career development which was reflected by their scores given for various sessions (4.16 to 4.56) with an average score of 4.36.

**II. OVERALL TRAINING ASSESSMENT**

The sample respondents were asked to give scores for overall training under five point scale and the results are shown in Table 3. The results implied that B.V.Sc. and A.H students gave a score of 4.89 for trainer, whereas B.Tech (FPT) students gave 4.60 score with an overall score of 4.80 which indicated higher level of satisfaction. The participants assigned a score of 4.08, 4.47, 4.06, 4.61 for syllabus coverage, Teaching aid, Game orientation and Training environment, respectively. The results concurred with Dhingra et al. (1996) and contradicted with Ingle and Kude (1995) and Sharma (1995), where the respondents were moderately satisfied for trainer, subject matter and infrastructure. The Overall score for the training granted by B.V.Sc. and A.H students was on the higher side (4.52) than the B.Tech (FPT) students (4.13). The results indicated that the training was well received by the participants.

**III. GROUP-WISE SELF ASSESSMENT SCORES FOR IMPROVEMENT THROUGH TRAINING**

The participants were asked to assess their percentage of self improvement on their Attitude, Skill, Business Motivation, Personality Development, Team spirit and Leadership quality and the scores were analyzed on group basis viz., Course pursued (B.V.Sc. & A.H and B.Tech), Locality (Rural and Urban), Gender (Boys and Girls) and Community (OC, BC, MBC and SC) and the results

are portrayed in Table 4. The results conveyed that the overall self assessment score for improvement in attitude, skill, business motivation, personality development, Team spirit and leadership were 80.10, 71.71, 72.49, 79.92, 80.23 and 71.90, respectively. The overall assessment score in self improvement through the training was 76.06.

the course-wise analysis of self assessment score for various aspects of the training implied that there was no significant difference between the students of B.V.Sc. & A.H and B.Tech (FPT) students. The results further implied that there was no significant difference between the participants of urban and rural locality in perception of training on the basis of self assessment scores given by the participants. The gender-wise analysis indicated the scores given by girls (83.84) was more when compared to boys (71.81) and it was significant at five per cent level. There was the significant difference between the parameters namely, Improvement of skill (at one per cent level) and Personality development (at five per cent level) among boys and girls. The assessment of training on the basis of community indicated that self improvement scores for all the chosen parameters were found to be non-significant except Team spirit (at five per cent level). Categorical analysis of training clearly envisaged that Gender had significant influence on the self improvement scores of training.

#### I. PREFERENCE TO ATTEND SIMILAR TRAINING BY THE RESPONDENTS

The data on preference of the participants to undergo similar training were collected, analyzed and the results were illustrated in Table 5. Out of 51 participants, 96 per cent preferred to undergo similar training. It is peculiar to note that all the participants from B.Tech (FPT) students preferred to undergo similar training. However, meagre percentage (5.56 per cent) of B.V.Sc. and A.H participants didn't prefer to undergo such training. The results concurred with the study of Senthilkumar (1999).

#### CONCLUSION

The impact analysis of training on "Personality Development and Livestock Business Motivation" clearly implied that the training was well received by the participants. The scores given for all the sessions were above or nearly 4.00. The overall assessment on Trainer, Syllabus, Teaching aid, Training environment and Game orientation was found to be very good as perceived by the Participants. Group-wise self improvement assessment implied that there was no significant difference between B.V.Sc. & A.H and B.Tech (FPT) students as well as between the students of rural and urban locality. The variable, Gender found to have significant influence on self improvement score for skill and personality development through this training. The variable Community had significant influence on the self improvement score on Team Spirit. As a whole, Majority (96.08 per cent) of the participants preferred to undergo similar training. The study clearly envisaged that the training had improved the personality and motivated the livestock business attitude of the participants as reflected in their feedback. Hence, similar training may be conducted specifically on need basis among student community for their betterment in their careers.

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