RESEARCH ARTICLE   OPEN ACCESS

Impact of Classroom Climate on Personality Development of Secondary School Students

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Abstract:

Education is an essential basis of good life. It has developed tremendously the way of living as a science, social science, agricultural science and so on due to the dynamic progress. Hence we can say that education is a pivotal means of bringing about the all-around development in an individual. Classroom climate is a broad construct, made up of students' feelings about their instructor and peers. The Impact of classroom climate on students can be beneficial for or a barrier to learning and all round development of the learners. Personality development is the main aim of education and hence proper personality development is very essential in life.

This paper will thus provide strategies to help instructors promote positive interpersonal relationships in the classroom, which increases student connectedness, thereby improving classroom climate. Instructors should always consider how their behaviours may be interpreted by their students and keep the classroom climate in mind when developing courses and lesson plans. Doing so is likely to increase positive outcomes for students as well as levels of satisfaction for the instructor.

Keywords: Classroom climate, personality development, secondary school students.

INTRODUCTION

Education is an integral part of human beings right from the early generation. It is a pivotal means of bringing about the all-round development in an individual. It is an education which makes an individual distinct from any other beings living in the world. Education enables human beings to be considered as a rational being. Man by nature possesses innumerable potentialities and natural endowments. These endowments and natural potentialities gifted by supreme soul found remain in an inactive state is out by the means of education. An individual becomes active and energetic to carry out his every duty and responsibility in a sound and healthy way.

Education is an essential basis of good life. It has developed tremendously the way of living as a science, social science, agricultural science and so on due to the dynamic progress. Hence we can say that education is a pivotal means of bringing about the all-around development in an individual. By education we mean an attempt to give some desirable knowledge, understanding, skills, interest, attitude and critical thinking of an individual where he or she acquires knowledge of history, geography, arithmetic, languages and science. He develops some understanding about the deeper things in life, the complex of human relations. He gets an opportunity to develop the skills of writing, speaking, reading, drawing and operating some equipment. He develops some interest in an attitude towards social works, democratic living and co-operative management in the society. Thus, we can say education makes man distinct from animalism. It is an issue that touches everyone, personally, professionally, and as citizens of our respective nations and the world. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators; however learners can also educate themselves.

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship. A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age. There is a movement for education reform, and in particular for evidence-based education**.**

Education is taken as a wider sense. It has broad meaning. The concept of education is like a diamond which appears to be of a different colour (nature) when seen from different angles. It is therefore not easy to define it in a single term. Many educationists, philosophers and thinkers have made their efforts to define education in their own words. From the view point of Indian consideration Philosophers and thinkers from Yajnavalkya (about 600 BC) to Gandhi (1869 – 1948 AD) and from the view point of Western thinkers Socrates (469-399 BC) to Dewey (1859-1952) have defined education in accordance with their philosophy of life.

CLASSROOM CLIMATE

'Classroom Climate' sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. The Impact of classroom climate on students and staff can be beneficial for or a barrier to learning. Regarding definitional considerations, classroom climate is a perceived quality of the setting. It emerges in a somewhat fluid state from the complex transaction of many immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). Both the climate of the classroom and the school reflect the influence of a school's culture, which is a stable quality emerging from underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions. And, of course, classroom climate and culture both are shaped by the school's surrounding and embedded political, social, cultural, and economic contexts (e.g., home, neighbourhood, city, state, country).

IMPORTANCE OF CLASSROOM CLIMATE

Classroom climate is seen as a major determiner of classroom behaviour and learning, Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools. Research suggests significant relationships between classroom climate and such matters as student engagement, behaviour, self'-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life (Fraser, 1998; Freiberg, 1999).

PERSONALITY

The word "personality" has been derived from the Latin word "persona" which means a mask worn by an actor while performing a character on the stage. Thus personality is taken to mean the characteristic pattern or style of behaviour of the person revealed from his external appearance. The external properties of a person include his dress, speech, bodily actions, postures, habits and expressions. Thus a person endowed with good external properties is considered to possess a good personality and vice versa. Personality is the unique combination of patterns that influence behaviour, thought, motivation, and emotion in a human being. An individual's personality is the combination of traits and patterns that influence their behaviour, thought, motivation, and emotion. It drives individuals to consistently think, feel, and behave in specific ways; in essence, it is what makes each individual unique. Over time, these patterns strongly influence personal expectations, perceptions, values, and attitudes.

DEFINITION OF PERSONALITY

Personality is the dynamic organisation with in the individual of those psychophysical systems that determine his unique adjustment to his environment. (Allport, 1938).

Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect and physique that determine his unique adjustment to his environment.

CHARACTERISTICS OF PERSONALITY

i. Personality is something which is unique in each individual.
ii. Personality refers particularly to the persistent qualities of an individual.
iii. Personality represents a dynamic orientation of an organism to the environment.
iv. Personality is greatly influenced by social interactions.
v. Personality represents a unique organization of persistent dynamic and social Pre-disposition.
vi. Consistency.
vii. Psychological and physiological.
viii. It impacts behaviours and actions.
ix. Multiple expressions.

Allport classified traits in three major groups:

i) Cardinal Traits: These, type of traits are more effective and perform the important functions of control of emotions. They are small in number.
ii) Central Traits: These traits contribute to the focus of person's behaviour. They are often considered as building blocks of personality.
iii) Secondary Traits: These traits are individual traits and common traits. The individual traits are considered as true symptoms. The common traits are found in many persons. They provide basis for the measurement of many individual traits.

SIGNIFICANCE OF THE STUDY

In today's context classroom plays an important role. A classroom is a hub of interaction which forms the basis for the prevailing environment in any classroom. The environment is a shaping and reinforcing sources which acts on the individual learning. At the same time every individual becomes the part or the component of the environment. Positive classroom climate can give a new way to the students to develop their personality and thereby achieve their goals for their future. Personality development helps you to develop an impressive personality and make you stand apart from the rest. Personality development also plays an essential role in improving one's communication skills. Individuals ought to master the art of expressing their thoughts and feelings in the most desired way. Personality development is the main aim of education and hence proper personality development is very essential in life. This study can help the teachers and the curriculum developers and school administrators. Therefore to know how much the classroom climate can help the students to have the maximum personality development the researcher has selected this topic.

STATEMENT OF THE PROBLEM
IMPACT OF CLASSROOM CLIMATE ON PERSONALITY DEVELOPMENT OF SECONDARY SCHOOL STUDENTS
OPERATIONAL DEFINITIONS

Personality Development
It is the development of the organized pattern of behaviour and attitudes that makes a person distinctive. Personality development occurs by the on-going interaction of temperament, character and

environment. Operationally personality development is defined as the scores obtained by an individual by personality development inventory (PDI).

Classroom Climate

Classroom climate is the classroom environment, the social climate, the emotional and the physical aspects of the classroom. Operationally classroom climate is defined as the scores obtained by an individual by classroom climate inventory (CCI).

Secondary School Students

Secondary school students refer to those students who are studying in 9th and 10th standard.

OBJECTIVES

i. To find whether there is any significant difference in the perception towards classroom climate between Hindi and English medium secondary school students.

ii. To find whether there is any significant difference in the perception towards classroom climate between class IX and class X students.

HYPOTHESES

i. There will be no significant difference between the mean scores of secondary school students in their personality development on the basis of gender.

ii. There will be no significant difference between the mean scores of secondary school students in their personality development between government and private secondary school students.

DELIMITATIONS OF THE STUDY

Delimitations of the study are:
1. The samples were chosen only from four secondary schools in Patna.
2. Only 200 secondary school students were taken as sample.

METHOD ADOPTED FOR THE PRESENT STUDY

The researcher, in order to achieve the determined objectives of the study has adopted the survey method for the present study. Survey is a process in which data are collected scientifically from a population through some form of direct solicitation such as face to face interview, questionnaire or schedule.

SAMPLE OF THE PRESENT STUDY

A sample of 200 students was selected through random sampling. The sample consisted of students from four secondary schools located in Patna. Among the sample, two schools government schools and other two are private schools. The samples were categorized on the basis of gender, medium of instruction, types of school and class they studied.

DISTRIBUTION OF SAMPLE

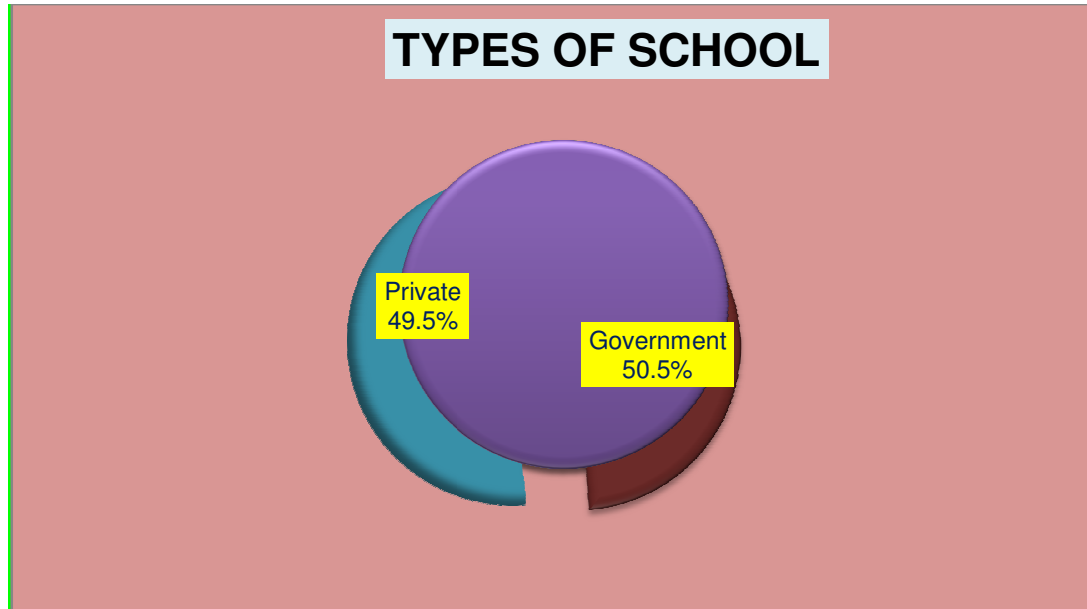**Table 1**
Gender wise distribution of the sample

Gender	Number of students	Percentage of students
Boys	104	52%
Girls	96	48%
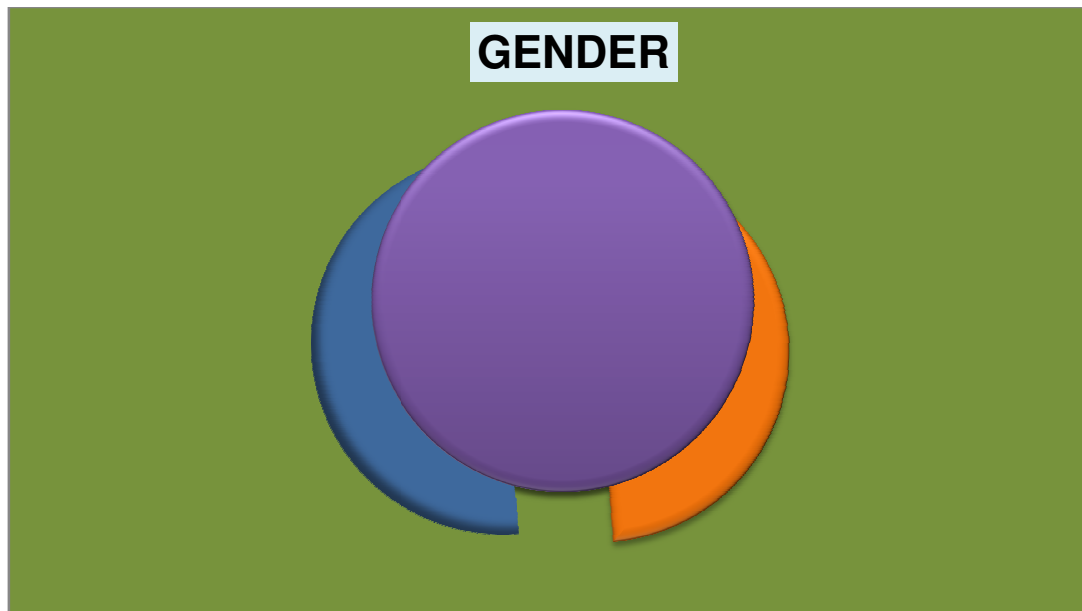
Figure no. 1: Graphical representation of gender wise sample

Table 2

School Type distribution of sample

Type of school	Number of students	Percentage of students
Private	99	49.5%
Government	101	50.5%

TYPES OF SCHOOL

Private
49.5%

Government
50.5%

Graphical representation of school type distribution of the sample

TOOLS USED IN THE STUDY

A suitable research tool contributes to the validity of the findings of any research study. The sources of any research study depend largely on the nature of tool used. Factual materials and unknown facts are necessary for every study. This can be obtained from any sources, direct or indirect. It is necessary to adopt a systematic procedure to collect essential data. The researcher has used the following tools for the present study:

1. Self-constructed and validated Personality Development Inventory (PDI). (Appendix No.1)
2. Self-constructed and validated Classroom Climate Inventory. (Appendix No. II)

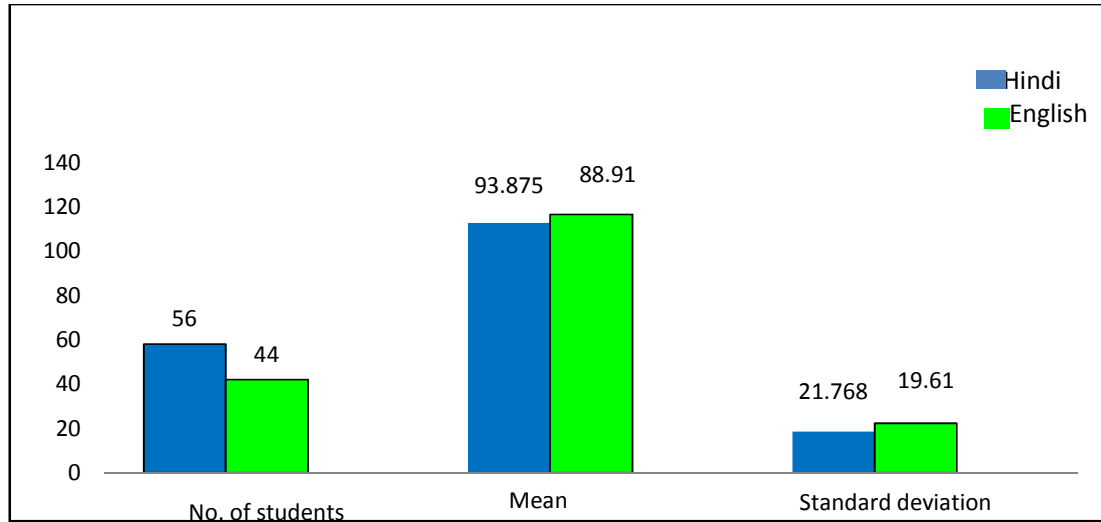**LEVEL OF PERCEPTION TOWARDS CLASSROOM CLIMATE AND PERSONALITY DEVELOPMENT**

Ho 1: There will be no significant difference between the mean scores of secondary school students in their personality development on the basis of gender.

Table No. 1

Showing t- Ratio

Medium Wise Personality Development of Secondary School Students

Medium	No. of Students	Mean	S.D.	t-ratio	Level of significance
Hindi	56	93.875	21.768	1.19	NS
English	44	88.91	19.61		

It is inferred from the above table that the calculated value is 1.19 which is less than the table value 1.98 at 0.05% level of significance. Hence the null hypothesis is accepted. It means that there is no significant difference between Hindi and English secondary school students in their personality development. The graphical representation of N, Mean score and S.D of personality development of secondary school students on the basis of medium is shown in Fig. No.2.

Fig. No.1. Difference in Personality Development on the Basis of Medium

Ho 2: There will be no significant difference between IX and X Secondary school students in their personality development.

To test the difference, t- test was applied and the results are shown in table 2

Table No. 2.

Showing t- ratio

Class Wise Personality Development of Secondary School Students

Class	No. of Students	Mean	S.D.	t-test	Level of significance
IX	51	92.176	21.35		
				0.236	NS
X	49	91.18	20.61		

It is inferred from the above table that the calculated value is 0.236 which is less than the table value 1.98 at 0.05% level of significance. Hence the null hypothesis is accepted. It means that there is no significant difference between class IX and class X secondary school students in their personality development. The graphical representation of N, Mean score and S.D of personality development of secondary school students on the basis of class is shown in Fig. No. 2
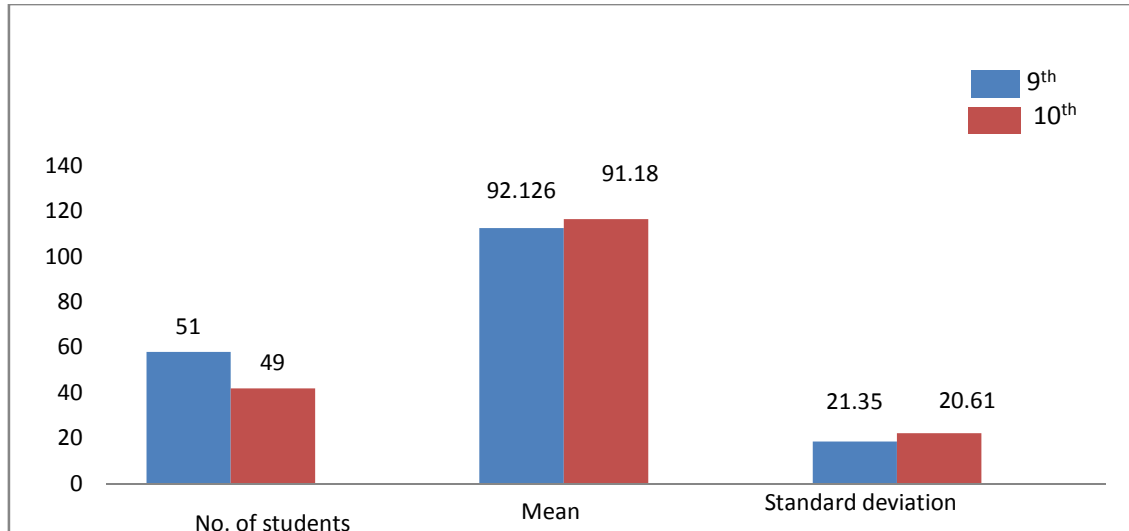
Fig. No.2 Difference in Personality Development on the Basis of Class

FINDINGS RELATED TO TESTING OF HYPOTHESES

1. There is no significant difference between Hindi and English of secondary school students in their personality development.

2. There is no significant difference between IX and X secondary school students in their personality development.

3.

CONCLUSIONS

On the basis of analysis and interpretation of the results it was found that there is a significant positive relationship between classroom climate and personality development of secondary school students. Hence, it can be concluded that classroom climate affects personality development of the students. Creating a conducive environment in the classroom can enhance the socio-emotional climate. Teachers should make all possible efforts to provide a pleasant and stimulating environment for the students. Students feel more secure in such environment and it can help them in enhancing their personality.

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