



IMPACT OF PERSONALITY TRAITS ON ADJUSTMENT AND EDUCATION ASPIRATION OF SECONDARY STUDENTS

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Abstract

All dimensions of environment play important role to provide experiences necessary to generate personality traits, adjustment and varied levels of aspirations including educational aspiration. The educational policies, and various scholastic and co-scholastic activities are performed as accordance with norms and guidelines prescribed by various educational boards both established by central Government such as Central Board of Secondary Education, Delhi and state Governments such as Board of High School and Intermediate Education Uttar Pradesh Allahabad. There are vast differences in practices conducted in the secondary schools affiliated to both scholastic and co-scholastic areas between Central Board of Secondary Education, Delhi and state Governments such as Board of High School and Intermediate Education Uttar Pradesh Allahabad. Present study may be implicated to find correlation between personality traits, adjustment and educational aspiration and therefore create suitable environment at secondary level for appropriate personality development, adjustment and enhancement of aspiration levels to ensure quality education and holistic development of secondary students.

INTRODUCTION:

Human beings are social beings it is therefore they live in socio-cultural systems. These socio-cultural systems have complex tools and mechanisms to generate tendencies, habits, beliefs, stereotypes, sentiments, norms, and values, ideals which in turn play pivotal role to shape personality traits to adjust in any given conditions and determine level of aspiration. Schools are known as miniature of society which possesses all the characteristics

of complex social system bearing an aim to generate desirable changes. In recent times the aim of education is holistic development which can be attained through complete personality development. Personality term is neither easy to define nor to develop since primarily comprising three domains, cognitive, affective and psychomotor. Personality may be defined as the dynamic organization of those psychophysical systems within the individual which determine his unique adjustment to his environment (Allport, 1937). The techno-scientific, economic and educational development have on the one hand made the life easier but on the other hand given rise to complex conditions of competition and rat race which in turn lead to anxiety, loneliness, depression. Such negative personality traits minimize the level of aspiration, lack of achievement motivation and adjustment in certain conditions required as necessary input in present times. Multiple studies have shown that adjustment and level of aspiration are strongly correlated with various measures of individual personality traits. The big Five traits were detailed by the Five Factor model of personality (John & Srivastava, 1999). These Big Five traits were- extraversion, agreeableness, conscientiousness, neuroticism, and openness. These five traits have been related to a wide range of behaviors (Ozer and Benet-Martinez, 2006). Further, these have been found to cause impact on job performance, academic achievement, leadership and well-being (John & Srivastava, 1999; Heckman, et al. 2006; Judge, et.al. 2007, Fairweather, 2012; Singh, 2012). Since this model is not based on theory it has been criticized for being not optimally successful to explain all personality (Block, 1995).

In India secondary education is provided by schools affiliated to some Board established by Central or State Government. For instance, at central level Central Board of Secondary Education in New Delhi affiliates schools from Government, Privately managed both aided and unaided in all states and union territories. It is important to mention since education is a state's subject therefore mostly every state makes effort to create its own board. The Chief Minister of Delhi Mr. Arvind Kejriwal has given vision to establish a separate board for Delhi to look after secondary and senior secondary education since now all the schools whether From Government or privately managed are affiliated to central Board of Secondary education, Delhi. The curriculum, norms, policies, evaluation, vision and ideals of various boards differ despite of common goal to ensure quality education. Further, there persists a great difference between CBSE, Delhi and U.P. Board in various areas which influence personality traits suitably help students to adjust and improve their aspiration levels. It is

therefore present study was carried out to find out impact of personality traits on adjustment and level of aspiration of students.

OBJECTIVES:

Following objectives were determined for the present studies:

1. To compare the personality characteristics, educational aspiration and level of adjustment of secondary school students of CBSE Board and UP Board.
2. To study the relationship among personality characteristics, educational aspiration and adjustment of secondary school students of UP Board.
3. To study the relationship among personality characteristics, educational aspiration and adjustment of secondary school students of CBSE Board.

HYPOTHESES:

Following hypotheses were prepared and tested to find out the significance of differences between personality characteristics educational aspiration and adjustment of secondary school students various Boards:

H1: There is no significant difference between personality characteristics, educational aspiration and adjustment of secondary school students of CBSE and UP Board.

H2: There is a positive correlation among personality characteristics, level of aspiration, and adjustment of secondary school students of U.P. Board.

H3: There is a positive correlation among personality characteristics, level of aspiration, and adjustment of secondary school students of CBSE Board.

RESEARCH METHODOLOGY:

Descriptive survey method of research was used for the present study. In the present study total 600 secondary school students were selected randomly. Out of 600 secondary school students 300 CBSE and 300 UP Board secondary school students were chosen as sample in this study.

TOOL USED:

The data was collected with the help of following standardized tools:

- Personality Inventory (Singh & Singh, 2011)
- Educational Aspiration Scale (Sharma & Gupta, 2011)
- Adjustment Inventory (Sinha & Singh, 2012)

DATA ANALYSIS:

TABLE-1: Significance of Mean Difference between CBSE and UP Board Secondary School Students on Personality Characteristics, Educational Aspiration and Level of Adjustment

S.N.	Dimension	CBSE Board Secondary School Students (N=300)		UP Board Secondary School Students (N=300)		't' Values (df 598)
		Mean	SD	Mean	SD	
1.	Personality Characteristics	27.11	5.61	27.14	5.43	0.05 (NS)
2.	Educational Aspiration	23.58	4.66	25.28	4.63	4.45**
3.	Adjustment	18.80	9.00	19.58	9.13	1.04 (NS)

**Significant at .01 level of Significance

NS: Not Significant

As shown in Table-1, above the personality characteristics of secondary school students studying in both central Board of Secondary education Delhi and Uttar Pradesh Board were almost same. t- test was applied to see the significance of difference between the mean scores of the personality traits of CBSE students and U.P. Board students. It was found that the scores of CBSE students on PI (M= 27.11, SD= 5.61) was almost same then U.P. Board

students ($M=27.14$, $SD= 5.43$). The calculated value of $t = 0.05$ was not found significantly different at .01 level of significance.

The education aspiration of secondary school students studying in central Board of Secondary education Delhi was found lower as compared to secondary students studying in Uttar Pradesh Board. t- test was applied to see the significance of difference between the mean scores of the education aspiration of CBSE students and U.P. Board students. It was found that the scores of CBSE students on Education Aspiration Scale ($M= 23.58$, $SD= 4.66$) was lower then U.P. Board students ($M=25.28$, $SD= 4.63$). The calculated value of $t = 4.45$ was found significantly different at .01 level of significance.

On the adjustment dimension secondary school students studying in both central Board of Secondary education Delhi and Uttar Pradesh Board were almost same. t- test was applied to see the significance of difference between the mean scores of the personality traits of CBSE students and U.P. Board students. It was found that the score of CBSE students on their adjustment ($M= 18.80$, $SD= 9.0$) was almost same then U.P. Board students ($M= 19.58$, $SD= 9.13$). The calculated value of $t = 1.04$ was not found significantly different at .01 level of significance.

TABLE-2: Coefficient of Correlation among Personality Characteristics, Educational Aspiration and Level of Adjustment of CBSE Board Secondary School Students

	Educational Aspiration	Adjustment
Personality Characteristics	.45**	.005

***Significant at .01 level of Significance*

Table-2 depicts that the personality traits of CBSE Board secondary students were found to have low positive correlation with Educational Aspiration whereas almost zero correlation with dimension of Adjustment. The coefficient of correlation of personality traits was calculated and there values were found as (.45) and (.005) with Educational Aspiration and Adjustment respectively.

TABLE-3: Coefficient of Correlation among Personality Characteristics, Educational Aspiration and Level of Adjustment of UP Board Secondary School Students

	Educational Aspiration	Adjustment
Personality Characteristics	0 .37**	.14*

**Significant at .01 level of Significance

*Significant at .05 level of Significance

Personality traits of U.P. Board secondary students were found to have low positive correlation with both Educational Aspiration and dimension of Adjustment. The correlation was found to be higher between Personality characteristics and Educational Aspiration as compared to Adjustment. The coefficient of correlation of personality traits was calculated and there values were found as (.37) and (.14) with Educational Aspiration and Adjustment respectively.

DISCUSSION AND EDUCATIONAL IMPLICATION:

Present study was conducted to find out impact of personality characteristics on Educational aspiration and adjustment in secondary school students of Central Board of Secondary Education Delhi and U.P. Board. The results of the study indicate that personality characteristics of students belonging to both boards were same. Further, it was revealed that the educational aspiration of students studying in secondary classes of schools affiliated to Uttar Pradesh Board are higher as compared to students studying in schools affiliated to CBSE, Delhi. It may perhaps be due to the reasons that the boards of education differ in respect of their structure focus, style of management, infrastructure and academic support system to a great extent from each other (Kumar, 2015). All the scholars have reached to a common agreement that the quality of output in educational systems in turn depends upon quality of input. It is important to point out that Central Board of Secondary Education Delhi emphasizes on continuous and comprehensive evaluation of students and frames the conditions for application of innovative technological devices and strategies for curriculum

transactions as compared to U.P. board. The reason for students to be more stressed in U.P. Board as compared C.B.S.E. are such as security of job, habit of slackness, neutral attitude of teachers towards students, less accountability and poor infrastructure. On the other hand the C.B.S.E. provides competitive curriculum, good infrastructure and healthy environment (Kumar, 2015). This might gain a ground to enhance anxiety on one hand and rise in levels of all sorts of aspirations on the other, especially educational aspiration. Further, in Central Board of Secondary Education, Delhi the students from upper strata of society take admission whereas in U.P. Board students from every sort of socio-cultural and economic background perform their studies which itself becomes the reason of their higher educational aspiration since the truthful belief that education may play a powerful role to get rid of these deprived conditions gives life-water to their careers. It is therefore results of present study may be implicated to suitably nurture and grow the educational aspiration, adjustment and generation of personality traits through framing appropriate educational policies, programmes and practices to inculcate favourable attitudes, aptitudes, beliefs and competencies.

The results of the present study further reveals that, the secondary students of both the board showed the similar levels in dimension of adjustment. Personality characteristics were found to be moderately correlated with educational aspiration and adjustment in U.P board students. In CBSE secondary students the personality characteristics showed low positive correlation with educational aspiration whereas almost negligible with adjustment. To attain the goals of Education for All (1989) and programmes like SSA (2010) and RMSA(2013) the favourable adjustment mechanisms and education aspiration levels are needed in secondary level students. Studies across the globe provide evidence that personality traits cause significant impact on various areas including adjustment and educational aspiration and varied other levels of aspirations. Therefore curriculum and for its favourable transaction appropriate conditions ensured by board in affiliated schools at secondary level plays important role. Curriculum Revising Committee (CRC) has to cater to the needs of the underprivileged groups too. 25 percent of opportunities have to be reserved for the weaker and marginalized sections. Therefore, it becomes a challenge and an opportunity to the educational boards and the ministry of HR to undertake new reforms and even pattern of education. Finally curriculum has to aim at the development of head, heart, and hand (Jacob, 2013). The examinations conducted by central Board of secondary Education, Delhi can be accredited at higher grades as compared to U.P. Board. Result are also declared on time, corrections are

done very systematically and efficiently. CBSE is technologically sound and results are available on line to all school wise and students wise separately. Without any disorderliness the certificates of students are sent to the respective schools on time. The question papers are objective centered where one word one sentence questions are given priority as compared to U.P. Board. The CBSE curriculum helps students to prepare for competitive entrance exams at the all-India level like IIT-JEE, AIEEE and AIPMT . If a child has completed his school with CBSE syllabus, it becomes very simple for him to adjust to the format of these exams as they are completely objective type. Also, UPSC exams conducted for civil services follow the same pattern (Jacob, 2013). The study conducted by Rajshree and Kumar (2013) reveals that the evaluation system lays an effect over the students on the level of examination stress. The numerical marking system (traditional system) has a direct effect on the examination stress of the students. It increases the pressure and stress among the students during the exam time, and thus, results into their poor academic achievement, which can further lead to severe consequences and dangerous steps can be taken by the students. Whereas on the contrary the grading system of evaluation puts minimum examination stress, and thus, the students can perform better and yields best results. Since the examination stress is minimal in case of grading system of evaluation, the academic achievement might be higher in the students studying under the grading system. (Rajshree and Kumar, 2013) It is therefore, present study can be implicated to create favourable environmental and cultural conditions to shape desirable personality traits to develop good adjustment conditions and bringing up the educational aspiration for secondary school students. Since both home and school environment contribute in developing personality traits to modify levels of adjustments and aspirations therefore both all stakeholders including parents, teachers and policy makers need to work in synchronization.

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