EFFECT OF SCHOOL ENVIRONMENT ON THE PERSONALITY TRAITS OF CLASS 10TH STUDENTS

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ABSTRACT: A Person's environment consists of sum of the sum total of stimulation, which he receives from the time of his conception till death.Environemnt consists of physical, intellectual, social, moral, economic, political and cultural forces. All these forces do exert their influence in moulding the personality and behavior of the child.

INTRODUCTION: It is said that school is the second home of the child, for an average child spends more than one third of his day in the school. It is the physical surrounding of the school, the teachers, the time, the school administration, the discipline etc. which provides for the socialization and culturalisation of the child. It is these schools where each child is provided with such congenial and conducive environment in which he develops the personality according to his innate tendencies, capabilities and pace.

Personality includes everything about a person. It is all what a person has about him. Therefore it includes all the behavior patterns that is conative, cognitive and effective and covers not only the conscious activities but go deeper to the semi conscious and unconscious also.

A trait of personality means such a distinctive character of a person's thoughts, feelings and actions as marks him of from other persons. Thus personality is the sum of all personality traits. Different personality traits includes attitude, aptitude, temperament and adjustment etc.

Amongst these, temperament describes individual styles or the 'how' of behavior. These personal characteristics can be seen when children are playing with friends, doing their assignment or watching television. We all recognize children who are always on the go as compare to others who move at a slow and deliberate pace. We also know children who are overly intense, who have a short fuse and who are easily irritated and upset. Still other children are shy, uneasy in new situations and with new people. These individual differences in temperament are biologically based, apparent early in life, characteristics of individuals over time and different situations.

Adjustment is not a simple term like adaptation or accommodation. It is actually a condition or state of mind and behavior in which one feels that one's needs have been, or will be gratified. The satisfaction of these needs, however, must be within the framework and requirement of one's culture and society. As long as this happens, the individual remains adjusted, failing this, he may drift towards maladaptations or mental illness.

Need and Justification of the study:

Itt is seen that the influence of the school on child's personality is more powerful than is generally recognized by parents and teachers. Some educationists believe that school experiences with curriculum, with the content, the methods of teaching, the variety of relations between teachers and children and between children themselves. All are vital in developing and shaping a child's personality.

While some others say that it is the environment of the school, which has deep, inner and everlasting effect on the personality of the students. Hence, a conducive and congenial school environment leads to the better and healthy development of personality traits like temperament, adjustment etc.

It is also the belief of some educationists that the school environment helps in constructing the personality of a child by:

1. Developing his mental powers of clear and logical thinking.

2 .Cultivating a dynamic and adaptable mind.

3. Encouraging group living in the child.

4. Preserving, improving and transmitting values and culture.

5. Reorganizing and reconstructing all the human experiences.

6. Developing the character of the child.

Review of Related Literature:-

(Mrs), Grace Nwamaka PhD- "THE MEDIATING IMPACT OF PERSONALITY AND SOCIO-ECONOMIC STATUS IN THE TREATMENT OF STRESS IN ADOLESCENTS

This was a quasi-experimental study designed to examine the impact of personality and socio-economic status as moderator variables in stress reduction among 90 diploma students of the Institute of Education, Delta State University, and Abraka. The paper employed 3x2x2 pretest posttest control group design. Two therapeutic methods Rational Emotive Behaviour Therapy (REBT) and Recreational Exercises Therapy (RET) were used to bring about stress reduction among adolescents. The Analysis of Co-variance (ANCOVA) Statistic was used for data analysis. The results showed that personality had a great impact on stress reduction of adolescents. There was no difference in the impact of personality types A and B. Likewise, the result of socio-economic status revealed a lot of impact on stress reduction among adolescents. Participants from high SES had more impact than those from low SES. These findings have implications for adolescent Counseling in the University system.

Mrs. Charu Vyas- A Comparative Study of Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Girls and Boys study in either co-educational or unisex-educational environment. Whether the presence of both sex and single sex affects the development of emotional maturity, anxiety and security - insecurity in adolescence? In order to find its answer, a study was conducted on girls and boys studying in class XI in the schools of Muzzafarnagar. No significant difference was found in anxiety, emotional maturity and
security - insecurity of boys and girls coming from coeducation and unisex education school

Stephen A. Woods and Sarah E. Hampson(2010)- Predicting Adult Occupational Environments from Gender and Childhood Personality Traits

To test aspects of a theory of the role of personality and gender on the development of vocational interests, and their subsequent effects on adult occupational choices, this study examined associations between childhood personality traits, gender, and occupational environments over 40 years later. Participants (N = 587) were assessed on the Big Five by their teachers when aged 6–12 years. In middle-age (late 40's) they reported their occupation. Holland's RIASEC vocational types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) were used to characterize the job environments of reported occupations. Childhood Openness/Intellect and Conscientiousness, but no other Big Five traits, were associated with occupational environments. For the most strongly sex-typed work environments, associations with Openness/Intellect were moderated by gender. Discussion of these findings suggested that the roots of the strongest gender stereotyping effects in occupations may be found not only in the social factors associated with gender, but also in the individual differences of children related to Openness/Intellect.

Sharma, G.L.(2000)-"A comparative study of personality adjustment on scheduled caste and non-scheduled caste. It was found through study that Non-scheduled caste high school students tend to show better personality adjustment in health,social,emotional and school than their counterpart scheduled caste high school students. Non-scheduled caste male and female high school students appear to yield better adjustment in home, health, social,emotional,school and overall field of personality adjustment than scheduled caste high school students. The reason for low level of personality adjustment is that they have a sense of deprivation in every walk of life and meet frustration due to discriminatory treatment given by the society.

Zion,E.& Jenvey(2005) :- "Temperament and social behavior at home and school among typically developing children and children with an intellectual disability."

The researcher investigated differences in temperament and social behavior between typically developing children and children with an individual difference in both home and school settings.

METHOD OF THE STUDY: The present problem is of "NORMATIVE SURVEY" type. The word survey indicates the gatering of data regarding current conditions.The word 'Normative' is used because surveys are usually made for the purpose of ascertaining what are the normal conditions.

OBJECTIVES OF THE STUDY:

To study the school environment pertaining to different schools.

To study the personality traits of the students at class 10th level.

To find the relationship between the school environment and the personality traits of the students.

SAMPLE OF THE STUDY: For the purpose of the present study, a sample size of 180 students of 10th class was chosen from amongst the students studying in different schools of Amritsar District. Out of the total of180 studentss,90 were from the urban area and rest 90 from the rural area.

TOOLS OF THE STUDY: School Environment Inventory by Dr. Karuna Shankar Misra of Allahabad University.

Self-made Personality Inventory for assessing the personality traits (temperament and adjustment).

DATA COLLECTION: The data was collected from one eighty students studying in 10th class in schools situated in Amritsar with the help of above mentioned questionnaire.

Statistical Treatment:-After the tabulation of data the following statical operations were preformed on tabulated data

Calculation of Mean

Calculation of standard deviation

Determination of Standard error of the difference between two means(For large but independent samples)

Computation of Critical Values(t Value)

Results of the study:-By analysis and interpretation of data, the results of different objective are as follows:-

Analysis and interpretation of School Environment with the help of School Environment Inventory (S.E.I).By Dr. Karuna Shankar Misra.
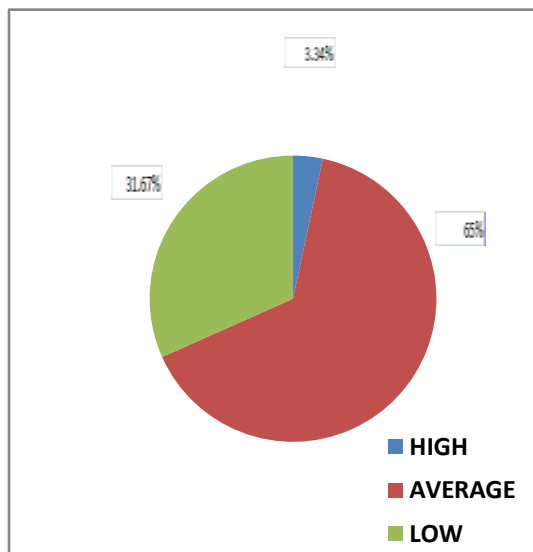
ENVIRONMENT IN SCHOOLS

SCORES	FREQUENCY	PERCENTAGE (%)	CATEGORY
220-229	3	1.67	High (3.34%)
210-219	3	1.67	
200-209	6	3.33	Average (65%)
190-199	29	16.11	
180-189	36	20.00	
170-179	46	25.56	
160-169	27	15.00	Low (31.67%)
150-159	21	11.67	
140-149	8	4.44	
130-139	1	0.56	
Mean= 176.83		S.D = 16.63	

The above table shows overall environment in schools. The mean score obtained is 176.83 and the S.D. IS 16.63.

This reflects that 3.34% of the total students feel that their school climate rates high with respect to the Psycho-social environment i.e. they feel that their school provides for high level of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control 65% feel that their school has an average type of environment while 31.67% feel that their school has a low level of Psycho-social environment.
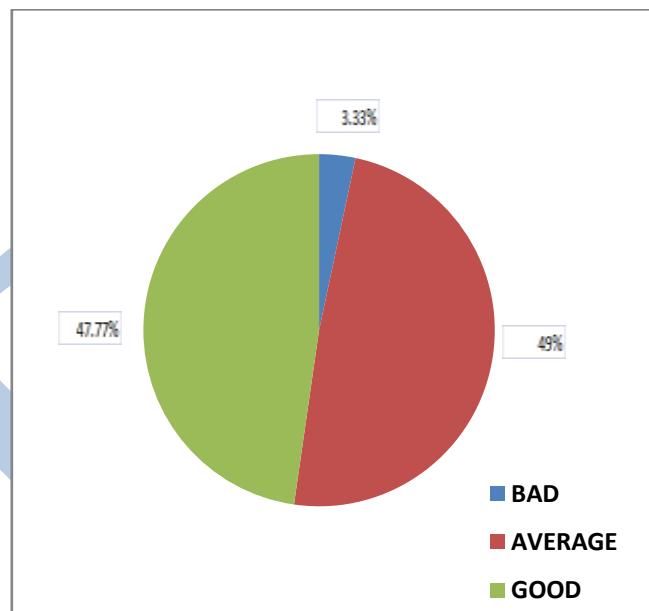
The following figure shows the same:-

ENVIRONMENT IN SCHOOLS

b). Analysis and Interpretation of the Personality Traits (Temperament and Adjustment) with the help of Self-made Personality Inventory

PERSONALITY TRAITS OF 10th CLASS STUDENTS (TEMPERAMENT AND ADJUSTMENT)

SCORES	FREQUENCY	PERCENTAGE (%)	CATEGORY
80-84	2	1.11	
75-79	15	8.33	Good (47.77%)
70-74	69	38.33	
65-69	51	28.33	
60-64	22	12.22	Average (48.88%)
55-59	15	8.33	
50-54	6	3.33	Bad (3.33%)
S.D= 5.93		Mean=	67.97

   The above table shows Personality Traits (Temperament and Adjustment) of 10th class students in schools. The mean score obtained is 67.97 and S.D. is 5.93.

  It is also clear from the table that 47.77% of the students have good personality. Their reactions to emotional situations are consistent and balanced and are better adjusted.48.88% of the students have average personality while 3.33% of them have low personality i.e. they have ill temperaments and are poorly adjusted.

On the whole, it can be concluded that the sample group falls mostly in the average category as far as the personality is concerned.

    Personality Traits of 10th Class Students (Temperament and Adjustment)

(C.)Relationship between School Environment and Personality Traits of students of 10th Class.

CATEGORY	MEAN	S.D	S.E.d	CRITICAL RATIO(t-Value)	LEVELS OF SIGNIFICANCE
School Environment	176.83	16.63	1.32	82.47	At 0.05 and 0.01 levels
Personality Traits	67.97	5.93			

The above table shows that the t- value oR critical ratio between the mean scores of the school environment and personality traits is found to be 82.47 which is higher than the table value 2.58 at point 0.01 level.Therfore,t-value is highly significant at 0.05 and 0.01 levels.

Hence it has been proved that there exit significant effect of the school environment on the personality traits of students.