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Perception of teachers and students toward online personality development programme

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Abstract
This research aims to examine the perception of teachers and students toward online personality development programme. An online survey method with purposive sampling techniques was used to select 59 participants, including B.Sc. Agri students and faculty. The results showed that the skills of the trainer were excellent. The overall management and the quality of the online program were both very good. It means that the program influenced the personal development of the participants through effective learning and satisfaction environment by addressing various topics from various specialists throughout the program. The usefulness of personality development programs is finally explored.

Keywords: E-learning, evaluation, personality development perceptions, participants

1. Introduction
Personality is a qualitative behavioral trait that distinguishes individuals. Moods, emotions, attitudes, and ideas, among other things, are visible during interactions of one person with another person. These characteristics are innate and learned (Revati Dudhatra 2018) [6]. Personality is an intangible quality of an individual that can be felt in particular situations (Funder 1997) [8]. Personality is a collection of key characteristics that can be used to assess how a person normally acts, thinks, and feels (McGeown *et al*, 2014) [13]. Personality is a forecaster of student satisfaction (Pawlowska, Westerman, Bergman and Huelsman, 2014) [14] out of school students (Alarcon and Edwards, 2013; Lounsbury, Saudargas, Gibson and Leong, 2005) [2, 12], educational and occupational motivation (Komarraju and Karau, 2005; Zhou, 2015) [12, 24], and academic achievement (Chamorro-Premuzic and Furnham, 2003; Pawlowska *et al*., 2014[14]; Vedel, 2014; Zhou, 2015) [3, 14, 23, 24]. Education is a significant component that influences an individual's personality, as are personal variables, family factors, neighborhood factors, school factors, and social factors (Huiling and Zhiyuan 2022) [10] also contribute the effective personality (Huiling and Zhiyuan 2022) [10]. Some of the characteristics of persons that can be generated from the organizational environment in which they work and live, and which have an impact on their entire lives (Roberts *et al,* 2001) [19]. Personality development is a personal, collective, institutional, and organizational effort and that entails the planning of various programs such as training, seminars, workshops, experience-sharing exercises, role-playing, and webinars with the purpose of enhancing an individual's personality. Personality development enhances the psychological and behavioral characteristics of the individual. Individuals learn by cognitive, affective, and psychomotor domains. Personality development means acquiring knowledge and skills, creating good emotions, improving thoughts and thinking, and altering attitudes and values. The total characteristics of an individual that can make them competent in a given situation and can handle it successfully. Organizing diverse programs is a great instrument for educating people or students about themselves and improving their conduct, which impacts their personality (Pratibha Patankar 2014) [16]. For the personality development of undergraduate B.Sc. Agri students, a one-day online webinar on personality development was arranged through Google Meet. In this context, it is necessary to evaluate the impact of organized programs on the development of students' personalities and understand the management aspects of programs that can contribute to success. In this vein, the current study was carried out with the following specific objectives: 1) to investigate the personal, psychological, communicational, and socio-cultural characteristics of the students' trainees; and 2) to study the perception of teachers and students toward online personality development programme. This article contains useful information management issues, and student trainees' satisfaction levels with the program,

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which can be used for future programs.

2. Method
2.1 Pedagogical model for e-learning
A survey model was employed in this investigation. The responses from students trainees were collected with the help of online tools i,e. google form. The novel COVID-19 infection has caused a unique mental strain and had a substantial impact on the quality of the students' education. With this, the preventive concerns of COVID-19, many government and private schools, colleges, and higher education universities, across the globe have transitioned from traditional teaching to online classes and have established such frameworks for future usage. In order to address these issues, some academic institutes have developed or subscribed to e-learning tools such as Zoom, Microsoft Teams, Webex, Google Meet, and GoToMeeting, which have assisted them in instructing or organizing various educational programs for their students or employees via the internet. The Rani Avant Bai Lodhi College of Agriculture and Research Station (CARS), Chhuikhadan, is a constituent UG college of Indira Gandhi Krishi Vishwavidyalaya, Raipur, directed this research. During the COVID-19 epidemic, RABLCARS developed a model for arranging online events. Using this platform, the college held multiple trainings, webinars, and seminars on various theme areas to empower farmers and the personal development of students and faculty.

2.2 Participants
The participants in the study were 59 trainees (36 men and 23 women) from B.Sc. Agriculture degree program and teachers that attended a one-day online personality development webinar hosted by Rani Avati Bai Lodhi College of Agriculture and Research Station, Chuuikhadan which is constituent college of Indira Gandhi Krishi Vishwavidyalaya, Raipur, India. These individuals ranged in age and educational attainment. They have studied agronomy, soil science, plant science, genetics, seed technology, plant physiology, biotechnology, agriculture entomology, plant pathology, agriculture economics, agriculture extension, agricultural engineering, animal sciences & dairy science, forestry, statistics, and many other subjects both theoretically and practically. These disciplines have provided students with a solid understanding of agriculture over four years, enabling them to empower themselves and the farmers' community. After completing degree programs, they have been absorbed in government services, including state and central government, Agri inputs companies, NGOs, and agribusiness owners for giving advice or guidance to farmers, students or various grass-root stakeholders. They require soft skills like communication, leadership, and confidence levels. By acquiring these skills, people become an influencer in their profession. In light of these concerns, it is vital to combine academic education with examining a student's personality attributes to generate competent individuals capable of properly managing their career.

2.3 Instrument development and data collection
This study created a pre and post evaluation form based on the prior findings. The instrument was divided into two sections. The first section included pre-evaluation, which documented the participants' profile and understanding of the subject knowledge by asking them questions before the program began. The second portion is the post-evaluation, which consisted of subject-knowledge-related questions that they were given after the program was completed. A quantitative technique was applied in the study. Data was collected online using a Google Form with pre-and post-evaluation questions. Through WhatsApp groups, the links were shared with the trainees enrolled in the program. After one week, the post-evaluation responses were downloaded, appropriately vetted, and the analysis could begin. The data were recorded with the permission of all of the trainees to ensure that all pertinent information was appropriately captured for transcription and analysis. The items in the online Google Form were YES/NO, a 5-point Likert scale ranging from 1 to 5, with 1 being very poor and five being excellent.

2.4 Statistical tools
The research was conducted utilizing an online structured questionnaire. The information was collected using a Google Form. The average, standard deviation, frequencies, and percentages were determined for descriptive data.

3. Results
3.1 Demographic description

Table 1: Distribution of the respondents according to their profession

Sr. No.	Profile	Response (N=59)	
		Frequency	Percentage
A	Profession		
1	Faculty	08	13.56
2	Students	51	86.44
B	Education of faculty		
1	Ph.D.	06	75.00
2	M.Sc.	02	25.00
C	Class of students (degree year)		
1	B.Sc. 1 year	11	21.57
2	B.Sc. 2 year	17	33.34
3	B.Sc. 3 year	15	29.42
4	B.Sc. 4 year	08	15.67
D	Age (years)		
1	Low (upto 16 yrs)	0	0
2	Medium (17 to 28 yrs)	55	93.22
3	High (29 yrs and above)	04	06.78
E	Gender		
1	Male	36	61.02
2	Female	23	38.98
F	Social category		
1	ST	17	28.81
2	SC	06	10.17
3	OBC	29	49.15
4	Gen	07	11.86
G	Sources of information		
1	Circular	06	10.17
2	Email	03	5.08
3	Notice board	1	01.69
4	Mout-to-mouth	04	6.78
5	WhatsApp	45	76.27

Table 1 revealed that more than four fifth (86.44 percent) respondents were students, while, 13.56 percent of the respondents were found faculty. Three fourth (75.00 percent) of the faculty had 'Ph.D. degree' holder and only 25.00 percent of the faculty had 'M.Sc. degree' holder.one third (33.34 percent) of the students attendees were presently

studding in 'B.Sc. 2 year', while 29.42 percent, 21.57 percent and 15.67 percent of the students were studding in 'B.Sc. 3 year', 'B.Sc. 1 year' and 'B.Sc. 4' year, respectively. Overwhelming (93.22 percent) participants were belonged medium age category and only 6.78 percent of the participants belonged to high age category. More than three fifth (61.02 percent) and 38.98 percent of the participants were found male and female category, respectively. Majority (49.15 percent) of the participants were belonged to 'OBC category' while, 28.81 percent, 11.86 percent and 10.17 percent of the participants were belonged to 'ST', 'GEN' and 'SC' category, respectively. More than three fourth (76.27 percent) of the participants were obtained program information from 'WhatsApp' source, 10.17 percent from 'Circular', 6.78 percent from 'Mout-to-mouth', 5.08 percent from 'Email' and 1.69 percent participants were obtained information of program from 'Notice board' source.

3.2 Instructors skills and management

Table 2: Distribution of the respondent's perception towards instructor management

Sr. No.	Particular	Response (N=59)	
		Frequency	Percentage
A	**Skills of the experts**		
1	Excellent	26	44.07
2	Very good	23	38.98
3	Good	10	16.95
B	**Adequate time during the discussion session**		
C	More Sufficient	15	25.42
2	Sufficient	41	69.49
3	Somewhat Sufficient	03	05.08
D	**Time management of the experts**		
1	Excellent	17	28.81
2	Very good	25	42.37
3	Good	17	28.81
E	**Subject matter knowledge of the experts**		
1	Excellent	27	45.76
2	Very good	24	40.68
3	Good	08	13.56

A critical look at Table 2 slightly less than (44.07 percent) of the participants were agreed that the instructor skills were *excellent,* while 38.98 percent and 16.95 percent participants were agreed the instructor skills were very good and good, respectively. More than two third (69.49 percent) of participants said that instructors' given sufficient time during the discussion session whereas 25.42 percent and 5.08 percent participants said that instructors' given more sufficient and somewhat sufficient time during the discussion session, respectively. Majority (42.37 percent) of the participants noticed that instructors' time management was very good, equal (28.81 percent) of the participants noticed that instructors' time management was excellent and good, respectively. More than two fifth (45.76 percent) of the participants opined that the subject knowledge instructors were excellent whereas 40.68 percent and 13.56 percent of the participants opined that the subject knowledge instructors were very good and good.

3.3 Webinar management

Table 3: Perception of the participants towards webinar management

Sr. No.	Particular	Response (N=59)	
		Frequency	Percentage
A	**Usefulness**		
1	Very useful	59	100.00
B	**Worthiness**		
1	Extremely worthy	32	54.24
2	Moderately worthy	15	25.42
3	Slightly worthy	10	16.95
4	Not at all worthy	02	03.39
C	**Application of contents**		
1	Highly applicable	33	55.93
2	Moderately applicable	16	27.12
3	Somewhat applicable	08	13.56
4	Not at all applicable	02	03.39
D	**Acquired from the webinar**		
1	Got answer to my questions	14	23.73
2	I can try immediately learned ideas	28	47.46
3	I got contact details of the experts	13	22.03
4	Nothing new	04	06.78
E	**Usefulness of practical examples and techniques applied**		
1	Very useful	35	59.32
2	Useful	22	37.29
3	Somewhat useful	02	03.39
F	**Satisfaction of about pre -program information and intimation**		
1	Completely satisfied	23	38.98
2	Satisfied	34	57.63
3	Somewhat Satisfied	02	03.39
G	**Time management**		
1	Excellent	16	27.12
2	Very good	22	37.29
3	Good	21	35.59
H	**Overall management**		
1	Excellent	18	30.51
2	Very good	28	47.46
3	Good	13	22.03
I	**Overall quality**		
1	Excellent	21	35.59
2	Very good	27	45.77
3	Good	11	18.64

It can be viewed from Table 3 and Fig. 1 that cent percent number of the participants said that the personality development program was very useful. More than half (54.24 percent) of the participants found that the webinar was extremely worthy, 24.42 percent found moderately worthy and 16.95 percent and 3.39 percent of the participants said that the webinar was slightly worthy and not at all worthy, respectively. Majority (55.93 percent) number of the respondents felt that the content of the webinar was highly applicable, while 27.12, 13.56 and 3.39 percent of the participants felt that the content of the webinar was moderately applicable, somewhat applicable and not at all applicable, respectively. Less than 46.47 percent of the participants said that the I can try immediately learned ideas acquired from the webinar, whereas 23.73 percent said that I got answer to my questions and 22.03 percent and 6.78 percent of the participants said that I got contact details of the experts and nothing new acquired from the webinar, respectively. More than half (59.32 percent) of the participants being told that usefulness of practical examples and techniques applied were very useful while 37.29 and 3.39

percent of the participants told that useful and somewhat useful, respectively. More than half (57.63 percent) of the participants were satisfied with pre -program information and intimation, 38.98 percent were completely satisfied and only 3.39 percent of the participants were somewhat satisfied with pre -program information and intimation. Little less than two fifth (37.29 percent) of the participants observed very good time management of the webinar whereas, 35.5 and 27.12 percent of the participants were observed that good and excellent time management of the webinar. Majority (47.46 percent) number of the respondents thought that the overall management of the webinar was very good, 30.51 and 22.03 percent of the respondents thought that the overall management of the webinar was excellent and good, respectively. More than (45.76 percent) participants of the respondents believed that the overall quality of the webinar was very good whereas 35.59 and 18.64 percent of the respondents believed that the webinar was excellent and good.
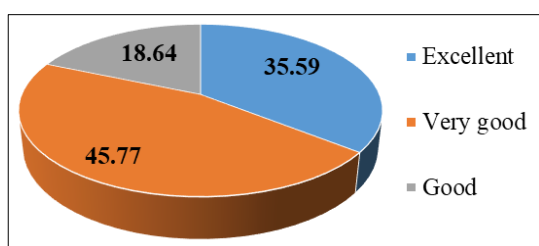

Fig 1: Overall quality of the programme

3.4 Knowledge gained

Sr. No.	Category	Response		Knowledge gained (%)
		Before	After	
1	Remember and reparation	40	56	28.57
2	Material and spiritual world	41	57	28.07
3	Breathing exercises	39	59	33.90
4	Success	37	59	37.29
5	In CGPSC 'P' abbreviation	42	48	12.50

It is noted from Table 4 and Fig. 2 that the highest (37.29 percent) number of participants gained knowledge with the statement of 'success', followed by the breathing exercises (33.90 percent), 'remember and reparation' (28.57 percent), 'material and spiritual world' (28.07 percent), CGPSC 'P' abbreviation (12.50 percent).
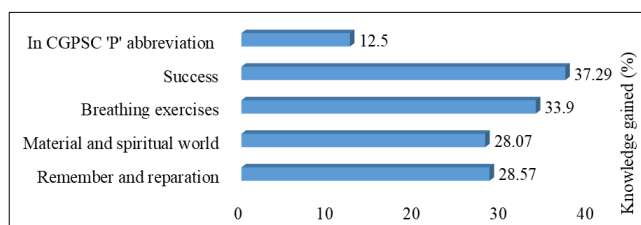

Fig 2: Knowledge gained from programme

4. Discussion
In the present study, the authors assessed the different aspects that are directly associated with program management and its perceptions towards organized online webinar for students and faculties. Due to the global pandemic of Covid 19, all educational institutions, both private and public, were able to continue their academic sessions using a variety of online platforms. Instructors will experience some time limits at first, but by regularly organized program online, they were be able to keep up with the online platform (Pillai *et al*, 2021) [15]. The findings of this study will assist educators in using online programs to help students and faculty develop their personalities. The current study aids academic institutions in comprehending the several factors that are essential for designing online programs for student personality development. According to the findings of the current study, instructor management, which includes skills, time management during the program as well as during discussion sessions, and subject matter knowledge, is the most significant element that influences attendees' learning satisfaction while learning online. This necessitates a high level of efficiency from the lecturer during the lectures. To teach the course information effectively, one must first understand the psychological behavior of the participants. Therefore, during the planning of the online program, the organisers make an effort to select a qualified instructor and communicate the nature, education level, and profession of the participants. The current study highlighted that the host institute's management component, such as content design, pre-program announcement, session time management, and so on, is the second most important factor influencing program participants' satisfaction with the content delivered online. All of these factors played a role in the program's success and smooth operation and the attendees' positive learning experience. Therefore, while planning an online event, these elements are always taken into account. Every effort is made to bring everyone together so that the program may run smoothly. Feedback is the third factor that determines participant satisfaction and learning. It can help clarify participants' questions during the program and help other participants comprehend with questions and replies. It can also help to identify any shortcomings while preparing for the program in the future (Tawafak *et al,* 2019) [22]. As a result, organisers should hold a feedback session after each session or solicit feedback by sending a questionnaire after the program has ended. The final aspect is the increase in participant knowledge, which is the fundamental goal of any program. This helps to determine what changes occured before and after the participants' knowledge of the course content. As a result, the host institution should administer a pre and post-evaluation exam to determine the percentage of participants who gained knowledge from the program. On the other hand, the demographic profile of the attendees is crucial in determining the success of an online event. Overall, students and faculty agreed that online events were beneficial to them in learning about various aspects that can help them develop their personalities and improve their job performance (Agarwal and Kaushik, 2020; Rajabalee and Santally, 2020) [1, 17]. Some previous researchers suggested that technology-assisted courses positively associate participants' learning and satisfaction (Cho and Schelzer, 2000; Harasim, 2000; Sigala, 2002) [4, 9, 20]. As a result, the authors can conclude that instructor skills, content design, pre-program announcement, time management, knowledge evaluation, and participant feedback significantly impact the participants in the online learning process.

5. Conclusion
The one day webinar on personality development organized

online for students and faculty with objectives of to investigate the personal, psychological, communicational, and socio-cultural characteristics of the students' trainees; and to study perception of teachers and students toward online personality development programme. The results of the study showed that a variety of elements influence participants' learning and satisfaction and host success when it comes to organizing various academic and personal traits in the context of online events. It addressed online course management to learn and steer the way toward effectively maximizing time during a physical movement ban, demonstrating that education is a never-ending process. The findings will assist the government, policymakers, training institutes, educators, students, researchers, and extension workers in improving the participants' knowledge, skills, and understanding by organizing quality programs and resources, which is an important part of agricultural development.

5. Acknowledgement

6. Compliance with ethical standards

All of the authors declare that they do not have any conflicts of interest.

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