



## **AN UNDERSTANDING OF PERSONALITY DEVELOPMENT OF SENIOR SECONDARY SCHOOL STUDENTS OF PATNA**

**(Fr.) Ignatius Topno<sup>1</sup>, Ph. D. & Mr. Sushil Kumar Singh<sup>2</sup>**

<sup>1</sup>Principal, Loyola College of Education, Jamshedpur, Jharkhand, India

<sup>2</sup>Asst. Prof. St. Xavier's College of Education, Patna, Bihar, India

### **Abstract**

*The objectives of the study were to enquire the understanding of Personality Development of Senior Secondary School Students. The investigator has proposed to adapt Survey Method for the present study. The population selected for the study is senior secondary school students of Patna. For this study, 300 samples of senior secondary school students were randomly chosen from five government and non- government schools of Patna district. The investigator has used Self constructed and validated Personality Test (2014) tool. Statistical techniques used are mean, standard deviation and t- test. The findings of the study show that there is a significant difference between the mean score of senior secondary school students in their understanding of personality on the basis of habitation.*

**Keywords:** Understanding, Personality Development, Secondary school.



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## **I. INTRODUCTION**

Education is the process of bringing desirable changes in the behavior of human beings. It can also be defined as the process of imparting and acquiring knowledge and habits through instructions or studies. Education comprises transmittance, study and reflection, discussion and demonstration. Education is as old as human race. It is a never ending process of inner growth and development. Its period stretches from cradle to the grave. Education helps human beings to increase and develop their thinking and reasoning, problem solving and creativity, intelligence and aptitude, sentiments and skills, good values and attitude. Human being learns something or the other every day and every moment. His/her entire life is education. Hence, Education is an activity or a process, which transforms the behavior of a person from instinctive behavior to human behavior.

An individual's personality is an aggregate conglomeration of the decisions they have made throughout their life and the memory of the experiences to which these decisions led. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. According to process of socialization, "personality also colors our values, beliefs, and expectations ... Hereditary factors that contribute to personality development do

so as a result of interactions with the particular social environment in which people live." According to **Woodworth** (1938)—Personality is the total quality of an individual's behavior as it is revealed in his characteristic, habits of thought and expression, his attitudes and interests, his manner of acting and his personal philosophy of life. Deep within lies in every individual a powerful urge to grow up and blossom out as a person – to be distinguished from the sub-human species. The quest for everyone is to become a person as Carl Rogers says and develop one's personality.

## II. SIGNIFICANCE OF THE STUDY

Personality Development is a tool through which one can bring out his/her capabilities and his/her strengths making oneself aware of his/her inner self and become more confident to face the outside world. As far as students are concerned, effective use of technology can help the students to face and meet the challenges of the outside world more effectively and efficiently. Personality involves good communication skills, confidence, proper body language and etiquette's. The overall personality of students in terms of communication skills, presentation skills and developed leadership, negotiation and self studying skills while teaching them how to manage time.

## III. STATEMENT OF THE PROBLEM

An Understanding of Personality Development of Senior Secondary School Students of Patna

### OPERATIONAL DEFINITIONS

**Understanding** : the power of comprehending; especially :the capacity to apprehend general relations of particulars.

**Personality**: It is the dynamic organization within the individual of those psychological systems that determine his characteristic behavior and thoughts.

**Development** : It is related to the overall changes, structural as well as functional, in all aspect of one's personality namely, physical, mental, emotional, social and moral taking place continuously right from conception till death.

**Personality Development**- Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive.

**Senior Secondary School** - In the Indian context Senior Secondary school means class 11<sup>th</sup> and class 12<sup>th</sup>.

**Students**- A learner who attends a school.

#### **IV. OBJECTIVES OF THE STUDY**

1. To find whether there is significant difference the mean score of Senior Secondary School students in their personality development on the basis of gender.
2. To find whether there is significant difference the mean score of Senior Secondary School students in their personality development on the bases of standard.
3. To find whether there is significant difference the Senior Secondary School students in their personality development on the bases of area of habitation.
4. To find whether there is significant difference in the mean score of Senior Secondary School students in their personality development on the basis of type of school.
- 5 To find whether there is significant difference the mean score of Senior Secondary School students in their personality development on the basis of medium of instructions.
- 6 To find whether there is significant difference the mean score of Senior Secondary School students in their personality development on the basis of nature of family.
- 7 To find whether there is significant difference in the mean score of Senior Secondary School students in their personality development on the basis of type of school.

#### **V. TOOL USED**

Self constructed and validated tool on Personality Test ( 2014)

#### **VI. METHOD USED**

The investigator method adopted for the present study is the survey method for the present study.

#### **VII. POPULATION FOR THE STUDY**

For the present study, the population selected as Senior Secondary School Students of Patna Patna city district of Bihar State.

#### **VIII. SAMPLE**

There were 200 students Patna Educational District of Bihar State.

#### **IX. STATISTICAL TECHNIQUES USED**

1. Mean
2. Standard Deviation
3. t-ratio

#### **X. DELIMITATIONS OF THE STUDY**

1. The researcher has taken the sample from the state of Bihar.
2. The researcher has taken 200 samples.

3. The researcher has taken Secondary school students of Bihar state for the study.
4. Most of the samples are from Patna schools situated at urban from the state of Bihar.

**XI. NULL HYPOTHESIS**

1. There is no significant difference between the mean score of Senior Secondary School students’ personality development on the basis of gender.
2. There is no significant difference between the mean score of Senior Secondary School students’ personality development on the bases of standard.
3. There is no significant difference between the Senior Secondary School students in their personality development on the bases of area of habitation.
4. There is no significant difference between the mean score of Senior Secondary School students’ personality development on the basis of type of school.
5. There is no significant difference between the mean score of Senior Secondary School students’ personality development on the basis of medium of instructions.
6. There is no significant difference between the mean score of Senior Secondary School students personality development on the basis of type of school.
7. There is no significant difference between the mean score of Senior Secondary School students, personality development on the basis of nature of family.

**XII.1 Null Hypothesis 1**

There is no significant difference between the mean score of Senior Secondary School students’ personality development on the basis of gender.

**Table – I**

Gender	No. of Students	Mean	SD	t- ratio	Level of Significance
Male	120	128.03	15.258	0.697	NS
Female	180	129.14	12.430		

(At 5% level of significance, the table value of ‘t’ is 1.96)

It is inferred from the above table that there is no significant difference between the mean score of Senior Secondary School students’ personality development on the basis of gender.

**2 Null Hypothesis 2**

There is no significant difference between the mean score of Senior Secondary School students’ personality development on the bases of standard.

**Table - II**

Standard	No. of Students	Mean	SD	t- ratio	Level of Significance
11th	130	129.21	13.236	0.568	NS
12th	170	128.31	13.930		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the mean score of Senior Secondary School students' personality development on the bases of standard.

### **XII.3 Null Hypothesis 3**

There is no significant difference between the Senior Secondary School students' personality development on the bases of area of habitation.

**Table - III**

Area	No. of Students	Mean	SD	t- ratio	Level of Significance
Rural	120	126.41	15.370	2.395	S
Urban	180	130.22	12.119		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between the Senior Secondary School students' personality development on the bases of area of habitation.

### **XII.4 Null Hypothesis 4**

There is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of type of school.

**Table - IV**

Institution	No. of Students	Mean	SD	t- ratio	Level of Significance
<b>Private</b>	170	129.07	14.420	0.543	NS
<b>Government</b>	130	128.21	12.53		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of type of school.

### **XII.5 Null Hypothesis 5**

There is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of medium of instructions.

**Table - V**

Medium	No. of Students	Mean	SD	t- ratio	Level of Significance
Hindi	130	128.21	12.531	0.543	NS
English	170	129.07	14.420		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of medium of instructions.

### **XII.6 Null Hypothesis 6**

There is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of type of school.

**Table - VI**

Nature of Institution	No. of Students	Mean	SD	t- ratio	Level of Significance
Single	180	129.14	12.430	0.697	NS
Co-education	120	128.03	15.258		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of type school.

### **XII.7 Null Hypothesis 7**

There is no significant difference between the mean score of Senior Secondary School students' personality development on the basis of type of family.

**Table - VII**

Type of Family	No. of Students	Mean	SD	t- ratio	Level of Significance
Nuclear	174	128.56	12.551	0.208	NS
Joint	126	128.89	15.017		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the mean score of Senior Secondary School students' personality development basis of type of family.

## **XII. CONCLUSION**

Personality is the total quality of an individual's behavior as it is revealed in his characteristic, habits of thought and expression, his attitudes and interests, his manner of

acting and his personal philosophy of life. Deep within lies in every individual a powerful urge to grow up and blossom out as a person – to be distinguished from the sub-human species. The overall personality of students in terms of communication skills, presentation skills and developed leadership, negotiation and self studying skills while teaching them how to manage time.

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