

EFFECT OF SCHOOL ENVIRONMENT ON THE PERSONALITY TRAITS OF XII GRADE STUDENTS OF JALANDHAR CITY

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Abstract

Conducive school environment will help in the positive development of the personality which can be reflected in the development of the personality traits like optimism, intelligence, intelligence disciplined mind, general emotionality adventurous, energetic, truthfulness etc. On the other hand if the curriculum is faulty, the teaching methods are not child-centered then there will be hindrance in the proper developments of positive traits of personality. Then the traits such as unreflective, modesty, suspicious, day-dreaming etc are developed in the child.



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INTRODUCTION

“Group processed, past learning, many kinds of experiences, discipline, planning and evaluation, the physical setting, the emotional climate, all these make up the environment of a school.

It is said that school is the second home of the child, for an average child spends more than 1/3rd of his day in the school. It is in a school that the child comes under influence of group life and adopts many social qualities and courtesies. It is the physical surroundings of school, the teachers, the time-table, the school administration, the discipline etc, which provide for the socialization and centralization of the child.

It is the school where each child provided with such congenial and conducive environment in which he develops his personality according to his innate tendencies, capacitate and pace. The constituents of the school environment can be broadly categorized into:

- 1.Human constituents.
- 2.Non-human constituents.

PERSONALITY

Personality is a very wide and complex concept. Source of these well known attempts of defining personality are presented below

According to **Cattle (1950)** “Personality is that which permits is prediction of what a person will be in a given situation.”

Quoting Morton Prince (1924) “Personality is the sum of total of all biological innate dispositions, impulses, tendencies, appetites and instincts of the individual, and the acquired dispositions and tendencies.”

In the words of **H.J. Eysenck (1971)**: “Personality is the more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determines his unique adjustment to the environment.”

JUSTIFICATION OF THE PROBLEM

It is generally opined that the various personality traits of an individual are based on the hereditary factors or they are inborn. Such traits are present in a child at the time he is born. As he grows and matures, these traits tend to get modified and become permanent part of one’s personality and no external force can modify or change it. But some psychologists believe that some of the personality traits existing in an individual can be modified and improved to some extent. Schools are being encouraged to provide a supportive environment for all members of their school community.

OBJECTIVES

The present problem was designed to attain the following objectives

1. To study the school environment pertaining to different schools
2. To study the personality traits of the students at XIIth level.
3. To find the relationship between the school environment and the personality traits of the students.

HYPOTHESES

The present problem was designed to test the following hypotheses

1. There exists no significant relationship between school environment and personality traits of the student.

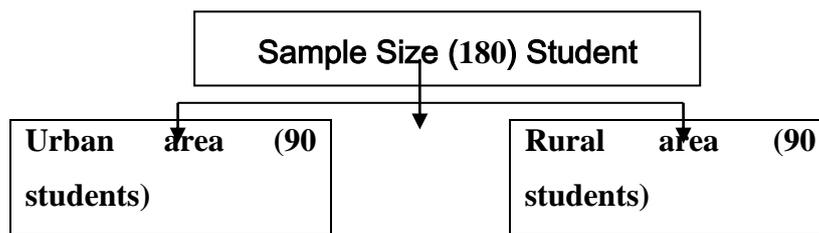
- a. There exists no significant relationship between school environment and the temperament trait of personality.
- b. There exists no significant relationship between school environment and the adjustment trait of personality.

SAMPLE

In the present study, random sampling of 180 students was selected from govt. schools of Jalandhar district only. The care was taken to give equal representation to boys and girls.

DESIGN OF THE STUDY

The investigator followed descriptive statistical method for the processing of data. The present study was designed to find out the effect of independent variables on a single dependent variable. The over all design of the study is shown below



PROCEDURE

School environment scale was administered on the govt. school students and students with favourable and unfavourable school environment was recognized. Then personality traits scale was administered. Data was collected and analysed by applying various statistical techniques.

TOOLS

The following tools were used to conduct the present study

1. School environment inventory (S.E.I) by Dr. Karuna Shankar Misra of Allahabad University.
2. Personality inventory for assessing the personality traits (temperament and adjustment).

STATISTICAL TECHNIQUES

The following techniques were used for analysis the obtained and to test the hypothes of the study

1. The mean, S.D. have been computed to the identify nature of the data.
2. Significance of difference statistics has been to analyse the data.
3. Significance of difference and correlation statistics has been to analyse data.

MAJOR FINDINGS

The major findings of the present study are as follows

1. Majority of the students feel that their school environment provides low to average level of cognitive encouragement, which means they find that their school environment does not provide opportunities to enhance their creativity and potentialities to the maximum.
2. A large number of the students say that heir school climate provides for low to average level of cognitive encouragement. This shows that the teacher's behavior is failing or lacking in stimulating cognitive development of students by encouraging their actions or behaviour.
3. Majority of the students feel that average level of permissiveness is provided by the school environment, which means that they are generally given chance to express their views freely and act accordingly to their desires with no interruption from teachers.
4. Most of the students feel that their school environment provide low to average level of acceptance, which means they find teacher is unconditional love, who do not give recognition to the fact that that students have a right to express feelings, to be unique and to be autonomous individuals. Teachers are unable to accept the feelings of students in a non-threatening manner.
5. Majority of the students feel that their school climate rates average with respect to the Psycho-social environment i.e. they feel that their school provides for average level of creative simulation, cognitive encouragement, permissiveness, acceptance, rejection
6. Maximum numbers of the students say that their school climate provides for average level of control. This show that in majority of the cases democratic atmosphere

prevails in the schools and the teachers and school authorities do not impose unnecessary restrictions on students to discipline them.

7. Most of the students possess low to bad temperament. This shows that a large number of students do not enjoy a balanced temperament (i.e 44.44%), which means that that they find difficulty in reacting properly towards emotional situations. But the figure of students enjoying average temperament (i.e. 42.78%), shows that many of the students try their level best to strike a mental and emotional balance and react wisely to life's situations.
8. Maximum numbers of the students, have bad adjustment i.e. suffer from adjustment problems. They are unable to maintain equilibrium between their needs and capacities. They fail in trying to shape and reshape their personality according to their experiences, facts and events of life.
9. Majority of the students of the students have average personalities. This reflects that their reactions to emotional situations are consistent and balanced and they find it easy to adjust properly in their environment and with the people around them.

EDUCATIONAL IMPLICATIONS

“The most pristine school environment contributes nothing to the process of learning without a clear educational objective, the dedication of teachers and staff, and support of parents and community.”

Schools are not primarily environmental showcases. Schools are special environments that exist for the purpose of enhancing the learning process. They are sensitively built environments housing very special segments of the population, the students the future of a nation.

Successfully managing a school environment is a necessary and essential educational investment; Researches in the field of Education in India and abroad increasingly show that there is a clear link between environmental quality of schools and educational performance:

1. Facility management systems determine environmental quality in schools.
2. The quality of the school environment shapes attitudes of students, teachers and staff.
3. Attitudes affect teaching and learning behavior
4. Behavior affects performance.

5. Educational performance determines future outcomes of individuals and society as a whole.

Thus, it seems probable that school and classroom climate would influence student's personality, and the present study supports this conclusion.

The school environment has been described as "the second most important social environment for the child after family". Hence, it can also be said that the teacher is the second most important figure in the child's life after family. Given the significant impact a teacher has in a child's life it is not a stretch to imagine that the attitude of the teacher can positively or negatively affect the child's ability to learn. In fact, recent studies have demonstrated that teachers' attitudes may be translated into behaviors that can have an important effect on the personality of the students.

Teachers and the school authorities can do many things to value children's different personalities. The following eleven strategies will help early childhood professionals be more conscious and accepting of personality and temperament and adjustment differences :-

1. Teachers should observe children's behavior, write down children's likes and dislikes. Notice when children do not readily adjust to a new situation. The information from these observations and anecdotal records will help him to plan future activities, experiences, and classroom arrangements.
2. The school authorities should understand that students' and teachers' comfort is indicated as the most important aspect of any school environment. If students and teachers are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors; adequate usable space, noise control, lighting, temperature and climate control, and sanitation.
3. Educators and staff in the schools should believe that all children can learn. They should promote excellence and stress the importance of values throughout the entire school system. In the schools, educational excellence must be accomplished by providing a practical and totally inclusive instructional program in all subjects.
4. Students should be given the opportunity to have hands-on experience in the classroom. There should be given the opportunity to have hands-on experience in the classroom. There should be a high level of teacher-student integration. The teachers

should challenge their students to raise their level of critical thinking and learn that it's okay to question and ask why students should be empowered to take risks and reach their highest potential.

5. Classrooms should be arranged and modified based on the different temperament of the children who study there. Appropriate classroom arrangement should be based on careful observation of the children. Arrangement should accommodate the personality variations of the children.
6. The teacher should provide for a variety of activities. The more they use close-ended activities, the less they value children's differences. For every classroom activity, the alternative and choices should be properly planned.
7. The teacher should investigate non-school-related influences. A child who occasionally acts difficult may not have a difficult temperament. Often a child's behavior is caused by stress from other environments. The behavior may be situational induced. Discussions with the child's parents or other caregivers may identify the root of the difficult behavior.
8. The teacher should assess his own temperament. He should consider his own temperament traits and the traits he prefer in children. He should identify his preferences by making a list of children's behaviors which trouble him and which he enjoys. He should be aware of his own vulnerabilities when interacting with children.
9. The teacher should evaluate his curriculum and teaching methods. Sometimes what he teaches and how he teaches are not flexible enough to accommodate all of the temperaments with which he works. The teacher should evaluate the curriculum and his teaching methods or, better yet, have a coworker evaluate them for him.
10. The teacher should choose appropriate guidance techniques. A guidance technique that works for one child may not work with another. Guidance techniques often do not take temperament differences into account. Careful observation and anecdotal record keeping can help him to guide young children's behavior.

All the above points must be kept in mind while dealing with students and imparting education to them. Since healthy social and personality development occurs in young children when there is compatibility between the child and the demands and expectations of

the teacher and school environment. A teachers understanding and respect for children's personality are vital if the students are to thrive and develop into good human beings.

Conducive school environment will help in the positive development of the personality Which can be reflected in the development of the personality traits like optimism, intelligence, intelligence disciplined mind, general emotionality adventurous, energetic, truthfulness etc. On the other hand if the curriculum is faulty, the teaching methods are not child-centered then there will be hindrance in the proper developments of positive traits of personality. Then the traits such as unreflective, modesty, suspicious, day-dreaming etc are developed in the child.

Hence, we can say that the better the Schools Environment better will be the development of Personality Traits of the students.

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