

## Personality Development of High School Students

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### **Abstract**

*The study has investigated the personality development of the high school students in three districts viz., Tirunelveli, Tuticorin and Kanyakumari. The sample consists of 900 ninth standard students. The investigator has adopted the survey method. Personality Development inventory developed and validated by Kaliappan and Karthikeyan (1997). Percentage Analysis, 't' test, ANOVA and Chi-square were employed for analyzing the data. Major findings were :(i) the level of Personality development dimensions were moderate(ii) there was significant difference between Tamil and English medium students in their communication skills, emotional adjustment, self-awareness, Interpersonal relationship and stress coping ability.:(iii) there was significant difference among government, aided and unaided school students in their emotional adjustment, self-awareness, leadership skills and self-confidence.:(iv) there was no significant association between father's educational qualification of high school students and their communication skills, social concern, emotional adjustment, assertiveness, value system and culture, self-awareness, leadership skills, self-confidence, interpersonal relationship, stress coping ability.*

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## **Introduction**

“Education is the process in which and by which the knowledge, character and behaviour of the young are shaped and molded”-Drever, (1992) .Education develops the personality of an individual. In enduring attribute or quality manifested by a person in a variety of situations is known a trait. Personality is defined as the enduring personal characteristics of individuals. From the view point of psychology, personality is defined as the sum total of the physical, mental, emotional and social characteristics of an individual or the organized pattern of behavioural characteristics of the individual. According to Allport (1961)”personality is a dynamic organization with the individual of those psycho-physical systems that determine his unique adjustment to his environment”.

## **Significance of the Study**

Personality Development quintessentially means enhancing and grooming one’s outer and inner self to bring about a positive change to one’s life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one’s confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace. The whole process of this development takes place over a period of time. Even though there are many crash courses in personality development that are made available to people of all age groups, implementing this to one’s routine and bringing about a positive change in oneself takes a considerable amount of time. It is not necessary to join a personality development course; one can take a few tips and develop his or her own aura or charm. Personality of an individual is not only appearance or outward behavior. It reflects the life skills and consistent behavioral patterns one has imbibed through the experiences of life. Education plays a wide role in personality development. Education produces a well-balanced person, culturally refined, emotionally stable, ethically upright, mentally alert, physical strong, vocationally self-sufficient persons. Personality development is a life-long education. This study is an effort on the part of the investigator to find out the personality development of the high school students in three districts namely Tirunelveli, Tuticorin and Kanyakumari.

## **Objectives of the Study**

1. To find out the level of Personality Development of the high school students.
2. To find out whether there is any significant difference between Tamil and English medium high school students in their personality development.

3. To find out whether there is any significant difference among (i) Government, Aided and unaided high school students in their personality development.
4. To find out whether there is any significant association between father's education of high school students and their personality development.

#### **Hypothesis of the Study**

1. There is no significant difference between Tamil and English medium high school students in their personality development.
2. There is no significant difference among (i) Government, Aided and unaided high school students in their personality development.
3. There is no significant association between fathers education of high school students and their personality development.

#### **Methodology**

The investigator had adopted survey method for studying the problem. The areas for selected for this study is Tirunelveli, Tuticorin and Kanyakumari districts.

#### **Population**

All the ninth standard students studying in high /higher secondary schools in Tirunelveli, Tuticorin and Kanyakumari districts.

#### **Sample**

The investigator used stratified random sampling technique for the sample 900 IX standard students from the selected districts. The stratification was done in terms of medium of Instruction, type of school and father's education of the IX standard students.

#### **Tools and Statistics used**

The investigator adapted the emotional intelligence inventory by Kaliappan and Karthikeyan (1997)

The statistical techniques used to analyse the data were percentage analysis, 't' test, ANOVA and Chi-square test.

**TABLE-1**  
**Level of Personality Development of High School Students**

Personality development	Low		Moderate		High	
	N	%	N	%	N	%
Communication skills	133	14.8	649	72.1	118	13.1
Social concern	119	13.2	624	69.4	157	17.4
Emotional adjustment	132	14.7	663	73.6	105	11.7
Assertiveness	143	15.9	642	71.3	115	12.8
Value system and culture	129	14.3	613	68.1	158	17.6
Self-awareness	112	12.4	680	75.6	108	12.0
Leadership skills	139	15.4	634	70.4	127	14.2
Self-confidence	127	14.1	661	73.5	112	12.4
Interpersonal relationship	134	14.9	657	73.0	109	12.1
Stress coping ability	167	18.6	586	65.1	147	16.3

It is inferred from the above table that 14.8% of high school students have low, 72.1% of them have moderate and 13.1% of them have high level of communication skills. 13.2% of high school students have low, 69.4% of them have moderate and 17.4% of them have high level of social concern. 14.7% of high school students have low, 73.6% of them have moderate and 11.7% of them have high level of emotional adjustment. 15.9% of high school students have low, 71.3% of them have moderate and 12.8% of them have high level of assertiveness. 14.3% of high school students have low, 68.1% of them have moderate and 17.6% of them have high level of value system and culture. 12.4% of high school students have low, 75.6% of them have moderate and 12.0% of them have high level of self-awareness. 15.4% of high school students have low, 70.4% of them have moderate and 14.2% of them have high level of leadership skills. 14.1% of high school students have low, 73.5% of them have moderate and 12.4% of them have high level of self-confidence. 14.9% of high school students have low, 73.0% of them have moderate and 12.1% of them have high level of interpersonal relationship. 18.6% of high school students have low, 65.1% of them have moderate and 16.3% of them have high level of stress coping ability.

**TABLE 2**  
**Difference Between Tamil and English Medium Students in**  
**their Personality Development**

Personality Development	Medium	N	Mean	S.D.	Calculated 't' value	Remark at 5% level
Communication skills	Tamil	627	22.68	4.255	2.103	S
	English	273	23.29	3.836		
Social concern	Tamil	627	25.48	4.567	0.365	NS
	English	273	25.37	4.234		
Emotional adjustment	Tamil	627	22.71	4.395	2.833	S
	English	273	23.54	3.893		
Assertiveness	Tamil	627	25.51	4.861	0.244	NS
	English	273	25.59	4.126		
Value system and culture	Tamil	627	21.60	4.386	0.340	NS
	English	273	21.49	4.023		
Self-awareness	Tamil	627	21.91	4.415	2.579	S
	English	273	22.66	3.824		
Leadership skills	Tamil	627	21.87	4.478	1.021	NS
	English	273	22.24	5.246		
Self-confidence	Tamil	627	22.92	4.226	0.057	NS
	English	273	22.93	4.633		
Interpersonal relationship	Tamil	627	25.02	4.994	2.342	S
	English	273	25.78	4.285		
Stress coping ability	Tamil	627	29.02	5.405	3.289	S
	English	273	30.21	4.762		

(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 Tamil and English medium students in their social concern, assertiveness, social system and culture, leadership skills and self-confidence. But there is significant difference between Tamil and English medium students in their communication skills, emotional adjustment, self-awareness, Interpersonal relationship and stress coping ability. While comparing the mean scores of Tamil and English medium students, English (mean=23.29, 23.54, 22.66, 25.78, 30.21) medium students are better than Tamil (mean=22.68, 22.71, 21.91, 25.02, 29.02) medium students in their communication skills, emotional adjustment, self-awareness, Interpersonal relationship and stress coping ability.

**TABLE 3**

**Difference Among government, Aided and Unaided School Students in their Personality Development**

Personality Development	Source of Variance	df (2,897)		Calculated 'F' Value	Remark at 5% level
		Sum of squares	Mean square variance		
Communication skills	Between	2.901	1.450	0.084	NS
	Within	15404.365	17.173		
Social concern	Between	71.661	35.830	1.799	NS
	Within	17861.089	19.912		
Emotional adjustment	Between	117.712	58.856	3.253	S
	Within	16227.004	18.090		
Assertiveness	Between	47.714	23.857	1.104	NS
	Within	19378.351	21.604		
Value system and culture	Between	73.977	36.988	2.026	NS
	Within	16375.155	18.255		
Self-awareness	Between	135.154	67.577	3.753	S
	Within	16151.036	18.006		
Leadership skills	Between	297.037	148.518	6.740	S
	Within	19765.562	22.035		
Self-confidence	Between	157.843	78.922	4.198	S
	Within	16861.555	18.798		
Interpersonal relationship	Between	11.983	5.991	0.260	NS
	Within	20708.767	23.087		
Stress coping ability	Between	103.141	51.571	1.879	NS
	Within	24620.899	27.448		

**(At 5% level of significance, for (2, 897) df the table value of 'F' is 3.00)**

It is inferred from the above table that there is no significant difference among government, aided and unaided institution school students in their communication skills, social concern, assertiveness, value system and culture, interpersonal relationship and stress coping ability. But there is significant difference among government, aided and unaided school students in their emotional adjustment, self-awareness, leadership skills and self-confidence. While comparing the mean score of government (mean=22.42), aided (mean=23.18) and unaided (mean=23.31) school students, unaided institution students are better than government and aided school students in their emotional adjustment. While comparing the mean score of government (mean=21.55), aided (mean=22.39) and unaided (mean=22.41) institution high school students, unaided institution students are better than government and aided institution students in their self-awareness. While comparing the mean score of government (mean=21.27), unaided (mean=21.40) and aided (mean=22.47) school students, aided school students are better than government and unaided institution students in their leadership skills. While comparing the mean score of government

(mean=22.39), unaided (mean=22.56) and aided (mean=23.28) school students, aided institution students are better than government and unaided school students in their self-confidence.

**TABLE 4**  
**Association Between Father's Educational Qualification of High School Students and their Personality Development**

Personality Development	Degrees of freedom	Calculated $\chi^2$ value	Remark at 5% level
Communication skills	6	2.435	NS
Social concern		5.564	NS
Emotional adjustment		4.216	NS
Assertiveness		8.344	NS
Value system and culture		3.066	NS
Self-awareness		5.975	NS
Leadership skills		12.331	NS
Self-confidence		8.401	NS
Interpersonal relationship		10.333	NS
Stress coping ability		6.475	NS

(At 5 % level of significance for 6 df, the table value of ' $\chi^2$ ' is 12.592)

It is inferred from the above table that there is no significant association between father's educational qualification of high school students and their communication skills, social concern, emotional adjustment, assertiveness, value system and culture, self-awareness, leadership skills, self-confidence, interpersonal relationship, stress coping ability.

### **Findings of the Study**

1. 13.1% of them have high level of communication skills, 17.4% of them have high level of social concern, 11.7% of them have high level of emotional adjustment, 12.8% of them have high level of assertiveness, 17.6% of them have high level of value system and culture, 12.0% of them have high level of self-awareness, 14.2% of them have high level of leadership skills. 12.4% of them have high level of self-confidence, 12.1% of them have high level of interpersonal relationship and 16.3% of them have high level of stress coping ability.
2. English medium students were better than Tamil medium students in their communication skills, emotional adjustment, self-awareness, Interpersonal relationship and stress coping ability.
3. Unaided institution students were better than government and aided institution students in their emotional adjustment, self-awareness. Aided institution students are better than government and unaided institution students in their leadership skills and

self-confidence.

4. There was no significant association between father's educational qualification of high school students and their communication skills, social concern, emotional adjustment, assertiveness, value system and culture, self-awareness, leadership skills, self-confidence, interpersonal relationship, stress coping ability.

### **Conclusion**

Personality development is the relatively enduring pattern of thoughts, feelings, and behaviors that distinguish individuals from one another. The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan. Personality development grooms an individual and helps him make a mark of his/her own. It also goes a long way in reducing stress and conflicts. It encourages individuals to look at the brighter sides of life and face even the worst situations with a smile. Personality development helps one to develop a positive attitude in life. An individual with a negative attitude finds a problem in every situation. Rather than cribbing and criticizing people around, analyzing the whole situation and try to finding an appropriate solution for the same helps deal with situations in a better way. It helps an individual to gain confidence and high self esteem. It is also is said to have a positive impact on one's communication skills and the way he sees the world. Individuals tend to develop a positive attitude as a result of personality development.

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