

Impact of Classroom Environment on Personality Development of Senior Secondary School Students

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INTRODUCTION

Education is an essential base 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.

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.

DEFINITIONS OF EDUCATION BY INDIAN THINKERS

There are many philosophers, thinkers and educationists in India who have defined education in many ways. Some of the important definitions are as follows:

Panini: "Human education means the training which one gets from nature."

Sri Aurobindo is of the view, “Education means helping the growing soul to draw out that in itself.”
Mahatma Gandhi “By education, I mean an all-round drawing out of the best in the child and man-body, mind and spirit.”

DEFINITIONS OF EDUCATION BY WESTERN THINKERS

J.J. Rousseau “Education is the process of development from within.”

Plato states, “Education developing in the body and in the soul of the pupil, all the perfection he is, capable of.”

Froebel says “Education is enfoldment of what is already encoded.”

Pestalozzi says, “Education is the natural, harmonious and progressive development of man’s innate powers.”

AIMS OF EDUCATION

The Culture Aim

The cultural aim of education has been suggested to supplement the narrow view of knowledge aim. The cultural aim of education is no doubt a nice aim as it produces men of culture. But it is ambiguous and has too many meanings. It cannot serve as the major aim of education.

The Citizenship Training Aim

A citizen has to perform multifarious civic duties and responsibilities. Children should be so trained by education that they can successfully discharge their various civic duties and responsibilities.

The Complete Living Aim

Some educationists have insisted upon the need of an all-comprehensive aim of education. This viewpoint has led to the development of two aims – “the complete living aim” and the “harmonious development aim”. According to Horney “There is no one final aim, subordinating all lesser aims to itself. There is something in all these aims but not everything in any one of them”.

NCF 2005

The National Curriculum Framework (NCF 2005) is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India.

The Framework provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning without Burden and National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 States. The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

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 SENIOR SECONDARY SCHOOL STUDENTS”

GENERAL OBJECTIVES

- i. To study the perception towards classroom climate of secondary school students.
- ii. To study the personality development of secondary school students.

SPECIFIC OBJECTIVES

CLASSROOM CLIMATE OF THE SECONDARY SCHOOL

- iii. To find whether there is any significant difference in the perception towards classroom climate between Hindi and English medium secondary school students.
- iv. To find whether there is any significant difference in the perception towards classroom climate between class IX and class X students.

PERSONALITY DEVELOPMENT OF THE SECONDARY SCHOOL STUDENTS:

- v. To find whether there is any significant difference in personality development between Hindi medium and English medium secondary school students.

vi. To find whether there is significant difference in personality development between class IX and class X class students.

vii.

NULL HYPOTHESES

Keeping in view the above objectives, following null hypotheses were formulated:

- i. There will be no significant difference between the mean scores of secondary school students in their perception towards classroom climate between English medium and Hindi medium secondary school students.
- ii. There will be no significant difference between the mean scores of secondary school students in their perception towards classroom climate between class IX and class X students.
- iii. There will be no significant difference between the mean scores of secondary school students in their personality development on the basis of gender.
- iv. 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.
- v. There is no significant relationship between classroom climate and personality development of secondary school students.

DELIMITATIONS OF THE STUDY

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 AND SAMPLING TECHNIQUE

Sample is the small unit of population taken from the whole. It means the portions or group under actual study that is called as sample. The sample is the true representation of the population selected for observation and analysis. It consists of all the major attributes of the population. By observing the characteristics of the sample one can make certain interferences about the characteristics of the population from which it is drawn.

DISTRIBUTION OF SAMPLE

Table 1
Gender wise distribution of the sample

Gender	Number of students	Percentage of students
Boys	104	52%
Girls	96	48%

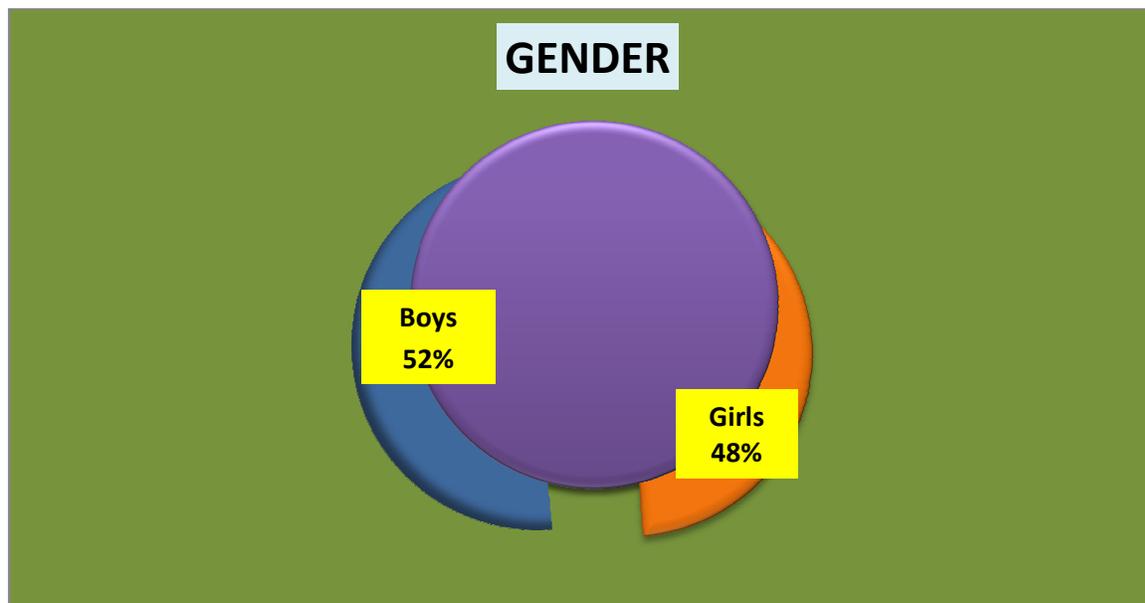


Figure no. 1: Graphical representation of gender wise sample

It is shown in the table 1, that the sample consists of 52% of boys and 48% of girls

Table 2
School Type distribution of sample

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

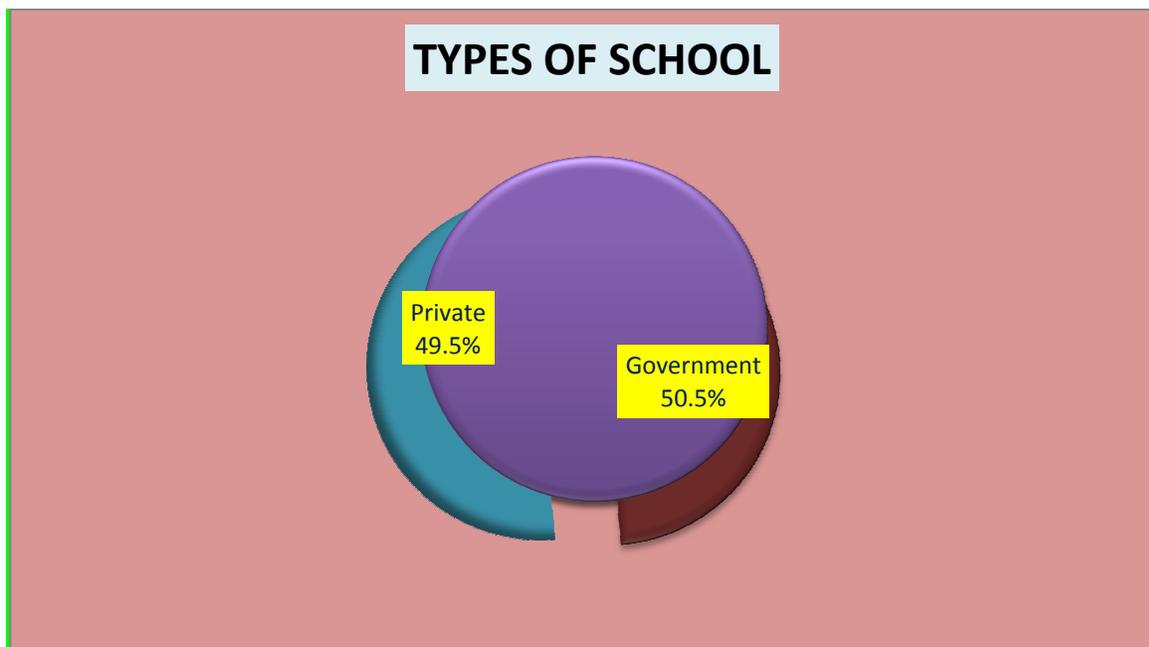


Figure no. 2:
Graphical representation of school type distribution of the sample

It is shown in the table 2 that, 49.5% of the secondary school students are from private school and 50.5% is from government school.

TABLE 3

School wise distribution of sample

School	No. of Students	Percentage of Students
St. Karen's High School (Pvt.)	50	25%
St. Joseph Convent High School (Pvt.)	52	26%
Shri Chandra Girls High School (Govt.)	51	25.5%
Bankipur Girls High School (Govt.)	47	23.5%
Total	200	100%

It is shown in table 3 that 25% of the sample consists of students from St. karen's High School, 26% from St. Joseph's Convent High School, 25.5% from Shri Chandra Girl's High School and 23.5% from Bankipur Girls High School Students have been taken as sample.

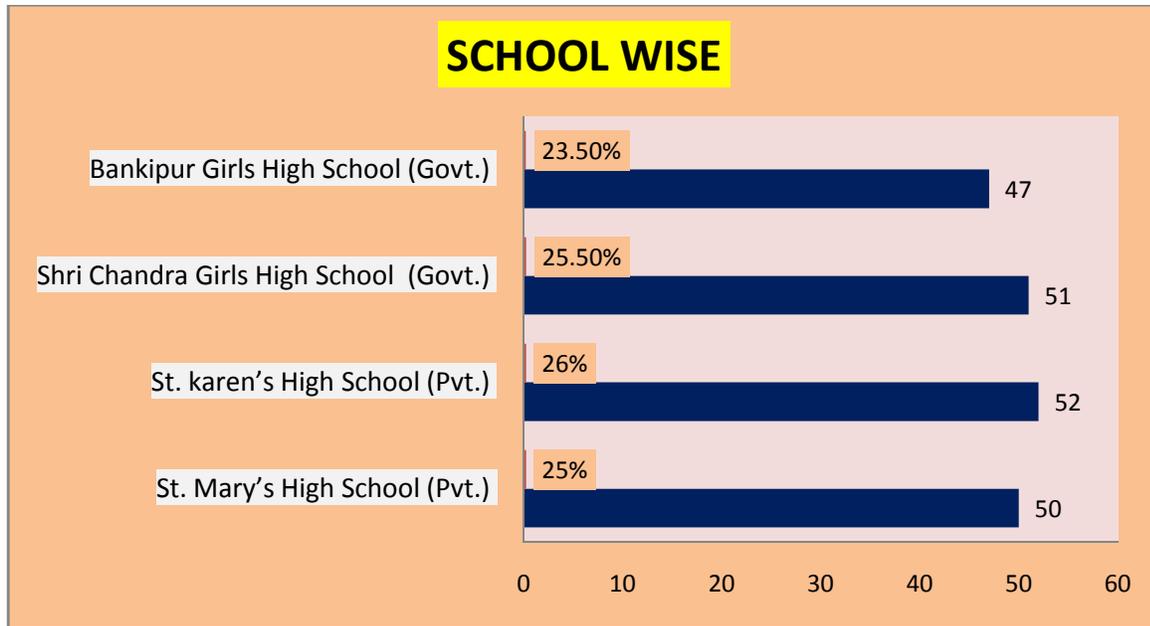


Figure No. 3

Graphical representation of school wise distribution of sample

3.11 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:

3.16 INTERPRETATION OF THE LEVEL OF CLASSROOM CLIMATE AND PERSONALITY DEVELOPMENT

The scores had been divided into two categories – High and Low Scores on the test. If the group is sufficiently heterogeneous the scores which are 1 S.D. above the Mean should denote the ‘High Personality Development Group’ and those which are 1 S.D. below the Mean should denote the ‘Low Personality Development Group’. The scores which fall between Mean \pm 1 SD are considered to be average Personality Development. For interpreting the Classroom Climate of the students the scores which are 1 SD above the Mean should denote ‘high Classroom Climate group’ and the scores those

are 1 SD below the Mean should denote ‘low Classroom Climate group’. The scores which fall between Mean ± 1 SD are considered to be average Classroom Climate.

LEVELS OF PERSONALITY DEVELOPMENT AND CLASSROOM CLIMATE

TABLE 3.4

Score	Levels
Above Mean + 1 SD	High
Between Mean ± 1 SD	Average
Below Mean – 1 SD	Low

3.17 STATISTICAL TECHNIQUES

A) ARITHMETIC MEAN

It clarifies the central tendency of the scores of a group and represents all its scores. As a definition it is defined “Mean is the average value of scores of a group, the deviation of the scores on its both sides is equal.”

The investigator has used the following formula for calculating Arithmetic Mean

$$\text{Mean} = \frac{\sum Xi}{N}$$

Where,

Xi = total sum of i

Σ = sign of summation

N = number of score

B) STANDARD DEVIATION

The standard deviation is the square root of variance is a measure of dispersion of scores in a distribution.

$$\text{S.D.} = \frac{1}{N} \sqrt{N(\sum x^2) - (\sum x)^2}$$

Where,

S.D. = Standard Deviation of the Score

$\sum x$ = Sum of Score

$\sum x^2$ = Sum of Score Squared

N = Number of the scores

c) t-test

t-test is used to find the significant difference between the means of two variables.

$$t = \frac{|M_1 - M_2|}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

M_1 – is the mean for the first group

M_2 – is the mean for the second group

S_1 – is the Standard Deviation for first group

S_2 – is the Standard Deviation for second group

LEVEL OF PERCEPTION TOWARDS CLASSROOM CLIMATE AND PERSONALITY DEVELOPMENT

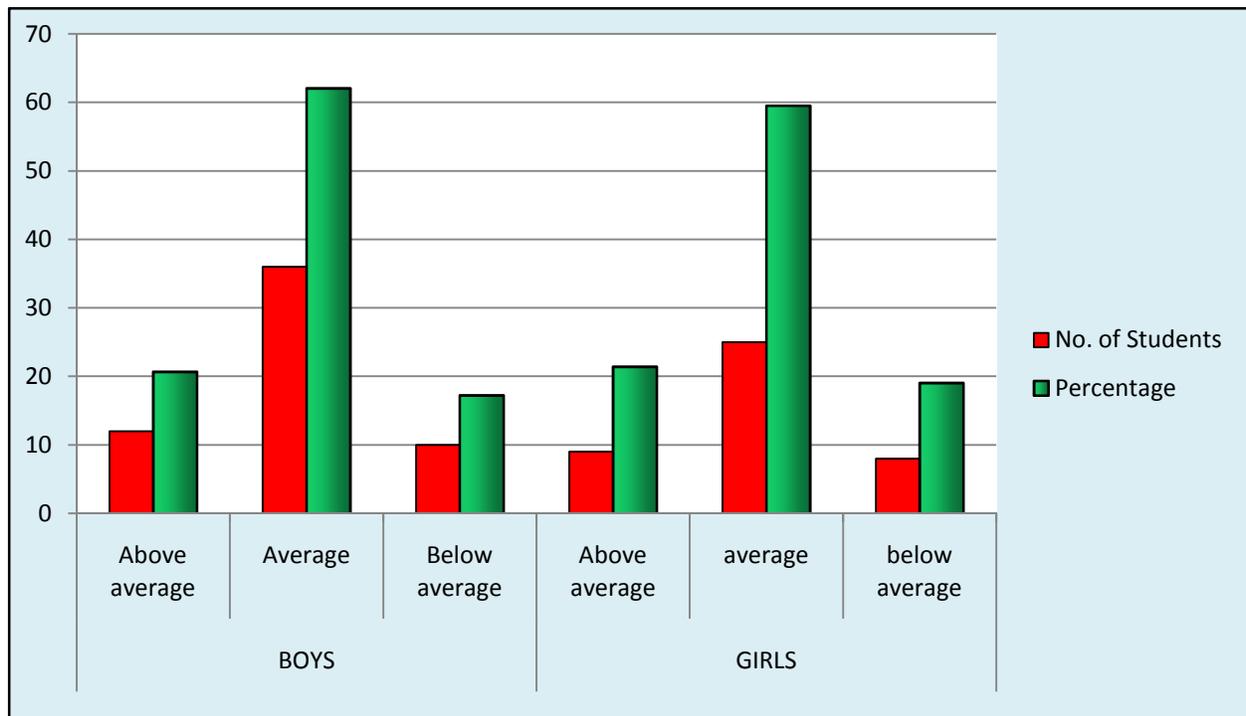


Figure 4: Gender Wise Level of Personality Development of Boys and Girls of Secondary School Students

TESTING OF HYPOTHESES

Ho1: There is no significant difference between boys and girls of secondary school students in their perception towards classroom climate.

**Table No. 4:
 Showing t- ratio**

Classroom climate of secondary school students on the basis of gender

Gender	N	Mean	S.D	t-ratio	Level Of Significance
Boys	58	112.56	18.52	0.91	NS
Girls	42	116.42	22.31		

(At 5% level of significance, the table value of t is 1.98)

It is inferred from the above table that the calculated t- ratio is 0.91 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 Male and Female secondary school students in their classroom climate. The graphical representation of N, Mean score and S.D of classroom climate of secondary school students on the basis of gender is shown in Fig. No.4.

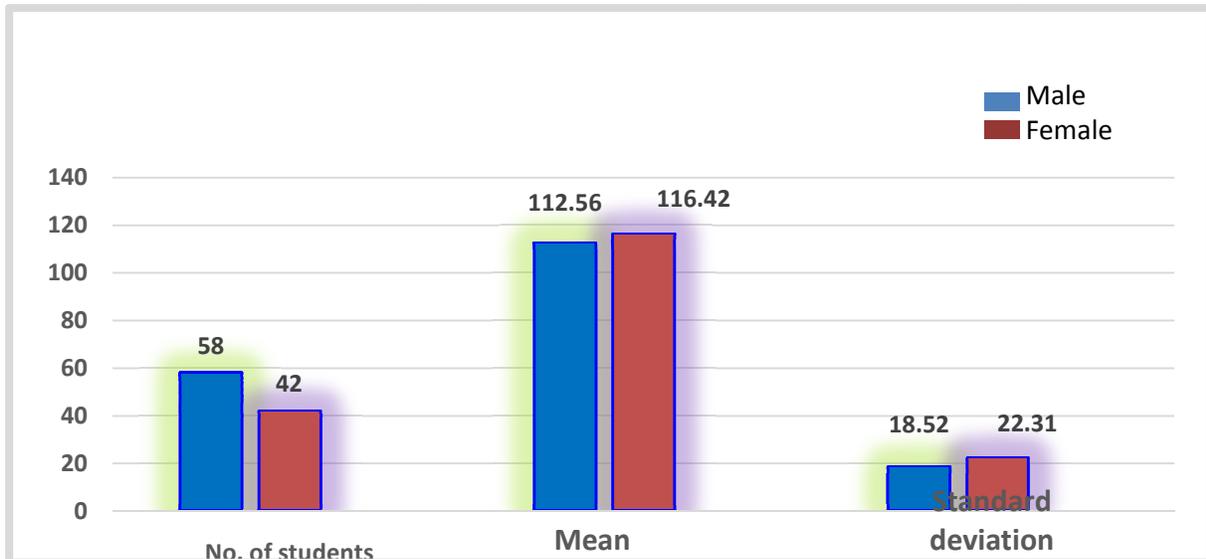


Fig No. 4.3. Difference in Classroom Climate On The Basis Of Gender

Ho 2: There will be no significant difference between government and private Secondary school students in their perception towards classroom climate.

To test the difference, t- test was applied and the results are shown in table 4.4:

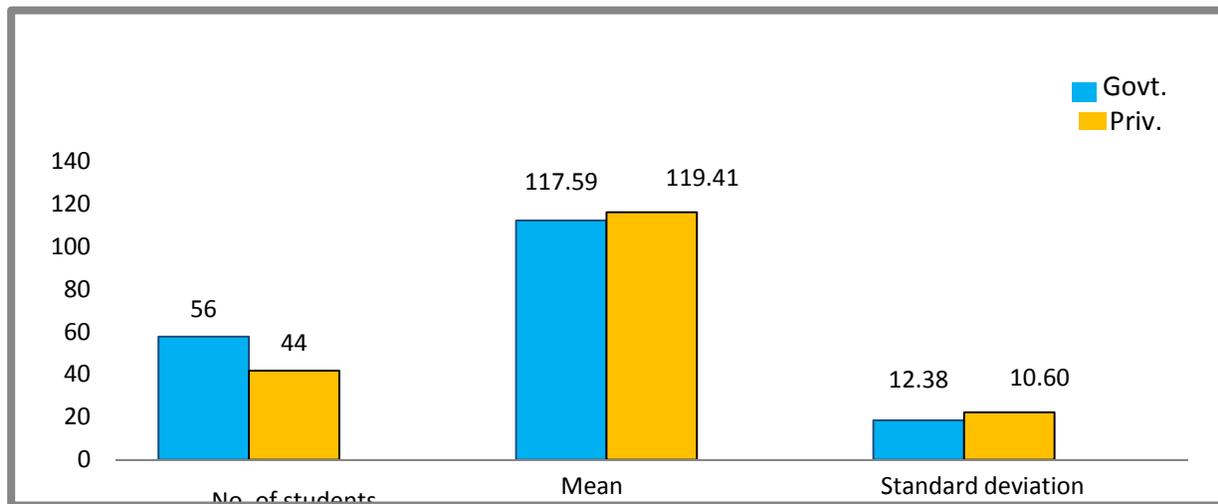
**Table No. 5:
 Showing t- Ratio**

Type of School Wise Classroom Climate of Secondary School Students

Type of School	N	Mean	S.D	t-ratio	Level Of Significance
Govt.	56	117.59	12.38	0.79	NS
Private	44	119.41	10.60		

(At 5% level of significance, the table value is 1.98)

It is inferred from table No. 5 that t-ratio is 0.79 which is less than the table value 1.98 at 5% level of significance. Hence, the null hypothesis is accepted. It means that there is no significant difference between government and private secondary school students in their classroom climate. The graphical representation of N, Mean score and S.D of classroom climate of secondary school students on the basis of gender is shown in Fig. No.5.



Ho 5: There will be no significant difference between Male and Female Secondary school students in their personality Development.

To test the differences, t- test was applied and the results are shown in table 6:

Table No. 6

Showing t- Ratio
 Gender Wise Personality Development of Secondary School Students

(At	Gender	No. of Students	Mean	S.D.	t-ratio	Level of significance
	Male	58	94.34	15.7	2.06	Significant
	Female	42	88.74	11.4		

5% level of significance, the table value of t is 1.98)

It is inferred from the above table that the calculated t-ratio is 2.06 which is more than the table value (1.98) at 0.05% level of significance. Hence the null hypothesis cannot be accepted. It means that there is a significant difference between Male and Female secondary school students in their personality development. The graphical representation of N, Mean score and S.D of classroom climate of secondary school students on the basis of gender is shown in Fig. No.6.

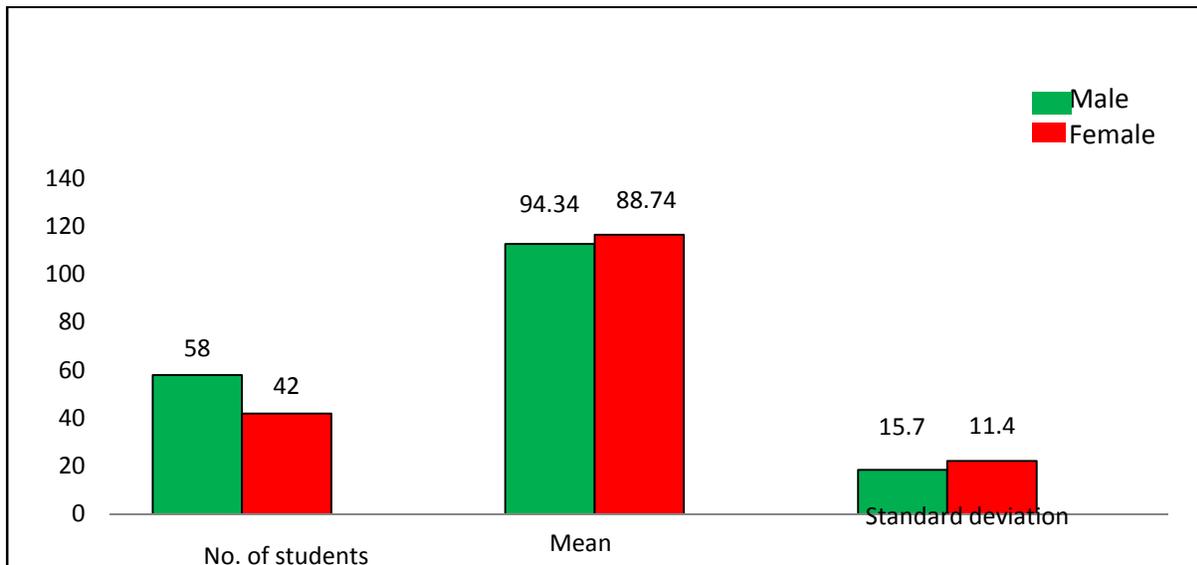


Fig. No .6. Difference in Personality Development On The Basis Of Gender

Ho 6: There will be no significant difference between government and private Secondary school students in their personality development.

To test the difference, t- test was applied and the results are shown in table 6:

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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