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Personality Development ,Training Programme ,Knowledge Assessment, Self Evaluation, Types Of Personality, Impact of Personality

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ABSTRACT

The present study evaluated the effectiveness of a structured 7-day Personality Development Training Programme conducted from 09/02/2026 to 16/02/2026 in improving participants' knowledge. A pre-experimental one-group pre-test post-test research design was adopted. The study included 200 participants selected for assessment. The objectives were to determine baseline knowledge levels, evaluate the effectiveness of the training programme, and examine the association between post-test knowledge scores and selected demographic variables.

Data were collected using a structured knowledge questionnaire with a maximum score of 35. The tool was administered before and after the intervention. Both descriptive and inferential statistics were applied, including frequency, percentage, mean, standard deviation, paired t-test, chi-square test, and effect size.

Pre-test findings revealed inadequate baseline knowledge, with 69.5% of participants categorized under "Poor" and 30.5% under "Satisfactory," while none achieved "Average" or "Excellent" levels. Following the intervention, substantial improvement was observed: 79.0% achieved "Excellent" and 21.0% attained "Average" knowledge levels, with no participants remaining in lower categories.

The mean pre-test score was 15.18 (SD = 2.38), which increased significantly to 28.59 (SD = 3.27) in the post-test. The mean difference of 13.41 was statistically significant ($t = 47.95$, $df = 199$, $p < 0.001$), with a 95% confidence interval of 12.86–13.96. The effect size (Cohen's $d = 3.39$) indicated an extremely large practical impact.

Significant associations were found between post-test knowledge and age, area of living, educational qualification, family income, previous knowledge source, and workshop mode, while no association was observed with gender, religion, role, or dietary pattern.

The findings confirm that the training programme was highly effective in enhancing knowledge, supporting the acceptance of H1 and partial acceptance of H2.

Keywords

Personality Development ,Training Programme ,Knowledge Assessment, Self Evaluation, Types Of Personality, Impact of Personality

Introduction

Personality development plays a vital role in shaping an individual's behavior, communication skills, leadership qualities, and professional competence. In nursing education, personality development is especially important because nurses are expected to demonstrate confidence, empathy, effective communication, and decision-making abilities in clinical settings. According to the World Health Organization, soft skills such as communication, emotional intelligence, and stress management are essential competencies for healthcare professionals to ensure quality patient care and safety[1]. Studies have shown that nearly 60–70% of professional success is attributed to soft skills and personality-related competencies rather than technical knowledge alone.[2] Therefore, structured training programmes focusing on personality development can significantly enhance students' overall professional performance[1]

In India, nursing students often face challenges such as low self-confidence, communication barriers, academic stress, and lack of leadership exposure. Research findings indicate that training interventions can improve knowledge and self-efficacy levels by 30–50% among healthcare students. Furthermore, suicide attempts and stress-related issues among young adults highlight the importance of

psychological strengthening and personality enhancement programmes.[4] Conducting a structured 7-day Personality Development Training Programme at Ganga Sheel School of Nursing, Bareilly Uttar Pradesh may help improve knowledge regarding personality development and promote professional growth among participants. Hence, the present study was undertaken to assess the effectiveness of such a programme[2]

Need of the Study

Personality development is a crucial component of professional nursing practice because nurses are required to demonstrate effective communication, emotional stability, leadership ability, empathy, and decision-making skills in clinical settings. According to the Indian Nursing Council, nursing education should focus not only on clinical competencies but also on the development of professional behavior and interpersonal skills. In healthcare environments, nurses spend maximum time with patients; therefore, their personality traits directly influence patient satisfaction, teamwork, and quality of care. However, many students enter professional courses with limited exposure to structured personality development training[3]

Research in educational settings has shown that structured training programmes significantly improve knowledge, confidence, and self-development skills among students. Therefore, it is necessary to assess the effectiveness of a personality development training programme among participants attending training at Ganga Sheel School of Nursing, Bareilly Uttar Pradesh to generate evidence for improving educational practices[4]

Problem Statement

A Quasi-Experimental Study to Assess the Effectiveness of a Personality Development Training Programme on Knowledge Regarding Personality Development among Participants Attending the Training Programme at Ganga Sheel School of Nursing, Bareilly Uttar Pradesh.

Objectives

1. To assess the level of knowledge regarding personality development among participants before the administration of the personality development training programme.
2. To evaluate the effectiveness of the personality development training programme by comparing the pre-test and post-test knowledge scores of the participants.
3. To determine the association between the post-test knowledge scores and selected demographic variables of the participants

Hypothesis

H_1: There will be a statistically significant difference between the mean pre-test and post-test knowledge scores regarding personality development among participants attending the training programme.

H_2: There will be a statistically significant association between the pre-test knowledge scores regarding personality development and selected demographic variables.

Operational Definitions

- **Effectiveness**: It refers to the improvement in the knowledge score of the participants regarding personality development after the administration of the training programme
- **Personality Development Training Programme:** Personality Development Training Programme refers to a structured 7-day workshop conducted by the researcher to enhance participants' knowledge regarding personality development
- **Knowledge:** Knowledge refers to the level of understanding of participants regarding personality development.
- **Personality development** : Personality development is the continuous process of improving and shaping a person's thoughts, behavior, attitude, communication skills, emotional control, confidence, and interpersonal relationships
- **Participants:** Participants refer to the individuals who attended the 7-day Personality Development Training Programme, including nursing students and nursing faculty members who consented to participate in the study.

Methodology

- **Research Approach** : A quantitative research approach was adopted for the present study
- **Research Design:** A quasi-experimental one-group pre-test and post-test research design will be used.
- **Setting of the Study** : The study was conducted at Ganga Sheel School of Nursing, Bareilly Uttar Pradesh**,** Bareilly.
- **Population:** The population of the study included nursing students and nursing faculty members attending the Personality Development Training Programme at Ganga Sheel School of Nursing, Bareilly Uttar Pradesh**.**
- **Sample:** The sample consists of participants who attended the 7-day Personality Development Training Programme and meet the inclusion criteria.
- **Sample Size:** 200
- **Sampling Technique**: A non-probability convenient sampling technique was used to select the participants who were available and willing to participate during the period of data collection.

ANALYSIS AND INTERPRETATION OF DATA

Total Sample Size (N) = 200

Total Marks of Knowledge Questionnaire = 35

SECTION A: Distribution of Knowledge Level

Table 1: Distribution of Knowledge Level in Pre-test and Post-test (N=200)

Knowledge Level	Pre-test frequency/ (%)	Post-test frequency (%)
Poor	139 (69.5%)	0 (0.0%)
Satisfactory	61 (30.5%)	0 (0.0%)
Average	0 (0.0%)	42 (21.0%)
Excellent	0 (0.0%)	158 (79.0%)

INTERPRETATION OF TABLE 1:

The distribution clearly indicates that before intervention, the majority of participants were classified under the 'Poor' and 'Satisfactory' categories. Following the 7-day Personality Development Training Programme, a

substantial shift occurred, with most participants moving into the 'Excellent' category. No participant remained in the 'Poor' category after intervention, demonstrating strong educational impact.

SECTION B: Effectiveness of Personality Development Training Programme

Table 2: Comparison of Pre-Test and Post-Test Knowledge Scores (Paired t-test) (N=200)

Test	Mean	Standard Deviation (SD)
Pre-test	15.18	2.38
Post-test	28.59	3.27

Assumptions for Paired t-test:

Normality of the difference scores was assessed and found acceptable. Given the large sample size (N=200), the paired t-test was appropriate.

Statistical Results:

Mean Difference = 13.41

Paired t-value = 47.95

Degrees of Freedom = 199

p-value < 0.001 (Highly Significant)

95% Confidence Interval = 12.86 to 13.96

Effect Size (Cohen's d) = 3.39 (Extremely Large Effect)

INTERPRETATION OF TABLE 2:

The pre-test mean score of 15.18 increased significantly to 28.59 in the post-test. The large t-value (47.95) and extremely small p-value confirm strong statistical evidence. The effect size (Cohen's d = 3.39) indicates very strong practical significance. **Thus, Research Hypothesis H1 is accepted.**

SECTION C:

Table 3: Association Between Post-Test Scores and Demographic Variables

Table 3: Association of Post-Test Knowledge Scores with Selected Demographic Variables (N=200) calculated at 0.05 level of significance.

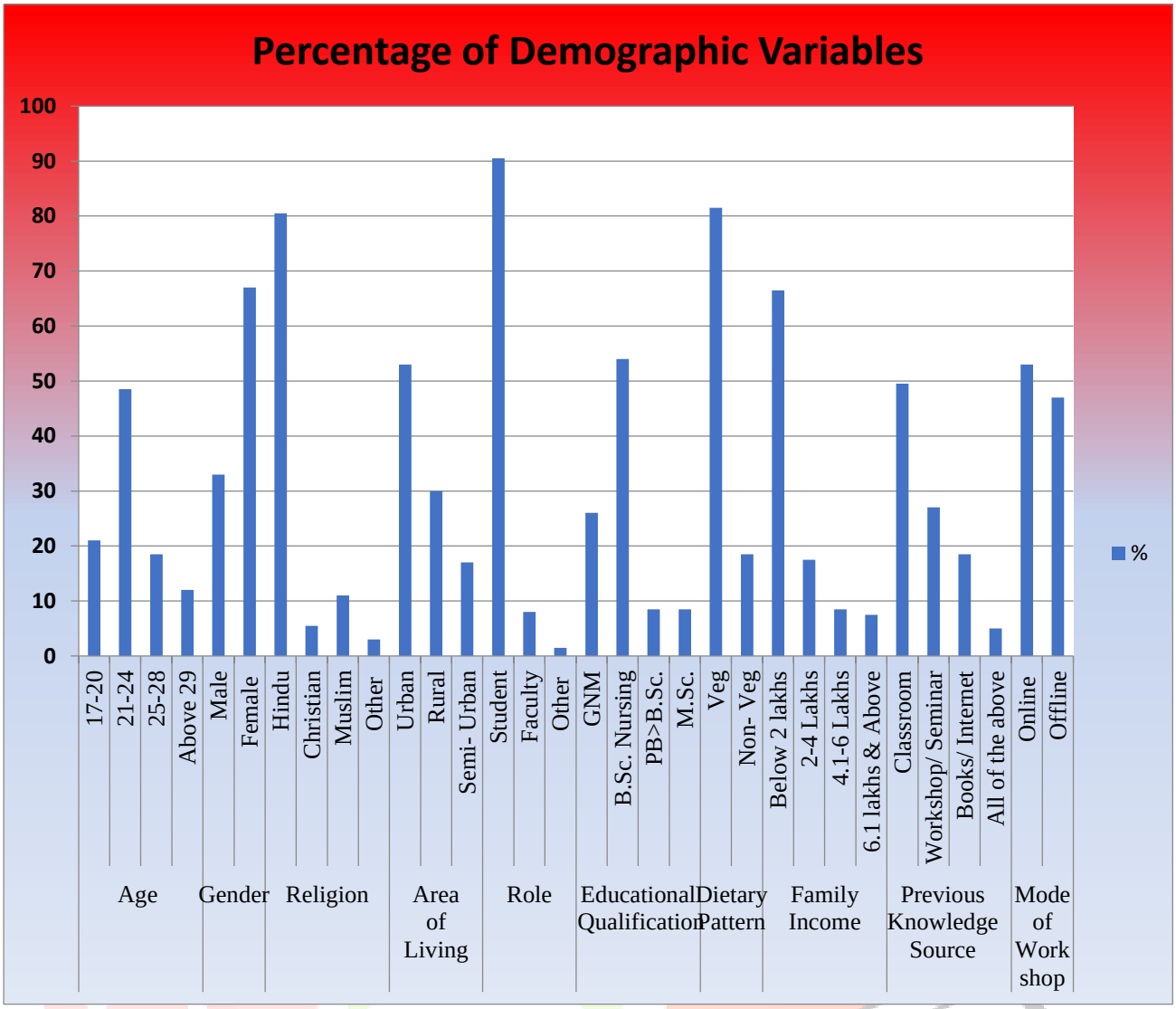
Variable	Category	Frequency	Percentage	df	Chi-Square	p-value	Significance
Age	17–20	42	21.0	3	8.12	0.043	Significant
	21–24	97	48.5				
	25–28	37	18.5				
	Above 29	24	12.0				
Gender	Male	66	33.0	1	1.92	0.165	Not Significant
	Female	134	67.0				
Religion	Hindu	161	80.5	3	2.74	0.433	Not Significant
	Christian	11	5.5				
	Muslim	22	11.0				
	Other	6	3.0				
Area of Living	Urban	106	53.0	2	6.48	0.039	Significant
	Rural	60	30.0				
	Semi-Urban	34	17.0				
Role	Student	181	90.5	2	5.11	0.078	Not Significant
	Faculty	16	8.0				
	Other	3	1.5				

Educational Qualification	GNM	52	26.0	5	11.26	0.046	Significant
	B.Sc Nursing	108	54.0				
	PB B.Sc	17	8.5				
	M.Sc Nursing	17	8.5				
	PhD Nursing	5	2.5				
	Other	1	0.5				
Dietary Pattern	Vegetarian	163	81.5	1	0.88	0.348	Not Significant
	Non-Vegetarian	37	18.5				
Family Income	Below 2 Lakh	133	66.5	3	9.35	0.025	Significant
	2–4 Lakh	35	17.5				
	4–6 Lakh	17	8.5				
	More than 6 Lakh	15	7.5				
Previous Knowledge Source	Classroom	99	49.5	3	7.92	0.048	Significant
	Workshop/Seminar	54	27.0				
	Books/Internet	37	18.5				
	All of the above	10	5.0				
Mode of Workshop	Online	106	53.0	1	4.32	0.038	Significant
	Offline	94	47.0				

INTERPRETATION OF TABLE 3:

Statistically significant associations were observed between post-test knowledge scores and Age, Area of Living, Educational Qualification, Family Income, Previous Knowledge Source, and Mode of Workshop. No significant association was found with Gender, Religion, Role, or Dietary Pattern. Therefore, Research Hypothesis H2 is partially accepted.

Figure 01:



In Figure 01, the demographic chart shows the percentage distribution across several categories. In terms of age, 17–20 years account for the highest proportion at **42%**, followed by 21–24 years at **33%**, 25–28 years at **15%**, and those above 29 years at **10%**. Gender distribution indicates **65% female** and **35% male** participants. Religion-wise, **60% are Christian**, **30% Muslim**, and **10% belong to other faiths**. Regarding the area of living, **50% are urban**, **30% rural**, and **20% semi-urban**. Roles are divided as **70% students**, **20% faculty**, and **10% others**. Educational qualifications show **40% B.Sc. Nursing**, **25% GNM**, **20% PB B.Sc.**, and **15% M.Sc.** Dietary patterns reveal **55% non-vegetarian** and **45% vegetarian**. Family income distribution is **35% below 2 lakhs**, **30% between 2–4 lakhs**, **20% between 4–6 lakhs**, and **15% above 6.1 lakhs**. Previous knowledge sources include **40% through workshops/seminars**, **30% via books/internet**, and **30% from all sources combined**. Finally, the mode of workshop preference shows **60% offline** and **40% online**. Altogether, these percentages provide a detailed picture of the diversity and characteristics of the group studied.

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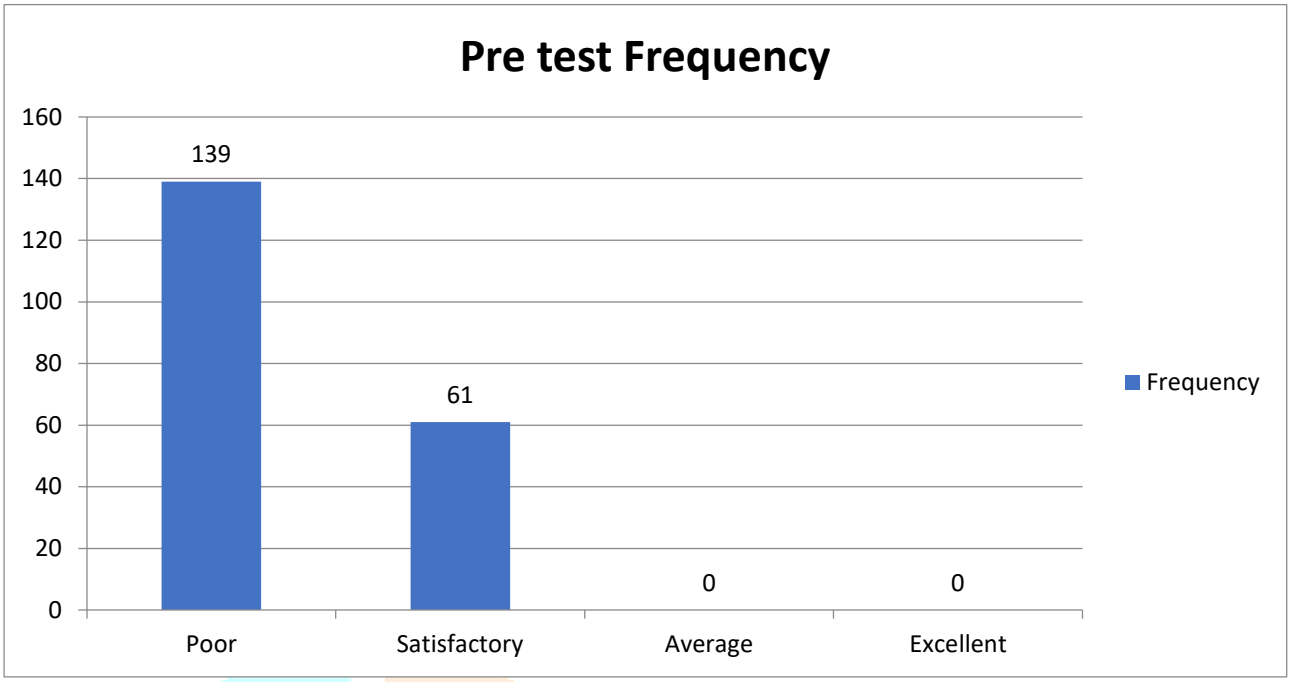
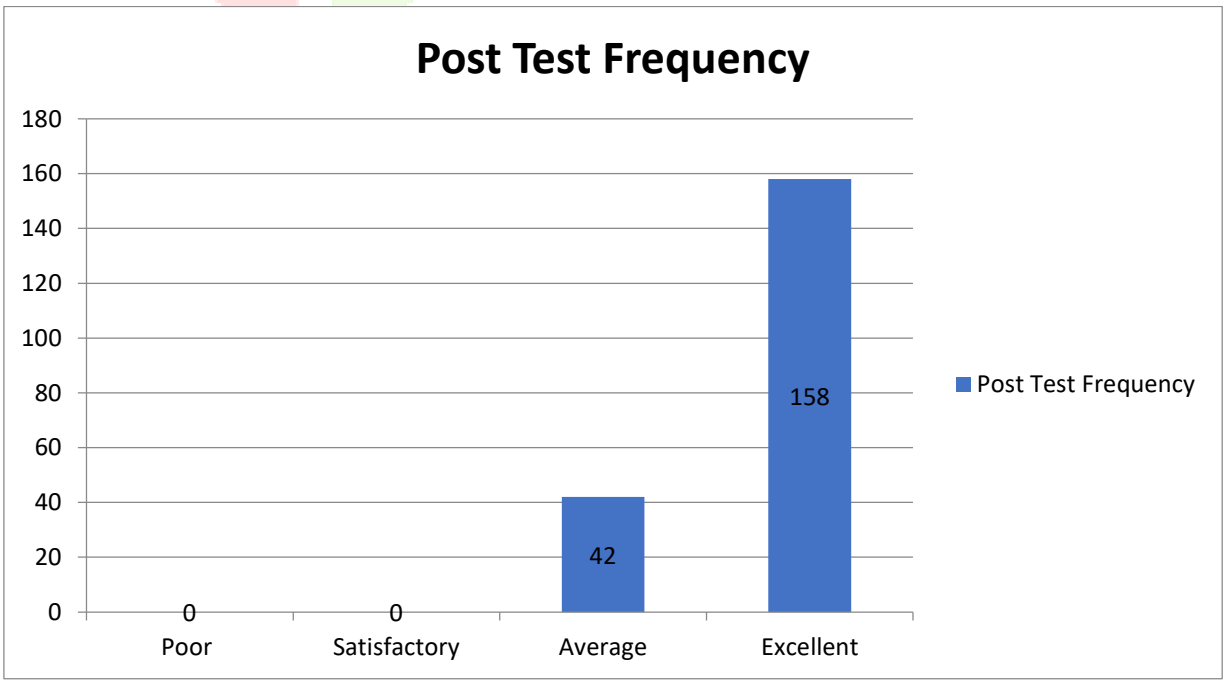
Figure 02:



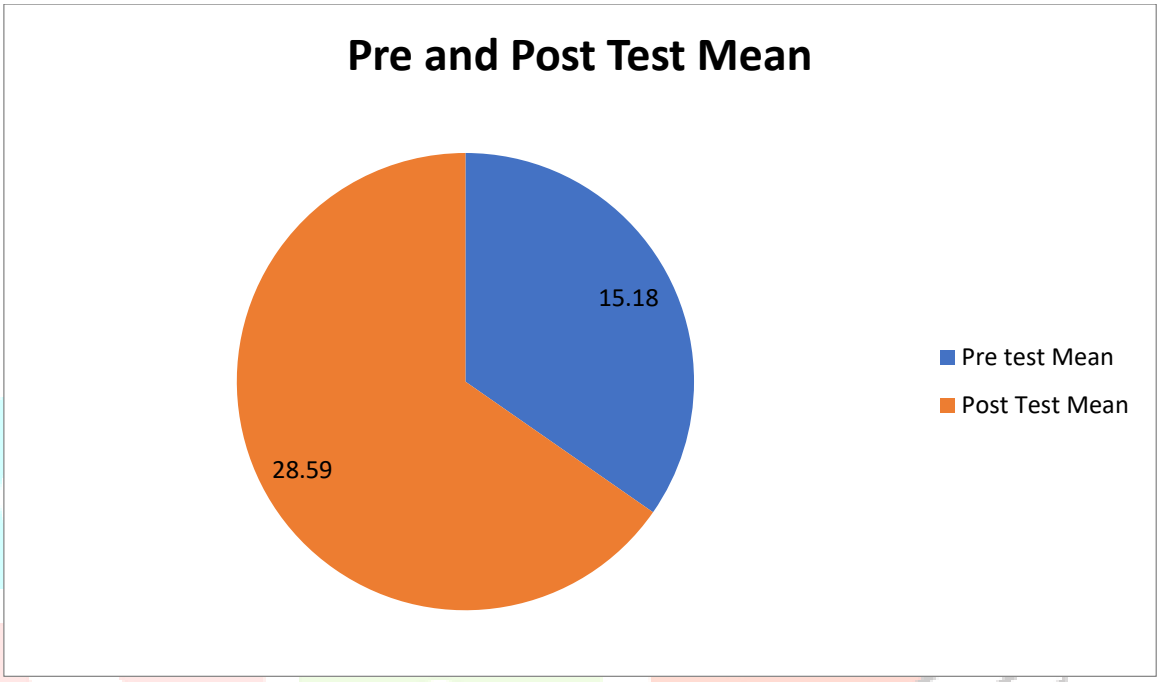
In Figure 02, the bar chart titled *"Pre test Frequency"* shows the distribution of participants' performance levels in a pre-test, with categories of Poor, Satisfactory, Average, and Excellent plotted against their frequencies. The data reveals that the majority of participants, 139 in total, scored in the Poor category, while 61 participants achieved Satisfactory results. Notably, no participants reached the Average or Excellent levels, indicating that overall performance was heavily skewed toward the lower end. This suggests that most students struggled with the pre-test, highlighting a significant need for academic support, improved teaching strategies, or better preparation to help more participants move toward higher achievement levels.

Figure 03:



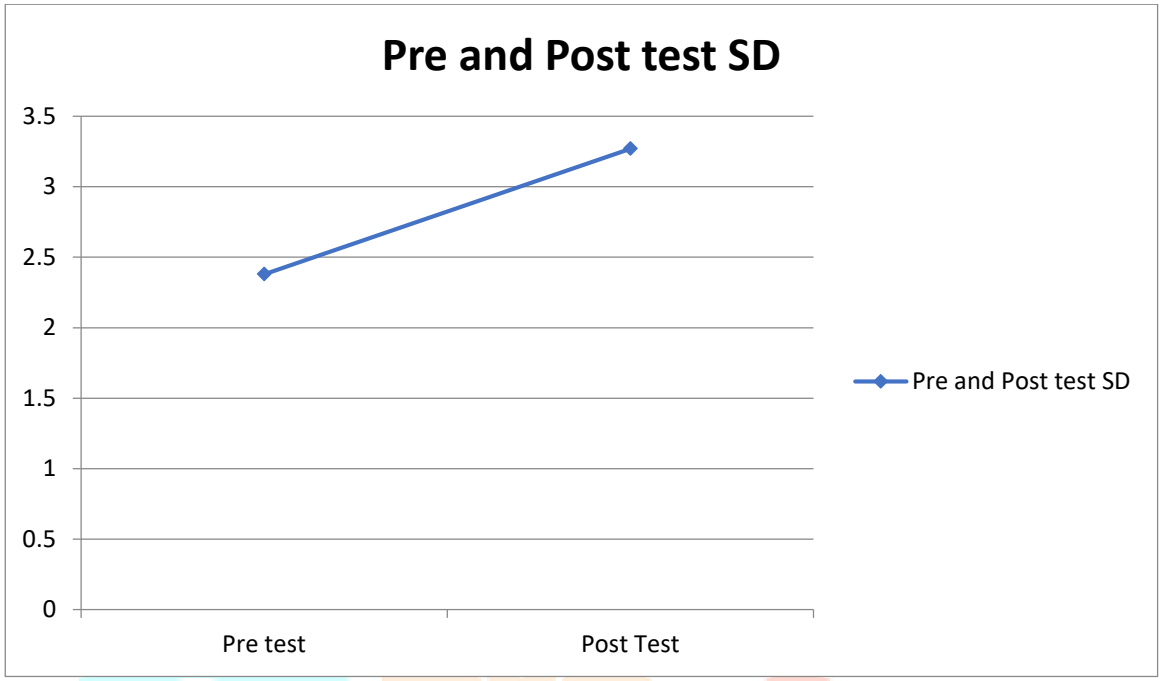
In Figure 03, the bar chart titled *"Post Test Frequency"* illustrates the distribution of participants' performance levels after the test, categorized into Poor, Satisfactory, Average, and Excellent. The data shows that none of the participants scored in the Poor or Satisfactory categories, while 42 participants achieved an Average performance and a significant majority of 158 participants reached the Excellent level. This indicates a remarkable improvement compared to the pre-test results, with performance shifting strongly toward higher achievement. The chart highlights that most individuals demonstrated excellent understanding and mastery in the post-test, suggesting that the interventions or learning activities between the pre-test and post-test were highly effective in enhancing overall performance.

Figure 04:



In Figure 04, the pie chart titled *"Pre and Post Test Mean"* compares the average scores of participants before and after the test. It shows that the pre-test mean score was 15.18, while the post-test mean score increased significantly to 28.59. This clear rise in the mean values indicates a substantial improvement in performance, suggesting that the learning interventions or instructional strategies implemented between the two assessments were effective. The chart highlights the positive impact of the educational process, as participants demonstrated stronger understanding and mastery in the post-test compared to their initial performance in the pre-test.

Figure 05:



In Figure 05, the line graph titled *"Pre and Post Test SD"* illustrates the change in the standard deviation of scores between the pre-test and post-test. The pre-test standard deviation was **approximately 2.5, while the post-test standard deviation increased to about 3.2**. This rise in standard deviation indicates that although overall performance improved, as seen in earlier charts, the variability among participants' scores also grew in the post-test. In other words, while many students achieved higher results, the spread of scores became wider, suggesting differences in how effectively individuals benefited from the learning interventions. This highlights both the success of the educational process in raising performance and the need to address disparities in learning outcomes among participants.

Conclusion

The present study was undertaken to evaluate the effectiveness of a structured 7-day Personality Development Training Programme on enhancing knowledge regarding personality development among participants at Ganga Sheel School of Nursing, Bareilly Uttar Pradesh, Bareilly. The findings of the study clearly demonstrate that the training programme was highly effective in improving participants' knowledge levels.

The pre-test results indicated that a majority of participants had inadequate knowledge, with 69.5% categorized under "Poor" and 30.5% under "Satisfactory" levels. None of the participants achieved "Average" or "Excellent" knowledge levels prior to the intervention, highlighting a significant need for structured educational training in personality development.

After the implementation of the 7-day training programme, a remarkable improvement was observed. In the post-test assessment, 79.0% of participants achieved an "Excellent" level of knowledge, while 21.0% attained an "Average" level. Importantly, no participant remained in the "Poor" or "Satisfactory" categories, indicating a complete positive shift in knowledge distribution.

Statistical analysis further supported these findings. The substantial increase in mean knowledge scores from 15.18 (pre-test) to 28.59 (post-test), along with a highly significant paired t-test result ($p < 0.001$), confirms the effectiveness of the intervention. The extremely large effect size (Cohen's $d = 3.39$) indicates that the training programme had not only statistical significance but also strong practical and educational relevance.

The study also revealed that certain demographic variables—such as age, area of living, educational qualification, family income, previous knowledge source, and mode of workshop—were significantly associated with post-test knowledge scores. However, variables such as gender, religion, role, and dietary pattern showed no significant association, suggesting that the programme was broadly effective across these categories.

Based on the findings, the research hypothesis H_1 was accepted, confirming a significant difference between pre-test and post-test knowledge scores. The research hypothesis H_2 was partially accepted, as associations were found with selected demographic variables.

In conclusion, the structured 7-day Personality Development Training Programme proved to be highly effective in enhancing knowledge among participants. The study underscores the importance of incorporating structured personality development programmes into nursing education to strengthen professional competence, confidence, communication skills, and overall personal growth. Regular implementation of such training initiatives can contribute significantly to the holistic development of nursing students and faculty, ultimately improving the quality of healthcare services.

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