Effects of Different School Environment on Personality Development of Rural Girls Students in Ratlam District, India

Barkha Sharma* and Jagdish Patidar

Krishi Vigyan Kendre Jaore, SRF Nicra Project Krishi Vigyan Kendre Jaore, India

*Corresponding author

A B S T R A C T

The study was designed to find out the effect of school environment on personality development of 6-12 class girls student in different school. The objectives of study were to find out the effect of different aspect on personality development such as superiority complex, inferiority complex, adventure ness and self confidence among government and navodaya school girls students. A sample of 154 students was selected randomly from two schools. The study was designed to measure four personality development. The data were analyzed by using t-test. On the basis of data analysis, it was found that school environment have significant effect on selected personality traits.

Introduction

Education a woman can be likened to educating the whole family because of the role they play in families. Women education plays a key role in the social and economic development of the country. Educating a woman uplifts her life as well as the quality of her life and her entire family. It is a fact that any educated woman will definitely support the education of her children especially a girl child and provide a better guidance to her children. An educated woman will easily imbibe an independent and progressive outlook in her children. More importantly, an educated woman in a society like India will assist in reducing the infant mortality rate and control the blossoming of the population (Praveen, 2014).

The personality of a child depends upon several factors including family composition, home environment, socialization, childhood experiences, education, socio-economic status, parents' occupations etc. Family influences on personality development are highly significant as parent child relationship, parenting, emotional climate of home; size and type of family determine the process of development during childhood years. (Hurlock, 1998; Wolman, 2000)

The school is considered to be the second after home because of its influence it the

development of children's personality. The school is the chief continuing and supplementing institution in which children develop sound mental health and good personality.

The school is charged with providing experience to develop the total individual through self-realization, human relationship, economic efficiency and civic responsibilities.

Objective

To compare the personality development level of navodaya and government school girls students.

There will be no significant difference between the level of personality development among girls of classes (6-7) of navodaya school and government school students.

There will be no significant difference between the level of personality development among girls of middle classes (8-10) of navodaya school and government school students.

There will be no significant difference between the level of personality development among girls of higher classes (11-12) of navodaya school and government school students.

Sample

Adolescent girls between the age group of 11-17 years were served as the sample for the present study. The total sample for the present study consisted of 154 students, 77 from navodaya school and 77 from government school. For this purpose will be selected student from class 6th to 12th standard will be selected 22 students from each class. Example 11 government school and 11 navodaya school making a total of 22 students each class.

Tool used

The tools for the present study were selected in a manner to achieve optimum level of confidence by the investigator for the accomplishment of the objectives of the study. The investigator selected the following tools to collect the relevant data.

Personality inventory was used to study personality traits of the adolescents -viz-superiority complex, inferiority complex, adventure ness and self-confidence. Personality inventory was designed by Dr. (Smt.) A. Pandey.

Statistical treatment

The data collected were tabulated, coded, edited and analyzed to arrive at result and conclusions. As proper use of statistical techniques helps in analyzing and interpreting data in a better way. For the statistical analysis Mean, S.D and t-test was used for fulfilling the objectives of the present study.

Results and Discussion

Table no 1 showing that the mean of government school girls highest in superiority complex in comparison to navodaya school girls. The finding supported with the finding of Mayuri (2001) that in general on most of the personality measures, the adolescents scored poorly. Girls were placed high on competition, maturity, self-control, whereas boys scored more on guilt proneness. The result of girls of navodaya and government school is not significant because both are coming from the rural environment as new commers.

Table no 2 showing that the mean of navodaya school girls highest in Self Confidence in comparison to government school girls. The finding supported with the finding of Khadijeh

Abolmaali *et al.,* (2014) that the direct effects of personality characteristics and psycho-social climate of the classroom on academic achievement were not significant. Girls of navodaya and government school is significant because the educational environment of navodaya school is batter in respect to government school.

Table no 3showing that the mean of government school girls highest in Self Confidence in comparison to navodaya school girls. The finding supported with the finding of Khadijeh Abolmaali *et al.,* (2014) that the direct effects of personality characteristics and psycho-social climate of the classroom on academic achievement were not significant.

Table no 4 showing that the mean of navodaya school girls highest in Self Confidence in comparison to government school girls. The finding supported with the finding of Gihar Sandhya *et al.,* (2013) to find out correlation among personality characteristics, level of aspiration, adjustment and scholastics achievement in regard to secondary school students. Girls of navodaya and government school are significant because the teachers are well trained and pay more attention in teaching.

Table.1 Showing Significance of mean difference between 6th class girl's students of navodaya school and government school on personality development test

Personality development	Girls students	Mean	S.D	t-value
Superiority Complex	Govt.sc	22.90	3.41	3.81*
	Navo.sc	17.72	2.93	
Inferiority Complex	Govt.sc	22.18	2.40	4.32*
	Navo.sc	17.00	3.16	
Adventureness	Govt.sc	18.00	3.09	1.17
	Navo.sc	20.09	5.02	
Self Confidence	Govt.sc	22.72	2.10	0.58
	Navo.sc	21.81	4.66	

*P> 0.01
**P> 0.05

Table.2 Showing Significance of mean difference between 7th class girl's students of navodaya school and government school on personality development test:

Personality development	Girls students	Mean	S.D	t- value
Superiority Complex	Govt.sc	21.54	3.26	2.52**
	Navo.sc	17.18	4.70	
Inferiority Complex	Govt.sc	17.81	4.53	1.67
	Navo.sc	14.00	6.03	
Adventureness	Govt.sc	21.27	4.00	2.47**
	Navo.sc	26.00	4.91	
Self Confidence	Govt.sc	20.45	3.58	4.50*
	Navo.sc	27.00	3.22	

*P> 0.01
**P> 0.05

Table.3 Showing Significance of mean difference between 8th class girl's students of navodaya school and government school on personality development test

Personality development	Girls students	Mean	S.D	t- value
Superiority Complex	Govt.sc	21.27	4.22	1.47
	Navo.sc	19.00	2.86	
Inferiority Complex	Govt.sc	16.45	4.61	0.15
	Navo.sc	16.18	3.84	
Adventureness	Govt.sc	22.09	5.82	0.75
	Navo.sc	23.63	3.52	
Self Confidence	Govt.sc	24.72	5.36	0.34
	Navo.sc	24.00	4.42	

*P> 0.01; **P> 0.05

Table.4 Showing Significance of mean difference between 9th class girl's students of navodaya school and government school on personality development test

Personality development	Girls students	Mean	S.D	t- value
Superiority Complex	Govt.sc	21.36	2.83	4.35*
	Navo.sc	15.27	3.66	
Inferiority Complex	Govt.sc	15.00	1.48	0.05
	Navo.sc	15.09	5.04	
Adventureness	Govt.sc	23.90	4.61	2.59**
	Navo.sc	28.18	2.92	
Self Confidence	Govt.sc	23.45	5.31	2.85*
	Navo.sc	29.18	3.99	

*P> 0.01; **P> 0.05

Table.5 Showing Significance of mean difference between 10th class girl's students of navodaya school and government school on personality development test

| Personality development	Girls students	Mean	S.D	t- value
Superiority Complex	Govt.sc	21.27	3.03	3.10*
	Navo.sc	17.27	3.00	
Inferiority Complex	Govt.sc	15.36	3.98	0.14
	Navo.sc	15.63	4.69	
Adventureness	Govt.sc	25.09	5.08	0.44
	Navo.sc	26.09	5.41	
Self Confidence	Govt.sc	25.63	4.38	0.66
	Navo.sc	24.27	5.21	

*P> 0.01; **P> 0.05

Table.6 Showing Significance of mean difference between 11th class girl's students of navodaya school and government school on personality development test

Personality development	Girls students	Mean	S.D	t- value
Superiority Complex	Govt.sc	19.54	4.05	1.27
	Navo.sc	17.18	4.64	
Inferiority Complex	Govt.sc	19.90	5.53	2.13**
	Navo.sc	15.00	5.23	
Adventureness	Govt.sc	20.00	5.19	2.79**
	Navo.sc	27.63	7.41	
Self Confidence	Govt.sc	22.09	6.05	1.06
	Navo.sc	25.36	8.24	

*P> 0.01; **P> 0.05

Table.7 Showing Significance of mean difference between 12th class girl's students of navodaya school and government school on personality development test

Personality development	Girls students	Mean	S.D	t- value
Superiority Complex	Govt.sc	18.72	5.93	0.32
	Navo.sc	18.09	2.58	
Inferiority Complex	Govt.sc	17.00	4.85	2.88*
	Navo.sc	11.27	4.42	
Adventureness	Govt.sc	21.72	3.52	3.42*
	Navo.sc	29.63	6.80	
Self Confidence	Govt.sc	24.90	3.14	2.67**
	Navo.sc	29.72	5.08	

*P> 0.01; **P> 0.05

Fig.1 Showing the design of the study-distribution of subjects in different groups
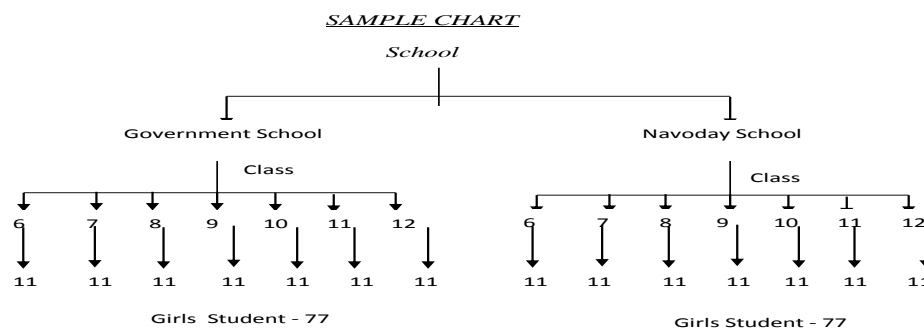
Sample at a Glance; Total – 154

Table no 5 showing that the mean of navodaya school girls highest in Adventureness in comparison to government school girls. The finding supported with the finding of Chowdhury Mohammed (2006) all personality traits except extraversion positively and significantly predicted students' overall grade.

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Table no 6 showing that the mean of navodaya school girls highest in Adventureness in comparison to government school girls. The finding supported with the finding of Mayuri (2001) that in general on most of the personality measures, the adolescents scored poorly. Girls were placed high on competition, maturity, self-control, whereas boys scored more on guilt proneness. Girls of navodaya and government school are significant because they get coaching from the teachers of navodaya school.

Table 7 showing that the mean of navodaya school girls highest in Self Confidence in comparison to government school girls. The finding supported with the finding of Chowdhury Mohammed (2006) all personality traits except extraversion positively and significantly predicted students' overall grade. Girls of navodaya and government school is significant because they get leave twenty four hour educational environment.

Based on the analysis of data the investigators concluded that girls of navodaya school and government school students show significant difference on the personality development. School atmosphere also contributes a lot in the development of the personality of a child. The personality characteristics of the teachers, headmaster, class mates, the teaching method, the values and ideals maintained by the institution and the general atmosphere of the class room and school – all influence the personality development of the students.

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