

Effects of Academic Climate on Personality of High School Students

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Abstract: The main aim of the present study was to explore the effect of academic climate on personality of high school students. It was hypothesized that academic climate will significantly affect personality of high school students. The 200 students studying in 10th class of various schools in Sangli district of Maharashtra State, India were selected by random sampling method. The comparative approach was employed to study the effect of academic climate on personality of high school students. The Students' 't' test was used to analyze the collective data. The findings of the study revealed that academic climate strongly and significantly affects personality of high school students.

Keywords: Academic Climate, Personality, High School Student

1. Introduction

High school students spend most of their time in school atmosphere. School environment or academic climate strongly contributes in the development of personality of high school students (Greenbaum 1974) [1]. There is no single definition of academic climate. Educators and researchers have recognized that there are complex sets of elements that makeup academic climate, such elements are environmental, structural, teaching and learning culture, teacher-student relationships, various activities and moral norms etc. (Cohen, 2006[2]; Freiburg, 1999) [3]. As well as academic or school climate includes relationships among administration, teachers, parents, students (Paliwal et. al., 2006) [4]. Academic climate influences overall development through the academic demands of formal curricula and through exposure to teachers who emphasize the development of personality (Newman and Newman 1986) [5]. Attractive personality is the important need of the 21st century. Allport (1937) [6] has defined personality as a dynamic organization within the individual of those psychophysical systems that determines his unique adjustment to his environment. It is well known that, personality plays an important role in determining not only the behavior of an individual but also his overall success (Manju Mehata and et. al., 2008) [7]. According to Cattell (1950) [8] the personality of an individual is that which enables us to predict what he will do in a given situation. Keeping this fact in mind the present study was design to see the effect of academic climate on personality of high school students.

2. Literature Review

The various studies on academic climate or school environment have shown its effectiveness in development of personality. Anderson, 1982[9]; Purkey and Smith, 1983[10]; Creemers and Reezigt, 1999[11] in their study have shown that academic climate make a positive effect on overall development of personality of the adolescent students. Kasen and colleague (2009) [12] have pointed out that schools may exert both positive and negative influences on adolescent personality.

3. Materials and Methods

3.1. Objective:

- To find out the effects of academic climate on personality traits such as reserved-warmhearted, obedient - assertive and shy- venturesome of high school students.

3.2. Hypotheses:

- Academic climate will significantly affect to personality trait (reserved-warmhearted) of high school students.

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- Academic climate will significantly affect to personality trait (obedient-assertive) of high school students.
- Academic climate will significantly affect to personality trait (shy-venturesome) of high school students.

3.3. Sample:

Two hundred students studying in the 10th class from various high schools in Sangli city were selected by random sampling method. They varied in age range from 14-15 years. The ratio of excellent and poor academic achievement was kept as 1: 1. Out of 350 students only 200 students were taking consideration of analyze the data.

3.4. Tools:

Research was conducted using the following psychological tests.

- Academic Climate Description Questionnaire (ACDQ):

This questionnaire is developed by Shah and Shah. It consists 84 items based on four dimensions viz. Physical, material, Interpersonal trust, school provisions and Academic provision the reliability of ACDQ is .85 and validity is quite high. A high score shows high academic climate while low score shows low academic climate.

- High school Personality Questionnaire (HSPQ):

HSPQ is published by Institute for Personality and Ability Testing (IPAT). The HSPQ measures fourteen distinct traits of personality, Instead of all the 14 factors only three factors were considered viz. reserved warm hearted, obedient-assertive and shy-venturesome which was supposed to be most relevant to the study.

3.5. Procedure:

The Principals of the High Schools in Sangli were contacted and permission was sought from them to administer the Psychological tests by the students. Psychological tests had administered in a group of 25 to 30 students at a time. After formation a good rapport researcher explained the purpose of the study and instructed the students how to respond the Psychological tests. Both tests were administered with a short rest.

4. Results

Table 1: Showing the Mean Differences in Personality Traits of High School Students With Respect to Academic Climate

Personality Traits	Academic Climate (AC)	N	Mean	Std. Deviation	df	't'
Reserved Warm Hearted	Excellent (AC)	100	8.82	3.89	198	9.95**
	Poor (AC)	100	4.24	2.69		
Obedient-Assertive	Excellent (AC)	100	9.68	3.65	198	9.61**
	Poor (AC)	100	5.45	2.68		
Shy-Venturesome	Excellent (AC)	100	7.05	2.60	198	6.74**
	Poor (AC)	100	4.42	2.87		

Table No. 1 shows the difference in means of personality traits such as 'Reserved-Warmhearted', 'obedient - Assertive' and Shy-Venturesome' scores with respect to academic acclimate. The 't' ratio for all dimensions of personality was found to be significant at 0.01 level of confidence. It means that excellent and poor academic climate yield different outcomes of above personality traits. Academic climate significantly contributes in development of personality of adolescents (Greenbaum 1974) [13]. High academic climate of school includes the variety of extracurricular activities and supportive staff, which is benefited to the students to develop their personality. Hence these students become assertive, venturesome and warmhearted.

5. Conclusion

The findings of the study revealed that academic climate have a strong and significant effect on personality of high school students. Excellent academic climate builds attractive personality while poor academic climate lead deprived personality among high school students.

6. References

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