



A Study Of The School Environment To Develop Secondary School Students' Personality

*Alkaben Raman Bhai Patel

Research Scholar, Sabarmati University, Ahmedabad

**Prof. (Dr.) Parshuram Dhaked

Dean academics, Sabarmati University, Ahmedabad.

ABSTRACT

A person's personality is what makes it possible to forecast what they will do in a particular circumstance. The entirety of an individual's actions, both outward and internal, is considered to be a part of their personality. Traits are frequently used to describe personality. Characteristic patterns of behaviour that an individual consistently displays in a variety of contexts are known as traits. An ideal learning environment is one where the child is shown affection and interest, and where there are opportunities for them to openly voice their opinions. Teachers should also have fewer restrictions when it comes to disciplining the child. The school is the child's most significant developmental experience. The term "school environment" refers to the quantity and quality of social, emotional, and cognitive support that is offered to students and denotes the psychological climate of the classroom.

KEYWORDS- Personality, School environment and teachers

INTRODUCTION

The study of personality makes an effort to gather the data from all areas of psychology in order to construct a theory that will allow for the interpretation and prediction of both individual and societal behavior. Individual variances in typical thought, feeling, and behavior patterns are referred to as personalities. The concepts, variables, or dimensions chosen for the specific theory employed by the observer describe personality. Psychologically, a person is only their personality. It encompasses all of a person's interactions with other people. It covers all aspect of the individual, including his or her physical, emotional, social, mental, and spiritual makeup. It is all that is known about a person. According to Cattell (1956), the unique features of behaviour are equivalent to personality. He focuses on the individual's behaviour and contends that it ought to be prognosticative.

REVIEW OF RELATED LITERATURE

The results of a 2019 study by **Moyosobi and Iakomolafe** on personality traits as predictors of academic achievement in secondary school pupils showed that when personality traits were combined, academic performance was strongly predicted. The most significant connection and predictor of academic achievement was discovered to be conscientiousness.

Salami, S.O. (2020) investigated the roles of personality, career interests, academic success, and sociocultural influences in secondary school adolescent students' desires for higher education. According to the study, certain personality traits, interest dimensions, academic success, socioeconomic status, and the psychological climate at school were all strongly associated to the students' ambitions for higher education.

The association between personality qualities and academic performance of pupils as a result of the school environment was researched by **Simla, S. Ali, Arbabisarjou, et al.** in 2021. The association between a person's personality traits and academic success is clear. The instructor should be able to identify the pupils' issues and then do everything in their power to help them strengthen their areas of weakness. In a way, the teacher must act as a good counsellor as well so that the students who are reserved and shy in the classroom feel comfortable talking to them about their problems.

SIGNIFICANCE OF THE STUDY

Personality is concerned with all of a person's behavior, both outward and internal. A person's personality traits are the distinctive behavioral qualities that are typical of them. A person's personality can be viewed as a collection of traits. People differ psychologically from one another in ways such as being timid, reliable, laconic, kind, conscientious, and worried, among others. These phrases all refer to character qualities. Rationally, qualities are appealing as both explanations for why people behave the way they do and as descriptions of what they do. Thus, qualities may be employed as simple descriptors to describe conduct in ordinary practice. The trait method is frequently employed in contemporary psychology to comprehend the emergence of personality. In daily life, people describe characteristics as being honest, aggressive, afraid, dependant, lethargic, dull, etc. to their friends or other people. It is any distinct, comparatively persistent characteristic that sets one person apart from another. Hippocrates distinguished between four personality types: temperamental, apathetic, joyful, and dissatisfied. Internal biological fluids, or "humors," were the cause of these various sorts. He thought that rather than being influenced by experience or learning, these personality qualities were fundamentally based and derived from bodily functioning. Based on the aforementioned considerations, it can be said that personality is a complicated phenomena that manifests itself in various ways in human behavior and is greatly influenced by a range of circumstances, including place of residence, gender, and geographic location. There hasn't been a formal study done on the personality characteristics of secondary school students in Gujarat's Mahisagar district. The researcher therefore undertook this research study to ascertain whether

secondary school students in Gujarat's Mahisagar district experienced personality enhancement as a result of their learning environment.

OBJECTIVES OF THE STUDY

1. To determine the differences in personality traits amongst secondary school pupils in terms of the learning environment.
2. To compare the personality features of secondary school pupils from urban and rural areas in light of the learning environment.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between personality traits of girls and boys secondary school students with reference to school environment.
2. There is no significant difference between personality traits of urban and rural secondary school students with reference to school environment.

DESIGN OF THE STUDY

As part of a research of the educational environment to develop secondary school students' personalities, the current study was undertaken to examine the personality attributes of secondary school students. In the current investigation, the normative survey method of research was used. The simple random sampling method was used to gather the sample. It comprises of 80 secondary school students from the Mahisagar district, who were split into groups of females and boys as well as secondary school students from urban and rural areas. The necessary information was gathered via a self-created questionnaire. Mean, standard deviation, and t-test are used to measure data statistical analysis.

ANALYSIS AND INTERPRETATION

Table No.1: The mean scores of Boys and Girls secondary school students

S. no	Category	N	Mean	SD	t- value	Level of
	Boys	38	45.64	14.91	1.03	NS
	Girls	42	43.40	16.52		

The mean scores for personality traits for secondary school students in the Mahisagar district are 45.64 for boys and 43.40 for girls, with standard deviations of 14.91 and 16.52, respectively. The value is 1.03, which, at the 0.05 level of significance and the 0.01 level of significance, is lower than the table values of 1.97 and 2.59, respectively. Therefore, the hypothesis that there is no discernible difference in the personality traits of secondary school pupils in Mahisagar district who are Boys and Girls is accepted. So it turns out that there are no personality differences between secondary school pupils in boys and girls.

Table No.2: The mean scores of Urban and Rural secondary school students

S. no	Category	N	Mean	SD	t- value	Level of Significance
1	Urban	38	45.63	17.08	0.78	of
2	Rural	42	43.99	13.37		

According to Table No.2, the computed t-value is 0.78, which, at a.05 level of confidence, is less than the criterion t-value of 1.97. It suggests that the calculated t-value of 0.78 is not noteworthy. As a result, the formulated hypothesis—according to which there will not be a discernible difference between urban and rural secondary school students in the Mahisagar district—is adopted. This view suggests that there are no personality differences between Mahisagar district secondary school students from urban and rural areas.

FINDINGS OF THE STUDY

According to the study's findings, when personality traits of boys and girls were examined and they did not differ considerably, the scores of secondary school pupils did not significantly differ based on gender. This study demonstrates that gender has little bearing on secondary school pupils' personality attributes. Urban and rural secondary school students were found to have similar personality features. However, pupils from rural areas share the same personality, but the lack of development in their communities hinders this growth. Due to a lack of infrastructure, they are behind.

EDUCATIONAL IMPLICATION OF THE STUDY

The government must take note of this and assist in providing this group of students with special care. A positive and intimate relationship between teachers and pupils should also be maintained in order to prevent additional issues at school. The instructor should be able to identify the pupils' issues and then do everything in their power to help them strengthen their areas of weakness. In a way, the teacher must act as a good counsellor as well so that the students who are reserved and shy in the classroom feel comfortable talking to them about their problems. This will make it possible for children to develop their personalities in a more positive way. In order for the pupils to acquire positive personality qualities, the teacher must also be able to establish relationships with them and plan personality development activities for the classroom. Instead of being rude and angry with them, he or she should be courteous and polite. To avoid frustration and depression, each pupil should be attended to according to his or her urgent needs. If such advice is provided at school, it will mark highly obvious and advantageous changes in the students' general personalities.

CONCLUSION

According to the report, teachers should work to create solid educational programmes for both the classroom and the school so that kids do not encounter any issues. Students should be properly directed by them in the right direction. By showing kids care, security, and flexibility in decision-making, teachers can create an environment at school that is highly pleasant and beneficial to the students' personality development. Teachers, parents, and community members shouldn't discriminate against pupils based on their gender or geographic location. They

should have equal treatment and access to opportunities. At the school and community levels, it should be encouraged to have more engagement between teachers and students, parents and teachers. The regular school programmes of the student as well as the society at large should include extracurricular activities including seminars, workshops, symposiums, conferences, and physical fitness. Our primary focus should be on developing personality, especially when thinking about ways to encourage such ideas in the activities that generate attributes.

REFERENCES

- Bratko, D., Chamorro-Premuzic, T., & Saks, Z. (2006). Personality and School Performance: Incremental Validity of Self and Peer Ratings over intelligence. *Journal of Personality and Individual Differences*, 41, 131-142.
- Koul, L. (1997). *Methodology of Educational Research*. New Delhi: Vikash Publishing house Moyosola, J. Akomolafe (2013) Personality Characteristics as Predictors of Academic Performance of Secondary School Students, *Mediterranean Journal of Social Sciences*, Vol 4 No 2,ISSN 2039-2117, pp- 657.
- Parveen. A (2013), Personality traits, study habits and educational aspirations of secondary school Muslim students in relation to their academic achievement (Unpublished Doctoral thesis). Aligarh Muslim University.
- Premuzic. T. C and A. Furnham (2003) Personality traits and academic examination performance. *European journal of personality*, vol.no.17: pp237-250.
- Salami, S. O. (2008). Role of Personality, Vocational Interest, Academic Achievement and Socio-Cultural Factors in Educational Aspirations of Secondary School Adolescents in Southwestern Nigeria. *Career Development International*, 13 (7), 630-647. (ERIC no. EJ817355).
- Siadat, S. Ali, Arbabisarjou, A. et (2011) Relationship between Personality Traits and Performance among School Principals, *Higher Education Studies*, Vol.1, No.1; ISSN 1925-4741 E-ISSN 1925-475X, pp-38.