

Assessment Study of Personality Traits of High School Students

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Abstract

The prime objective of school is to impart formal education to children and provide opportunity to gain knowledge through a set curriculum. During adolescence, students are more influenced by the peers and school environment than the parents that help in overall development including individual personality. A host of activities other than curriculum that a student takes part leaves an influence on personality development. This study aims to investigate the influence of school environment on the personality traits of high school students of Bhopal city. Seven personality traits have been taken into account and the strength of each trait has been worked out based on data collected from 300 respondents through personal interaction with individual respondents. The percent distribution of students in various levels of personality traits in schools have been worked out and presented through bar charts. Students' personality traits with their respective strength is investigated through statistical analysis using SAS 9.3 software. Overall, the personality of the students in private schools was better than students in government schools.

Keywords: Educational Environment, Co-Curricular Activities, Personality Traits, Adaptability, Boldness, Competitiveness, Creativity, Leadership, Innovation, Social Warmth.

Introduction

This study was conducted in Bhopal city. Educationally Bhopal is a diverse place where, wide range of academic institutions are delivering diversified environment providing ample scope of overall development. As for school environment in Bhopal city where this study was carried out have a huge gap in infrastructural and facilities available to students. School environment can never be limited to classroom but beyond classroom it provides an ample scope of socializing with peers from different backgrounds. On one hand these schools impart education through a common curriculum but the extracurricular activities vary school to school that provide an environment for development of social skills. During participation in extra-curricular activities students get an opportunity to interact with other peers that help to add many dimensions to their personality. Through participation in extra-curricular activities students not only learn to adjust in any new situation but also prepare to tackle the challenges with boldness. Participation in extracurricular activities provides a versatile environment to interact with students of different background that helps to develop various social skills require to better adjustment in the society. Personality plays a vital role in overall success and prosperity in life. Persons with sound social skills and behavioral traits in personality are able to face the challenges in life and meet the goals of life. Persons with possession of strong personality traits may find it relatively easier to adjust with the changing social environment and to face the challenges. The respondents selected for this study are the high school students (Pvt. and Govt.) in Bhopal city. They hail from versatile social backgrounds and experience vividly different educational environment. Therefore, seven personality traits viz. adaptability, boldness, competitiveness, creativity, leadership, innovation and social warmth of high school students have been taken into account to find out the influence of varied environment on the personality development of the high school student in this study.

Review of Literature

It is assumed that these personality traits are resultant outcome of the surrounding environment during crucial period of overall development through the process of socialization. During early development home environment influences the development and during adolescents the students spend majority time of their life at school. At school students get a

ample scope of socializing through interacting with peer group during participation in extra- curricular activities. Several studies have been carried out in the past to study the personality development of students. Reviews of the relevant studies are given in the preceding paragraphs.

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, a clear, fair disciplinary policy and programmes. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate. A positive climate is recognized as an important target for school reform and improving behavioural, academic, physical and mental development for students (Thapa et al. 2012). School environment or academic climate strongly contributes in the development of personality of high school students (Greenbaum 1974) [2]. During adolescents peer group has a great influence and formal peers and academic climate influences the overall development to a great extent (Newman 1986) [5]. Strengthening of students' personality through various activities is also the outcome of positive school environment Harris et. al. (2002) [3].

Thapa, et. al. (2012) defined positive school climate as an important target for school reform and improving behavioural, academic and mental health outcomes for students. He also reported that the positive school climates tend to have less student discipline problems.

Ranjith Kumar T. et al. (2014) [6] found in his study that the personality of the students who participate in cultural activities, arts and crafts improved in terms of appearance, verbal mannerism, gesticulation, mental alertness, stability of thoughts, leadership skill and self confidence in a positive manner.

Dwipmalika Das (2016) [1] concluded that the co-curricular activities play an effective role in bringing all round development to the students. Participation in these activities facilitate in the development of various domains of mind and personality, such as intellectual, emotional, moral, aesthetic development. These activities provide oneness of socialization, self identification and self assessment. It also helps to guide students to organize and present an activity, develop skills to co-operate and coordinate in different situation, thus help in leadership qualities.

Muhammad, Ismail et al. (2016) found that participation in extracurricular activities always help to develop multiple characteristics of the personality as well as educational achievement.

Holland, A. et al. (1987) [4] explained that youth who participate in activities learn important skills which help them in other aspects of their life. They develop teamwork and leadership skills as a result of participation in extracurricular activities.

Mahoney, J.L. et. al. (2003) studied the relationship between extra scholastic activities and educational levels and revealed that students who take part in extra scholastic activities have improved educational level, more interpersonal competencies and better attention levels than those do not take part in these activities.

Mehmood, T. et al. (2012) studied the impact of curricular activities on personality development of secondary school students and found that it has significant impact on personality development. Co-curricular activities have stronger relationship with developing adaptation, self-confidence, honesty, sociability, sympathetic attitude, social obligation, sense of responsibility among male secondary school students than female secondary school students.

Methodology

Universe of the study

Total twelve schools selected for this study from both old and new Bhopal city. Bhopal city is divided into majorly two distinguished parts based on the cultural and demographical diversity. A vast socio-economic and occupational difference is prominently observed in Bhopal city. Keeping this fact in view seven schools in New Bhopal and five schools in Old Bhopal city are selected for this study by using stratified sampling method. However, all the schools selected for study were identical in board of study.

Sample size

Random sampling method has been opted for selection of respondents (students) to arrive at a representative sample of respondents from different private and government schools. Total 300 students 25 each from private and government schools have been considered as respondents. The population of study consisted of total 300 students of class 10th(high school) from 12 higher secondary schools -six private and six government schools.

Tools used

A self developed interview schedule was administered for collection of data on personality traits of the selected respondents. To ascertain the strength of each personality trait taken into account, ten questions with three maximum marks and four multiple options were incorporated against each personality trait.

Data collection procedure

For the purpose of this study, data collection was carried out in three steps. Firstly, the data about the educational environment of all the selected schools (Government and Private) were recorded by observing the facilities available, infrastructural details and various extra-curricular activities carried out in the selected schools. Secondly, the questionnaire was administered for collecting the data on social background of the respondents from selected (Private and Government) schools. The questionnaire was personally given to the individual respondents for furnishing the information asked against each given question to be provided by their parents. Finally, for collecting data on the personality traits of the respondents, personal

interview of each respondent was carried out in respective school at the time slot given by the school authorities. Data collected through personal interactions with the respondents is recorded on the (interview schedule) developed for the study. Total 300 students, 25 each from twelve schools comprising of government and private were contacted personally and interacted individually to collect primary data on personality traits required for the study.

Statistical analysis and Quantification of variables

For graphical representation of data, Microsoft excel bar charts were used. For ascertaining the strength of the all seven personality traits of the students each sample student was interacted personally in a cordial environment. The researcher asked the individual respondent random questions from the interview schedule and the respondents' prompt and spontaneous responses from the multiple-choice options were recorded. There were ten questions against each personality trait with four multiple choice answers. Each question was given a certain score (0 to 3) that was calculated by adding the total score. The score key was prepared for ascertaining the strength of the personality trait of the respondent. The score (<10) was rated as lower score (above 10 to 20) as medium and (above 20 to 30) was rated as higher score. These scores were analyzed to come onto the final conclusion of the study.

Results & Discussion

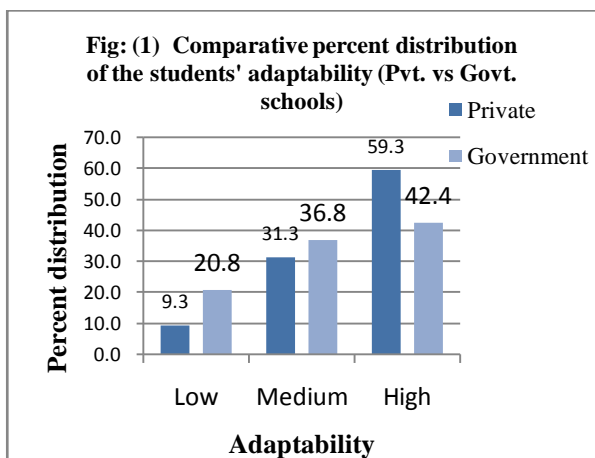


Fig. (1) reveals that the students in private schools showed better adaptability compared to government schools. A large percentage of students (90.6%) showed high adaptability level. In private school (59.3%) students showed high level adaptability and 42.4% in government schools showed high adaptability level. Percentage of medium adaptability level were similar with (31.3%) in pvt. schools and (36.8%) in government schools. Percentage distribution of students of low adaptability levels were more (20.8%) in government schools whereas, only (9.3%) students showed low adaptability level in private schools. The higher level of adaptability in private school could be attributed to students' inclination towards accommodating in new circumstances.

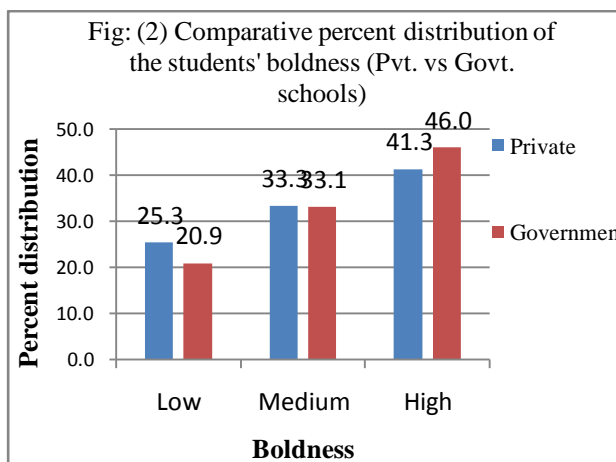


Fig. (2) reveals that the students from government schools (79.1%) were bold compared to private schools (74.6%). The variation in student distribution in boldness category from low to high in government schools was insignificant from 20.9% to 46%, however, in private schools it was significantly higher from 25% to 41.3%. High level of boldness of the students in government schools could be attributed to their potential in accepting social challenges.

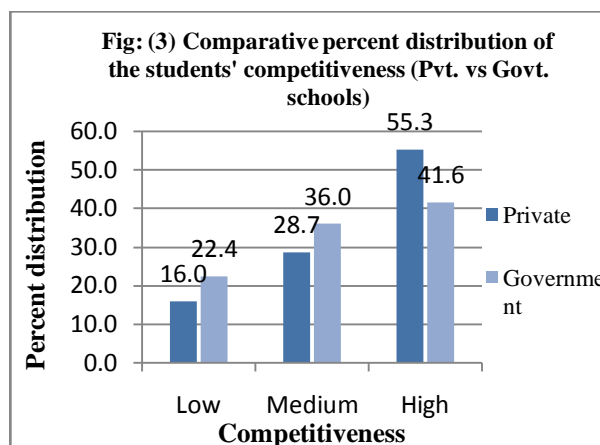


Fig (3) reveals that the students in private schools are more competitive (84%) compared to government schools (77.6%). There is 7.3% variation in percent distribution in medium category in government and private schools. However, the competitiveness distribution in low category in government schools was significantly higher (22.4%) compared to private schools (16%). Higher level of competitiveness in private schools could be attributed to higher level of aspirations and ambitions.

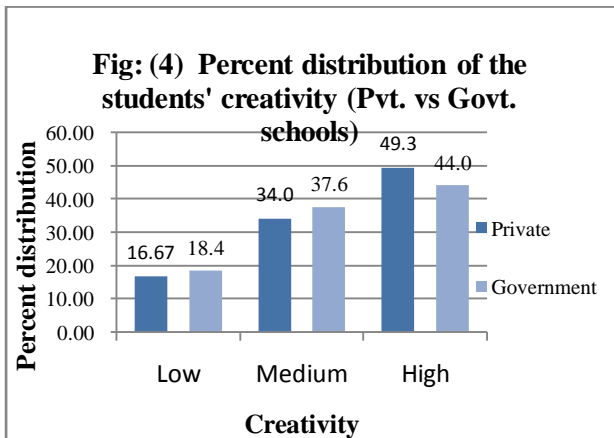


Fig. (4) indicates that there is a significant difference in higher creativity level, private schools' (49.3%) and government schools' (44%) students found to be in this level. However, this distribution is insignificant in medium level creativity, in private schools (34%) and in government schools (37.6%) students found to be at medium level. The variation on percent distribution of students with low creativity level found to be insignificant in government schools (18.4%) compared to private schools (16.67%). Higher level of creativity in private schools could be attributed to better availability of resources and logistical support.

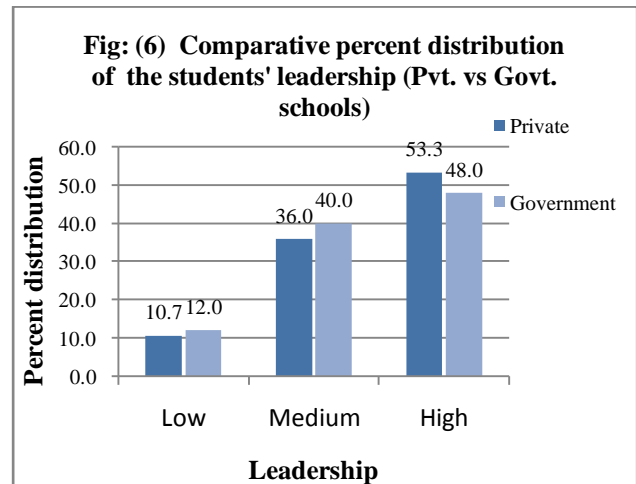


Fig. (6) indicates that there is significant difference in percent distribution of students at medium and high leadership categories in private and government schools. However, percent distribution of students at low level leadership level is insignificant. The percent distribution in medium and higher leadership category in private schools was higher at (36%), and (53.3%) respectively in private schools compared to government schools. However, the difference in percent student distribution was insignificant in low leadership in government schools compared to private schools. Higher level of leadership in private schools could be attributed to their innate aptitude to take hold on state of affairs and to become an iconic personality.

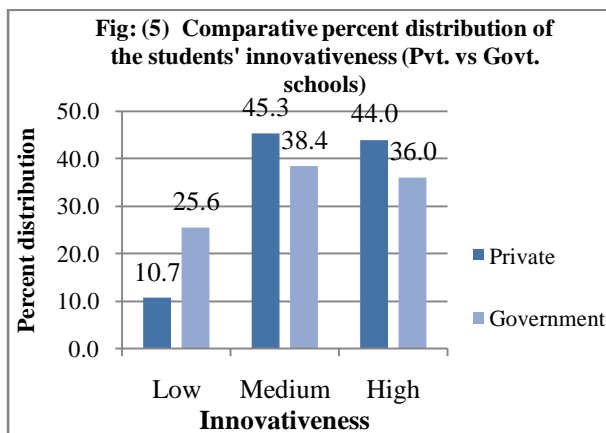


Fig. (5) Indicates that there is a significant difference in percent distribution in respect of low and medium innovative level in private and government school students. Majority of the student in private schools (89.3%) have better innovative level compared to government schools (74.4%). The percent distribution of students in medium innovative level was higher at (45.3%) and high level category was (44%) in private schools compared to government schools in medium level category (38.4%) and high level categories (36%). In low level innovative category the percent distribution of students was 2.5 times higher in government schools compared to private schools. Higher level of innovativeness in private schools could be attributed to better opportunities to execute their thoughts.

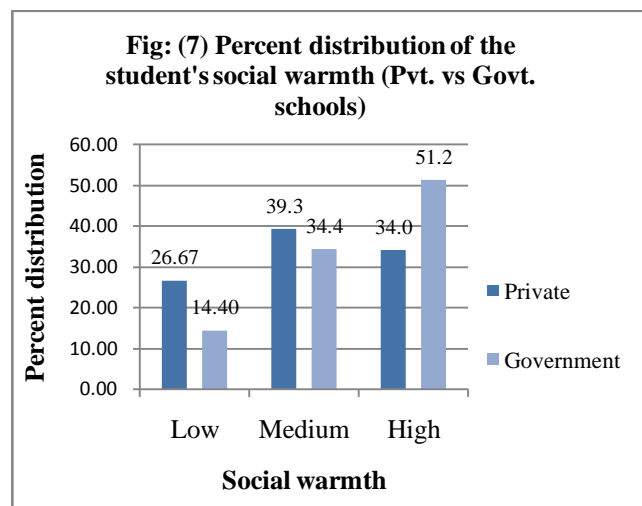


Fig. (7) reveals that the students in government schools have better social warmth with higher distribution (84.6%) in medium and high category in government schools. The distribution of student in low category is nearly double as 26.67% in private school compared to government schools. Higher level of social warmth in government schools could be attributed to their innate friendliness, easy mixing with surroundings and ample time for social activities.

Conclusion

This study examined the percent distribution of levels of various personality traits of high school students from government and private schools. It is found that the percentage of students with high level adaptability, creativity, competitiveness, leadership and innovativeness was found more in private school students than the government school students. It could be attributed to the educational environment at school and support from their parents. Whereas, the percentage of students with high level boldness and social warmth was found more in government school students than the private school students. It could be attributed to the fact that ease of socializing begets them reward of interaction with people from all walks of life, it makes the life easier for them.

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