

STUDY ON PERSONALITY DEVELOPMENT OF SECONDARY SCHOOL STUDENTS

Bipin Kumar
Bipinkmr941@gmil.com

INTRODUCTION

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.

NATURE OF EDUCATION

i. Education as continuous reorganization and integration of activities and experiences

Education takes place when new ideas combine with the old. An intelligent order, sequence and continuity are to be maintained as new thing can best be learnt in the context of the old one. Herbart's principle of "apperception" points out the same fact.

ii. Education as a process of self-realization

Education curbs the animal instincts in man and shows him the ways to realise his latent powers. The self-realization aspect of education is well emphasized by Gandhi. To him education is "an all-round drawing the best in the child and man-body, mind and spirit". The word "self-realization" implies development of individuality in the child.

iii. Education as a lifelong process

Education is a continuous process of development from "womb to the tomb". Several thinkers hold the view that education starts even before birth. This statement can be justified from the epic Mahabharata where Abhimanyu is mentioned to have learnt the skills of breaking the "Chakrvyah" in his mother's womb.

iv. Education as a bipolar process

Bipolar means standing on two poles. Education is a process where two individuals mainly educator and educand are involved for the transfer of new experiences. John Adams states “Education is a bipolar process in which one personality acts upon another in order to modify the development of the other”. James S. Ross has stated. “Like a magnet, education must have two poles; it is a bi-polar”.

v. Education as a tripolar process

Education is also regarded as a tripolar process involving the interaction among educator, educand and society. In the course of interaction, social setting has to be presented by the educator to the educand in a simple and purified manner.

Aims of Education in Ancient India

The aims of education in ancient India were the ultimate outcome of the Indian theory of knowledge and the corresponding scheme of life and values. People in ancient India were greatly impressed and affected by the fact of death as the central fact of life. Their one aim of life was to solve the problem of death by achieving knowledge of the whole truth of which life and death are arts and phases. The aim was not simply abstract and theoretical. There were practical and concrete aims too. The first was the acquisition of knowledge. This was evident in the Vedic period. Inculcation of social and civic duties in the minds of the students was also regarded as an important aim of education in those days. Education for occupation was another important aim for character training and moral education were regarded as very important aim of ancient Indian Education.

Aims of Education in Medieval India

During medieval age religion was the main guiding force in life and society. Medieval civilization centered round religion. The Muslim rulers of India generally took a keen interest in education, and many of them founded schools, colleges and libraries in various places in their kingdoms. The mosque was a centre of instruction and of literary activity. Muslim education included those eternal teachings and values of the Quran and Hadith, which would promote moral and spiritual knowledge. Islamic education aimed at both physical and mental development of the students. Thus, it aimed at total development of personality of individual.

Aims of Education in British India

The British uprooted the indigenous system of education in India with definite intentions. The Educational system established by the British was colonial in character. It was designed to prepare Indians only for taking certain subordinate positions in Government offices. It was not intended to develop among the people capacities to take leadership and initiative in different walks of life. The main educational objective can better be understood from the following declaration in the educational policy of Lord Bentinck (1835): “We want a class of persons Indian in blood and colour but English in tastes in opinion, in morals and intellect”. The Wood’s Despatch declared almost the same policy. The aim of British education was to inculcate European knowledge in the minds of the Indians.

Aims of Education in Independent India

After independence the Indian leaders realized the inherent defects in the system of education introduced by the British. Universalization of education was the need of the hour. Education must be linked with national development in all directions. With these national goals in view the Government in independent India set up different committees and commissions for educational reforms in the desired lines. These committees and commissions have formulated educational aims and objectives. The aims and objectives of these commissions are as follows:

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

“STUDY ON PERSONALITY DEVELOPMENT OF SECONDARY SCHOOL STUDENTS”

- i. To find whether there is any significant difference in personality development between Hindi medium and English medium secondary school students.
- ii. To find whether there is significant difference in personality development between class IX and class X class students.

HYPOTHESES

- i. There will be no significant difference between the mean scores of secondary school students in their personality development between class IX and class X students.
- ii. There is no significant relationship between classroom climate and personality development of secondary school students.

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

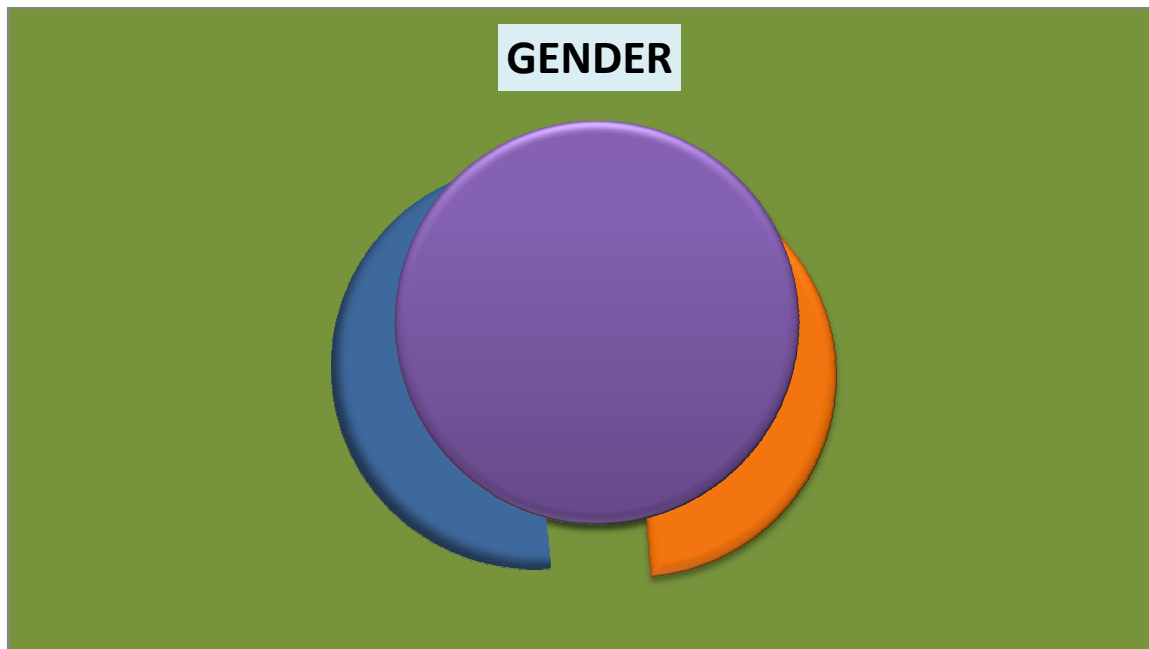
SAMPLE OF THE PRESENT STUDY

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

Gender wise distribution of the sample

Gender	Number of students	Percentage of students
Male	104	52%
Female	96	48%



Graphical representation of gender wise sample

It is shown in the table 3.1, that the sample consists of 52% of boys and 48% of girls.

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)

To test the differences; 't'- test was applied and the results are shown in table No.1:

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.1

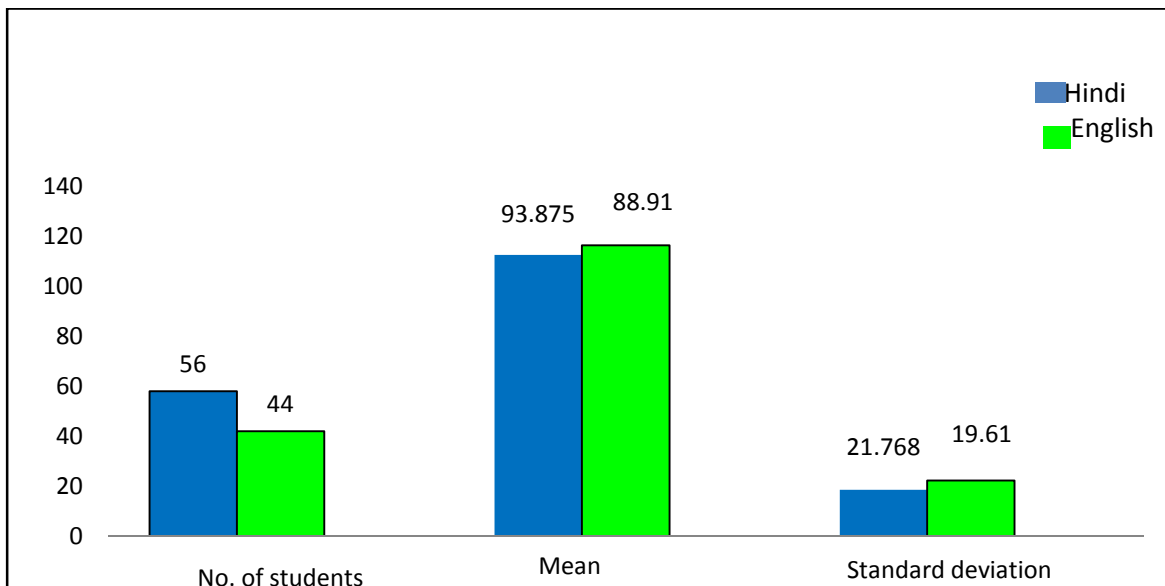


Fig. No1. Difference in Personality Development on the Basis of Medium

Ho 1: 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 No2.
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

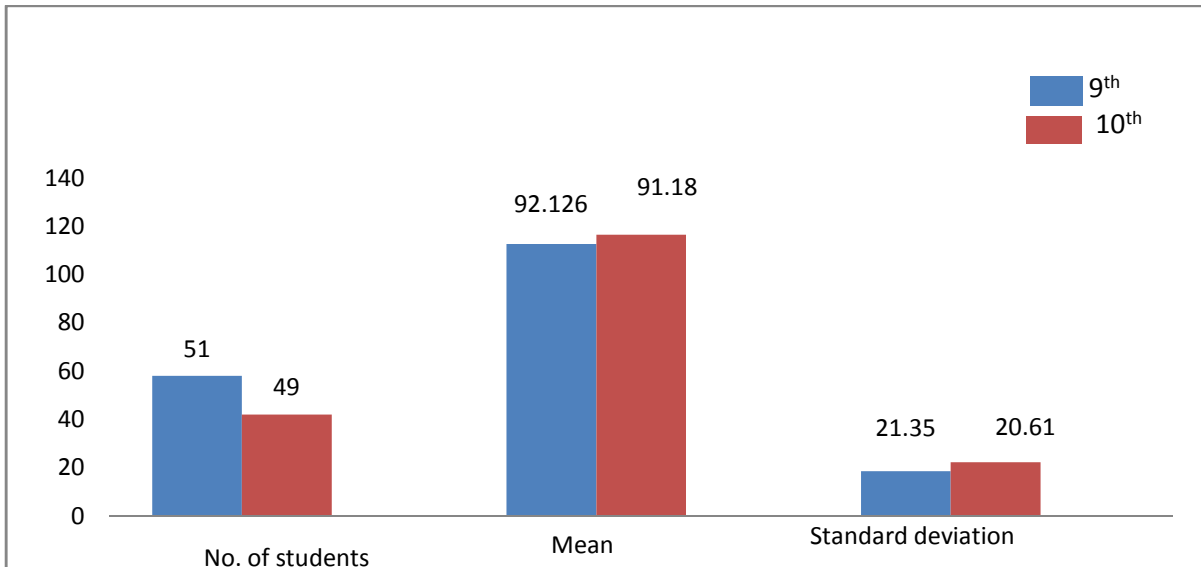


Fig. No.2. Difference in Personality Development on the Basis of Class

Ho 2: There is no significant relationship between classroom climate and personality development of secondary school students

TABLE 3

Relationship between Classroom Climate and Personality Development of Secondary School Students

No. of the students (N)	ΣX (Personality Development)	ΣY (Classroom Climate)	ΣX^2	ΣY^2	$\Sigma X.Y$	r	Level of Significance
100	9169	11839	883917	1414959	1085742	0.009	S

From the above table it is inferred that there is a significant positive relationship between classroom climate and personality development of secondary school students. It means that the perceived classroom climate of secondary school students is affected by their personality.

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.

BIBLIOGRAPHY/ REFERENCES

Books:

- 1) Aggrawal, J.C. (2008). Essentials of Educational Psychology, Doaba House, Delhi
- 2) Aggarwal, J.C. (2000). Theory and Principles of Education. New Delhi. Vikas Publishing House Pvt. Ltd.. 1995. p.3-15.

- 3) Ansari, A. (2011). Advanced Educational Statistics. Himalaya Publishing House. Parel. Mumbai. p. 8-9.
- 4) Kalam,A. (2007) Abdul kalam's reflections on Education. July, Edutracks, vol 6, No: 11, pg. 5-6.
- 5) Ali.S.F and Karunanidhi,S (1998): A Study of Religiosity and Values, Indian Education Abstract, 4, 43
- 6) Ambashit, N.K. & Singh (2001):- Inculcation of values at Secondary Stage, Journal of Value education – Vol (1) Jan-2001.
- 7) Briggs, A. & Coleman, M. (2007) Research Methods in Educational Leadership and Management. Los Angels. London
- 8) Chaturvedi, N.R. (2009). Education in Emerging Indian Society. Meerut.
- 9) Dash, B.N. (2004). Theories of Education and Education is Emerging Indian Society New Delhi Dominant Publishers and Distributors.p.1-36. 120-131.
- 10) Koul, L. (2009). Methodolgy of Educational Research. Vikas Publishing House Pvt. Ltd.. New Delhi.
- 11) Ranjit, K. (2012). Research Methodology. New Delhi: 3rd Edition. p.94
- 12) Kumar,S. and Ayishabi, T. (2008). Students' awareness of Values in the Content of Secondary Level English. EduTracks, Hyderabad, Vol.7, No.8, April 2008, pp.30-31.
- 13) NCERT, 2000 National Curriculum Framework for School Education. New Delhi. New Education Policy Document: Journal of Education and psychology. 45 (4) Jan 1988.

- 14) Aganual, R. (2000). Educational Technological and Conceptual Understanding. New Delhi: Anmol Publications Pvt. Ltd.
- 15) Bipin, A. (2011) Measurement and Evaluation in Psychology and Education, Agrawal Publications, Agra.
- 16) Best, W. & Kahn, V. J. (2006). Research in Education. PHI Learning. Private Limited, India
- 17) Koul Lokesh (2004) Methodology of Educational Research, Third Revised Edition Vikas Publishing House Private Ltd, New Delhi.