

Personality of Girls Studying in Primary Schools

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Abstract: Education has definitely positive impact on personality of students. Universalization of elementary education envisages that eligible children, especially in the age group of 6-14 are in the school and acquire the required qualitative and viable competencies. The 'National Programme for Education of Girls at Elementary Level (NPEGEL)' as a component of the scheme of SarvaShikshaAbhiyan (SSA). This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". One of the objective of the objective of this program me is to gear educational system to play a positive interventionist role to enhance self esteem and self confidence of women and girls; build a positive image of women by recognising their contribution to the society, policy and the economy. In the present study 750 primary children of Andhra, Rayalaseema and Telangana were administered MAP series child form and the results were discussed in this paper.

Keywords: Personality, NPEGEL, Non NPEGEL

1. Introduction

India has made remarkable progress since independence in various aspects of girls' education like greater access to and enrolment in schools, decline in drop out rates and in the number of out of school girls, greater transition to upper primary level and special help provided to disadvantaged sections of the society. We have also in place the constitutional and policy framework enshrining the vision of girls' education that enabled the Government to design different strategies, interventions, schemes and programmes with specific objectives that impinge on girls' education.

SarvaShikshaAbhiyan

Foremost among these, is the programme for the Universalisation of Elementary Education (UEE), called SarvaShikshaAbhiyan (SSA), launched at the turn of the century (2001). This national flagship programme has a clear focus on bridging and eliminating gender differences in enrolment, retention and quality of learning.

NPEGEL Scheme

The NPEGEL scheme is meant for the educationally backward blocks (EBB) where both girls who are in 'in' and 'out' of school, are targeted. The out of school girls include never enrolled and drop out girls. In the case of girls in elementary school, the thrust is on girls with low attendance rates and girls with low levels of achievement. Ensuring a positive self image and to eliminate gender bias in the classroom is also in the design of the scheme. One of objective and focus of NPEGEL isto gear the entire education system to play a positive interventionist role to enhance self esteem and self confidence of women and girls; build a positive image of women by recognising their contribution to the society, polity and the economy

Anuja Sharma (2012) conducted a study on effect of school environment on personality traits of class 10 students. The study concludes that environment consisting of physical, intellectual, social, moral, economic, political and cultural forces do exert their influence in moulding the personality and behavior of the child. The present study was taken up to assess the personality of girl children attending Primary schools both NPEGEL and Non NPEGEL schools.

2. Methodology

To study the personality of primary children, 750 children were selected from Andhra, Rayalaseems and Telangana and MAP series child form was administered to them. There are total 20 dimensions in the series but for the present study only 10 dimensions were selected and the results are given below. **The 10 personality dimensions selected for the present study inChildren are as follows:**

- **Adaptability:** Accommodating, accepts and adjusts to situations easily.
- **Academic performance:** Ambitious, overtly interested in position and realistic involvement in school life.
- **Boldness:** Socially bold, adventurous, responsible and friendly.
- **Curiosity:** Explorative, impatient, sensitive to minute details.
- **Enthusiasm:** Cheerful, talkative, expressive and frank.
- **General ability:** Intelligent, high abstract thinking, sensitive to minute details.
- **Individualism:** Loner, likes to internally restrained, avoids group action.
- **Independence:** Calm and stable controlled assertive.
- **Leadership:** Controls, directs and initiates actions for a group, power to influence others.
- **Maturity:** Realistic about life and emotionally stable.

Table 1: Details on personality dimensions of the girls in primary schools

S. No	Dimensions	Andhra region				Rayalaseema				Telangana			
		NPEGEL (N=120)		NON-NPEGEL (N=60)		NPEGEL (N=120)		NON-NPEGEL (N=120)		NPEGEL (N=150)		NON-NPEGEL (N=180)	
		no	%	No	%	no	%	no	%	no	%	no	%
1	Adaptability												
	LOW	20	17%	20	33%	35	29%	60	50%	50	33%	80	44%
	AVERAGE	40	33%	20	33%	65	54%	35	29%	68	45%	50	28%
	HIGH	60	50%	20	33%	20	17%	25	21%	32	21%	50	28%
2	Academic performance												
	LOW	40	33%	40	66%	70	58%	50	42%	73	48%	90	50%
	AVERAGE	70	58%	10	16%	30	25%	40	33%	47	31%	60	33%
	HIGH	10	8%	10	16%	20	17%	30	25%	30	20%	30	17%
3	Boldness												
	LOW	30	25%	35	58%	20	17%	25	21%	18	12%	50	28%
	AVERAGE	30	25%	15	25%	30	25%	65	54%	42	28%	80	44%
	HIGH	60	50%	10	16%	70	58%	30	25%	90	60%	50	28%
4	Creativity												
	LOW	25	21%	15	25%	15	12%	40	33%	25	17%	40	22%
	AVERAGE	65	54%	30	50%	70	58%	60	50%	75	50%	100	56%
	HIGH	30	25%	15	25%	35	29%	20	17%	50	33%	40	22%
5	Enthusiasm												
	LOW	25	21%	20	33%	55	46%	42	35%	33	22%	40	22%
	AVERAGE	25	21%	10	16%	35	29%	68	57%	80	53%	50	28%
	HIGH	70	58%	30	50%	30	25%	10	8%	27	18%	90	50%
6	General ability												
	LOW	40	33%	30	50%	14	23%	25	21%	67	45%	40	22%
	AVERAGE	60	50%	15	25%	36	30%	45	37%	28	19%	100	56%
	HIGH	20	17%	15	25%	70	58%	50	42%	45	30%	40	22%
7	Individualism												
	LOW	10	8%	10	16%	20	17%	17	14%	25	16%	110	61%
	AVERAGE	40	33%	40	66%	80	66%	33	27%	100	67%	40	22%
	HIGH	70	58%	10	16%	20	17%	70	58%	25	17%	30	17%
8	Independence												
	LOW	25	21%	15	25%	46	38%	68	56%	90	60%	60	33%
	AVERAGE	65	54%	35	58%	50	42%	28	23%	45	30%	100	56%
	HIGH	30	25%	10	16%	24	20%	24	20%	15	10%	30	17%
9	Leadership												
	LOW	30	25%	45	75%	15	12%	23	19%	30	20%	30	17%
	AVERAGE	55	46%	5	8%	90	75%	70	58%	46	31%	60	33%
	HIGH	35	29%	10	16%	15	12%	27	22%	74	49%	90	50%
10	Maturity												
	LOW	70	58%	15	25%	60	50%	55	46%	33	22%	40	22%
	AVERAGE	35	29%	25	42%	30	25%	35	29%	66	44%	40	22%
	HIGH	15	12%	20	33%	30	25%	30	25%	51	34%	100	56%

- **Enthusiasm:** Is found to be high in primary school children of Andhra region, average in Rayalaseema and Telangana.
- **General ability:** Refers to intelligent, high abstract thinking, sensitive to minute details. Is found to be average in NPEGEL schools and low in Non-NPEGEL schools.
- **Individualism:** Is high in Andhra NPEGEL schools and average in other NPEGEL Schools, low in Non-NPEGEL schools.
- **Independence:** Means Calm and stable controlled assertive. Is also found to be average in the three regions of Andhra Pradesh, primary school children.
- **Leadership:** Is quality to controls, directs and initiates actions for a group, power to influence others. This dimension of the personality is found to be average in primary school children of NPEGEL and Non-NPEGEL schools. It is found to high in Telangana region.
- **Maturity:** Being realistic about life and emotionally stable. Maturity is found to be very average in all the primary school of NPEGEL and low in Non-NPEGEL schools.
- **Adaptability:** Refers to accepting and adjusting to situations easily. This dimension of personality is found to be average in all the primary school children of NPEGEL schools. But in Non NPEGEL school primary students Adaptability is found to be very low.
- **Academic performance:** Realistic involvement in school life. It is found that academic performance is very low in all primary school children of NPEGEL and Non – NPEGEL schools in all the regions and average in Andhra region.
- **Boldness:** Socially bold, adventurous. This is found to be very high in all the primary children of NPEGEL schools in Andhra and Rayalaseema and average in Non NPEGEL schools.

- **Curiosity:** Explorative, this is found average in all the primary children of MSS managed schools. But is high in Telangana NPEGEL school primary children.

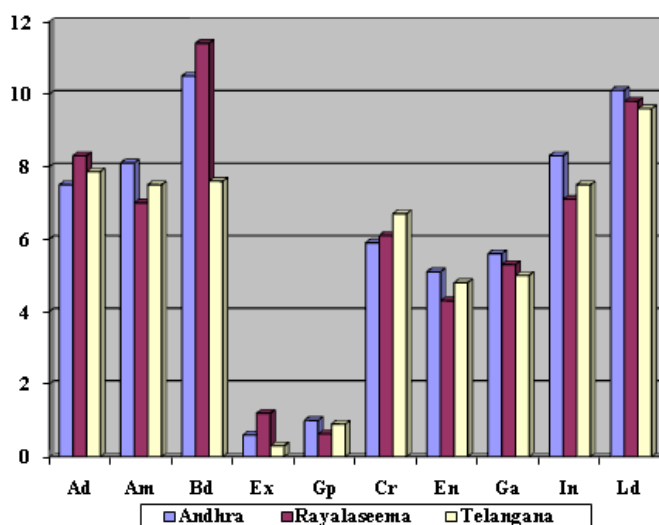


Figure 1: Represents Personality dimensions in three regions

Table 2: Mean differences in personality dimensions of primary children from selected schools based on school type, management and region.

S. No	Dimension	School type				t-value	Management				t-value	Region wise						Fratio
		NPEGEL		NON-NPEGEL			SSA		MSS			A		R		T		
		Mean	S.D	Mean	S.D		Mean	S.D	Mean	S.D		Mean	S.D	Mean	S.D	Mean	S.D	
	Adaptability	4.8	0.7	4.4	1.1	0.2	4.5	1	4.6	0.9	0.3	3.7	0.6	4.9	0.9	5.2	0.6	4.8**
	Academic performance	6.9	1	6	1.7	0.06	6.4	1.8	6.4	1.1	0.4	5	1.04	7.7	1.02	6.6	0.8	8.1**
	Boldness	7.3	1.1	6.4	0.8	0.1	6.7	1.1	6.9	1	0.3	6.5	1.1	7.5	1.1	6.5	0.8	1.06NS
	Curiosity	4.6	1	5.3	1.7	0.2	4.5	1.1	5.5	1.5	0.1	4.2	0.7	5	1.5	4.8	1.6	1.4NS
	Enthusiasm	4.4	2.5	4.1	2.1	0.3	4.3	2.2	4.2	2.5	0.4	2.2	1.8	3.8	1	6.8	0.7	12.4**
	General ability	5.5	1.2	5.7	0.3	0.3	5.2	0.9	6	0.6	0.02*	6.1	0.6	4.9	1.1	5.8	0.2	2.2*
	Individualism	7.6	0.7	7	0.9	0.17	7	0.9	7.6	0.9	0.1	7	1.1	7.4	0.7	7.5	0.9	0.36NS
	Independence	7.6	0.7	7	0.9	0.17	7	0.9	7.5	0.9	0.1	7.2	1.2	7.5	0.8	7.6	0.8	0.36NS
	Leadership	6.1	0.6	5.3	0.6	0.05*	5.6	0.7	5.8	0.7	0.17	5.3	0.8	5.7	0.2	5.8	0.4	0.9NS
	Maturity	6.7	1.03	5.8	2.8	0.3	5.9	1.3	6.9	0.8	0.08	5.8	1.6	6.5	1.1	6.8	0.4	0.7NS

The above table shows that there is no significant difference in personality of children in NPEGEL and Non-NPEGEL schools. But significant difference is found Leadership dimension between these schools. Children from SSA schools scored high on Leadership dimension than the children of MSS maintained schools. There was no significant difference in personality dimensions of children from selected schools maintained by SSA and MSS. But significant difference was found in General ability dimension between children from SSA and MSS maintained schools. Children from SSA schools got better score in General ability than the MSS school children. Significant difference was found in DIMENSIONS like adaptability, Academic performance, Enthusiasm and General ability between the three regions.

3. Conclusion

Adaptability and academic performance is found to be average in students of NPEGEL schools and less in Non – NPEGEL schools. Boldness is more in students of Andhra

region than their counter parts. Excitability and Guiltprone is found to be low. Creativity and general ability is average in the selected sample. Independence and Individualism is average in students of NPEGEL and low in students of Non-NPEGEL schools. Leadership and maturity is average in all the selected children but was found to be high in students of Telangana region. A dream has to be nurtured in them for a better and secure future by making them self-reliant and helping them to grow knowing and respecting the realities of both the worlds, one from which they come and the one which we are training them for.

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