

## **Role of Personality Development in Environmental Awareness in youth**

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### **Abstract:**

Education works to moulds and shapes an individual by producing and generating the peculiar and well balanced, suitable and appropriate personalities, refined culture, stable emotions, sound ethics, mental alertness, upright morals, strong physiques, upright spirituality and socially, self esteemed, liberal internationally and self – sufficient vocationally, personality development represents the gradual and steady development of characteristics, emotional responses and temperament, a recognizable life style, personal roles and behaviour, a set of values, aim, ambition and goals, scintillating patterns of adjustment, characteristics interpersonal relations and sexual relationship, traits and a relatively fixed self images. On the other hand it is the developmental result of organized pattern of behaviour and attitudes, that directly makes an individual distinctive. Environmental education provides important chance and opportunity for students to be engaged in real and true world's issue that transcend the classroom very well and commendable.

In this study, the investigator has tried to find out relationship among personality development, and environmental awareness of secondary school students. For this study, the investigator was taken 600 secondary students as a sample and descriptive survey method was applied.

The result revealed that there is inter correlation between personality development and environmental awareness of secondary school students.

**Keyword:** Personality Development and Environmental Awareness

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### **I. INTRODUCTION:**

Our country is undergoing through radical, social change and environmental changes. Therefore the present existing students would be bonafide citizen of the country. They would have to be trained and skilled in such a way. So, that they might adopt the social change properly by visualizing them with required moral principles, values and attempt an endeavor should be started for encouraging well integrated personalities of our students.

Students are the hope & future of India. The future prospect of our nation relies on the personality enhancement, moral principle and environmental consciousness provided them at the time of their student life period. No doubt children keep huge capacity of observation and their understanding not shallow and superficial but deep rooted. They always imitate their parents at home and copy their teachers in school. They try to repeat what they observe, and this practice builds their character in the course of time. It is true that knowledge about personality development and environmental awareness help to provide quality education but most important task of education is to provide enlighten to the citizen.

### **1.2 PERSONALITY**

The term 'personality' is derived from the Latin word 'persona'. Every human being possesses numberless traits or characteristics like appearance, general aptitude and abilities, intelligence, memory, reasoning and other mental habits, character and moral traits, social traits, temperament or emotional traits and will or volitional traits. In considering the personality all these traits have got to consider all these traits and their relations with one another. In a personality different types of dimensions also have been unified and harmonized.

### **PERSONALITY DIMENSIONS**

It is convenient to use a number of terms to refer to certain components or aspects of personality that one may wish to evaluate. The investigator has chosen six personality dimensions for the present study.

**i. Emotional adjustment**

This is referred to 'as personal adjustment or psychological adjustment'. This dimension describes about the balance of emotional equilibrium between the internal and external stressors. This is encouraged by cognitive processes of adaptation and acceptance. This ability is the good virtue of mental health. Where is pacification, not the grown psychopathology and mental lapses may provide the conquered.

**ii. Communication skills**

Communication is 'every kind of behaviour in all areas of human life'. For example, speech, covering not only words but also intonation in which words is spoken, that pace of the speech and the pauses between words and statements, laughter, sighing, mimicry, gesture, posture etc, are all means of communication. This dimension focuses on the process and the act of conveying and receiving messages being transmitted.

**iii. Leadership skills**

This virtue bends up on the leadership style - It is the way through which the people are influenced. In this way they may proceed enthusiastically towards the achievement of common aim and object.

**iv. Self-awareness**

This dimension deals with the ability to perceive one's own existence including one's own traits, feelings and behaviours. It is the rapt attention and mutual understanding of ones, emotion in terms how the feeling of a man influences other people. It is what keeps one from overacting and exaggerating what is perceived. Being aware of one's feelings and behaviour, as well as other's perception of oneself, can influence one's action.

**v. Self-confidence**

Self-confidence implies trust in oneself and in one's ability. In other words, this dimension deals with the measure of one's own belief in one's own abilities. It contributes to the enrichment of human character. Self-confidence creates an awareness of the existence of various abilities in us, gives the boldness to face difficulties and problem, and helps us to build our human potential. It makes us think positively and develops in us self respect and optimism. Self-confidence is the first secret of success.

**vi. Interpersonal relationship**

Relationship freed from restriction - This ability lays emphasis on the time taken term association among the people. This association may bound on emotion like lone and affection, liking and disliking along with other type of social adjustment. This is also the ability to relate to others in a socially meaningful way. This includes cooperating, sharing, listening, participating, leading and respecting others.

**ENVIRONMENT**

The word "environment" is originated from "environ" which means the surroundings may be the concrete of abstract thing around us which affect our behaviour time to time or place to place. It refers to sum total of all conditions which surround a man at a given point of space and time. The environment is a general term which designates all the objects, forces and conditions that affect the individual through such stimuli as a human is able to receive and perceive. Thus, the environment is a term which refers to all physically fortifiable things at a particular time. It is the interaction between the living and in a particular area to perform various important activities of life.

**ENVIRONMENT EDUCATION AND AWARENESS**

The education related to environment is the one of the best of learning and acquiring knowledge. It makes an attempt to provide a specific way of understanding needed the people to surpass and prejudice from environment extending from primitive to complex. The primitive ideologies and principles involves environmental education is that it discloses the hurdle of education faced by the pupil. It is the environmental education which is helpful to us socially which reveals how uncontrolled and unplanned development pollutes air, water and soil ultimately warns our existence and survival.

So, the education relating to environment indicates such process which describes the man's relationship with his natural and man-made surrounding refers to the relation of population, pollution conservation, transportation, technology energy, resources allocation and urban and schemes and planning to the entire biosphere.

On the other side the environmental consciousness discloses to assist social groups and individual for obtaining consciousness and seriousness to the entire environment and its latest hurdles. We must understand that to improve the environment is to improve the quality of life. It is not only a question of air and water pollution.

**The chief goals of environmental education in India must be:**

- i. To improve the quality of environment.
- ii. To generate a healthy environment among the people an environment safety.
- i. To develop the capabilities of decision making.

ii. To build the new style of dealing of individual groups and society entirely in regard to environment. The investigator through this paper wants to know that, there is any significant relationship between personality development and environmental awareness of secondary school students.

**II. OBJECTIVES:**

1. To find out if there is any significant difference in the personality development of secondary school students with reference to their habitation.
2. To find out if there is any significant difference in the personality development of secondary school students with reference to the types of school.
3. To find out if there is any significant difference in the environmental awareness of secondary school students with reference to their habitation.
4. To find out if there is any significant difference in the environmental awareness of secondary school students with reference to the types of school.
5. To find out if there is any significant relationship between personality development and environmental awareness of secondary school students.

**NULL HYPOTHESIS:**

1. There is no significant difference between the mean scores of secondary school students in their personality development with reference to their habitation.
2. There is no significant difference between the mean scores of secondary school students in their personality development with reference to types of school.
3. There is no significant difference between the mean scores of secondary school students in their environmental awareness with reference to their habitation.
4. There is no significant difference between the mean scores of secondary school students in their environmental awareness with reference to types of school.
5. There is no significant relationship between personality development and environmental awareness of secondary school students.

**III. METHODOLOGY**

In the present study the researcher has adopted a descriptive field survey type of method. This includes a differential and correlation survey research.

**POPULATION**

The population of the study comprised of all the secondary school students of Nalanda District of Bihar in class IX and X.

**SAMPLE AND SAMPLING PROCEDURE**

The sample of the present study comprised to 600 secondary school students (Class IX and Class X) of Nalanda District. For selecting the sample the researcher used random sampling.

**STATISTICAL TECHNIQUES USED**

The following statistical techniques are used for data analysis:

Percentage analysis, Mean, t-test, ANOVA, Pearson’s Product Moment Coefficient of Correlation.

**TOOLS USED FOR THE DATA COLLECTION**

**The following tools are used for the data collection:**

For the collection of relevant data three questionnaires were used,

- i) Adapted Personality Inventory (M.P.I.) constructed and standardized by Ku. Manju Agrawal i.e., Multidimensional.
- ii) Self constructed and validated Environmental Awareness questionnaire by the investigator.

**TESTING OF NULL HYPOTHESIS**

**NULL HYPOTHESIS :1**

There is no significant difference between the mean scores of secondary school students in their personality development with reference to their habitat.

**Table :1  
MEAN DIFFERENCE BETWEEN URBAN AND RURAL SECONDARY SCHOOL STUDENTS IN THEIR PERSONALITY DEVELOPMENT**

Habitat	N	Mean	SD	df	t-ratio	Level of Significance
Urban	386	54.49	9.50	598	0.404	N.S
Rural	214	54.16	9.61			

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

It is inferred from the table 1 that the calculated t-ratio between urban and rural students is 0.404, which is less than the table value of t-ratio 1.96 at 5% Level of Significance. Therefore the null hypothesis is accepted. Hence, there is no significant difference in the personality development of secondary school students with reference to their habitat.

**NULL HYPOTHESIS : 2**

There is no significant difference between the mean scores of secondary school students in their personality development with reference to types of school.

**Table :2  
MEAN DIFFERENCE BETWEEN TYPES OF SCHOOL OF SECONDARY SCHOOL STUDENTS IN THEIR PERSONALITY DEVELOPMENT**

Types of School	N	Mean	SD	df	t-ratio	Level of Significance
Government School	284	54.60	10.19	598	2.14	S
Missionary School	73	56.56	7.392			

(At 5% level of significance, the 't' value is 1.97)

It is inferred from the table-2, t-ratio between government and missionary school students is 2.14, which is greater than the tabled value. Hence, the null hypothesis is rejected. Therefore, there is significant difference between the mean scores of secondary school students in their personality development with reference to types of school i.e., government school and missionary school.

**NULL HYPOTHESIS : 3**

There is no significant difference between the mean scores of secondary school students in their environmental awareness with reference to their habitation.

**Table :3  
MEAN DIFFERENCE BETWEEN URBAN AND RURAL OF SECONDARY SCHOOL STUDENTS IN THEIR ENVIRONMENTAL AWARENESS**

Habitat	N	Mean	SD	df	t-ratio	Level of Significance
Urban	386	64.64	8.861	598	1.98	S
Rural	214	65.00	7.894			

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

It is inferred from the table 3 that the calculated t-ratio between urban and rural students is 1.89, which exceed from the table value of t-ratio 1.96 at 5% level of significance. Therefore, the null hypothesis is rejected. Hence, there is significant difference between the mean scores of secondary school students in their environmental awareness with reference to their habitat.

**NULL HYPOTHESIS :4**

There is no significant difference between the mean scores of secondary school students in their environmental awareness with reference to types of school.

**Table :4  
MEAN DIFFERENCE BETWEEN TYPES OF SCHOOL OF SECONDARY SCHOOL STUDENTS IN THEIR ENVIRONMENTAL AWARENESS**

Types of School	N	Mean	SD	df	t-ratio	Level Significance of
Government School	284	62.14	8.38	598	4.66	S
Missionary School	73	62.14	8.70			

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

It is inferred from the table- 4, t-ratio between government and missionary school students is 4.66, which is greater than the tabled value. Hence, the null hypothesis is rejected. Therefore, there is significant difference

between the mean scores of secondary school students in their environmental awareness with reference to types of school i.e., government school and missionary school.

**NULL HYPOTHESIS : 5**

There is no significant relationship between personality development and environmental awareness of secondary school students.

**Table: 5**  
**RELATIONSHIP BETWEEN PERSONALITY DEVELOPMENT AND ENVIRONMENTAL AWARENESS OF SECONDARY SCHOOL STUDENTS**

P.D. of Students		E. A. of Students			No. of Students	R	Level of Significance
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$\Sigma XY$			
32625	1828451	38860	2560350	2110627	600	0.149	S

(At 5% level of significance, the table value of 'r' is 0.083)

It is inferred from the table 5, that the calculated value is 0.149 which is more than table value 0.083 at 5% level of significance. Hence, the null hypothesis is rejected. Therefore, there is significant relationship between personality development and environmental awareness of secondary school students.

**IV. FINDING**

From the above table it is found that:

1. There is no significant difference in the personality development of secondary school students with reference to their habitat.
2. There is significant difference between the mean scores of secondary school students in their personality development with reference to types of school i.e., government school and missionary school.
3. There is significant difference between the mean scores of secondary school students in their environmental awareness with reference to their habitat.
4. There is significant difference between the mean scores of secondary school students in their environmental awareness with reference to types of school i.e., government school and missionary school.
5. There is significant relationship between personality development and environmental awareness of secondary school students.

**V. CONCLUSION**

The missionary school students are much more aware in the field of environment and personality development with respect to government school students (w.r.t 600 student sample size). The main reason behind this is better education environment and up to date class schedule. More or less the teacher's qualification and teaching methods are applied by both government and missionary schools are same but the social and financial structure of parents can change the environment awareness and personality development of respective students which is covered by this study. Some very essential facilities like number of workshop and seminars are conducted by school this effect on the personality development in the school students, in case of government school the frequency of conducting of seminars and workshop are very low or negligible with respect to missionary schools. The above explained factors also affect the student habitation. This study shows that there is some relationship between personality development and Environmental awareness. We can say that students who have a good personality have more conscious about environment and they take active participation in activities related to environmental issues.

It is believed that Personality development should be inculcated in a person from his very childhood. Both habits and mental ability are responsible for the development of personality and environmental awareness in the children. It is a good manner which is responsible for promoting environmental awareness in a person with better personality. Good manner teaches how to remove harshness in ones day to day life and what one can do for his/her environment.

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