

Vol. 7, Issue 5, February 2018

ISSN 2249-894X

REVIEW OF RESEARCH

An International Multidisciplinary Peer Reviewed & Refereed Journal

Impact Factor: 5.2331

UGC Approved Journal No. 48514

Chief Editors

Dr. Ashok Yakkaldevi
Ecaterina Patrascu
Kamani Perera

Associate Editors

Dr. T. Manichander
Sanjeev Kumar Mishra



EFFECTIVE ROLE OF EDUCATION IN PERSONALITY DEVELOPMENT PROCESS

Dr. Devendra Singh Bisht
Assistant Professor; Deptt. of Education ,
S.S.J . Kumaun University Campus Almora.

ABSTRACT: -

Education etymologically is a cluster of training, lead out, bringing up, raising, forwarding, developing and many more other effective and dynamic words. Educationists, psychologists, sociologists strongly support that mandatory dynamic need based changes are the result of education. The important component of human existence in a society is his/her personality. This is the personality by which an individual is identified during his whole life and even after the death. Education is the tool which carves and provides a definite shape to the personality. There are so many components or gradients which leads the personality to develop it into a unique identity. The most important and influencing component among these is education. Personality is factually a potential determinant of human behaviour. People behave according to the stimulation received from the environment. According to Lewin's theory of personality, human beings are dynamic creatures with dynamic thoughts, emotions, feelings and psychological forces. All these factors not only constitute a person's personality but also influence his/her behaviour. It is education which develops and leads the behaviour of the individual as per his/her social needs. Education and its different tools not only provide the strong base but also provide an interactive ground in which this unit i.e. the individual of the society refine and rejuvenate its personality to become a civilized and responsible citizen. Different school of philosophy strongly support that education effectively contribute and promote the development of different innate powers of an individual to transform them into the personal unique characterization. The components of cognitive, affective and psychomotor domain of an individual can only be refined and accelerated by means of education which in turn develops each individual into a unique personality. The education incorporates the potential of an individual to cope up with the life situations. The way in which people behave in various situations of life is certainly the result of interaction of different characteristics of personality which are refined by the help of education.

KEYWORDS: Education, Personality, Educational Value, Personality treatment.

INTRODUCTION :

Education is merely not the transfer of information, in real sense it is assimilation of knowledge which reflected in the specific form of personality of an individual. There are so many factors who leads the personality to its highest level. The home is the main agency of who play important and effective role in grooming the personality. The second most influencing role in shaping personality is of education. The main active role of education is to bring out the innate powers of students. Leading these abilities by shaping them in a specific form so that, they can become the individuality of an individual is the basic task of education. This creative role of education reflects as personality of



the individual by which he or she recognized throughout his life and even after his or her departure from this world. Locke (1892) viewed child as 'tabula rasa', a Latin word which mean "blank slate" or "white piece of paper" and described "parents as rational tutors who could mold the child in any way they wished, through careful instruction, effective examples and rewards for good behaviour." This reflects that parent plays vital role in shaping the personality of their children. Rousseau (1955) emphasised children as "noble savages" who were naturally endowed with a sense of right and wrong and with an innate plan for orderly, healthy growth and thus denied children as blank slates or empty containers. These two different views lead that in both conditions we have to energise the experiences of the children by formal or informal means of education which as a result help in shaping the personality of the individual.

In the present scenario every parent wants that education must contribute its maximum effort in creating and developing a sound personality of their children so that, they can as a member of society can perform their duties with a sensible responsibility. The Different approaches to personality i.e. dynamic, existential, phenomenological, cognitive, field, holistic, organismic, constitutional, trait& factor theoretical, Stimulus-Response and social learning approaches (Sahakian,1977) reflected the personality as one of the major component of an individual's existence. The concept of integration as applied to personality development emphasizes that personality is only gradually achieved and the individual is building up the pattern of his personality through constant interaction within himself and with the environment outside (Bhatia,1977). Among different factors which are responsible for personality development of an individual is education. As we know that the present modern system of education is child centred and it is the duty of all agencies to impart such educations which not only act as a platform for over all development of the individual but also a creator of sound personality.

PERSONALITY

The dynamicity of an individual can be evaluated by means of his personality. Warren's dictionary (1934) defines personality, "It is the integrative organisation of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinction from others." Personality the mega word is a joint venture of different personality traits. Personality traits are defined as neurophysiological structures, underlying relatively enduring patterns of thoughts, feelings, and behaviors that represent a readiness to respond in particular ways to specific environmental cues (Roberts & Jackson, 2008; Tellegen, 1991). The literature has identified two main channels that shape non-cognitive skill formation: nature, referring to the fact that personality is strongly heritable, and nurture, encompassing all environmental factors such as culture, social factors, family background, and individual or situational factors which may influence personality (Dahmann & Anger 2014)

Personality is the individuality that emerges from interaction between a biological and social, physical world. It has been defined by various philosophers, theologians, poets, sociologists & psychologists in different manner. For the ordinary person personality is often defined in terms of social attractiveness of the outward appearance of a person. But for psychologists it is a hypothetical construct. Personality has four main aspects – cognitive function (awareness of self, perception, intelligence, learning, ability, attitude), Affective function (emotion, temperament), conative function (need, interest, motive) and physiological aspect or function (body system or formation).To develop and accelerate the different domains of an individual in framing an effective personality, education is the best tool with maximum output. Personality traits are a significant part of an individual's non-cognitive skills (Almlund et.al.,2011). Different school of philosophy strongly support that education effectively contribute and promote the development of different innate powers of an individual to transform them into the personal unique characterization. Psychoanalyst Erickson (1950, 1968) in his psychosocial theory recognized the psychosocial stage, Identity as the major personality achievement of adolescence. In this stage identity involves who you are, what is your place in society, what you value and directions you chose to pursue in life? (Laura, 1996). Here it is important to note that how this stage, which seems likely to represents one's personality in the form of identity confusion, can be reduced to lead the adolescents towards a responsible duty performer. To minimise this confusion to zero level and to bring out it into a refined form of personality the home, society and the education system plays vital role. Education help and nourishes the balanced mental, moral, spiritual development along with proper utilisation of senses.fr

ROLE OF EDUCATION IN PERSONALITY DEVELOPMENT

Education is the most important and essential instrument for the total development of physical, mental and spiritual of an individual as well as of a nation. Development of physical, mental and spiritual aspects creates the personality of the individual and it is true some that citizen having good and dynamic personality leads their country to highest peak of progress. "The day will come when the progress of nation will be judged neither by their military or economic strength nor by the well being of their people but by their level of health, nutrition and education". UNICEF in the Progress of Nations (1994). The idealistic philosophy and its thinkers focused that one of the main aim of education is exaltation and enhancement of balanced integrated personality by means of self-realization and self- enlightenment. The main gradients for an effective and attractive personality are a healthy body and sound mind. Though the large storehouse of information about child development is an interdisciplinary, scientific and applied field (Laura, 1996) but even than the role of education in development of personality is incredible. Dahmann and Anger (2014) concluded that personality traits remain malleable in adolescence and the educational system plays an important role in shaping adolescents' personality traits. Okon (1979), stated that education and intellectual training are the essential factors in building up the human personality and preparing the younger generation to be equal to the requirements of the era of the scientific and technical revolution, the era of colossal changes in the life of communities and of humankind.

Education includes many components which jointly in a coordinated format workout effectively to evolve personality of an individual. The society, parents, school, teacher and peer group are some of the important components which contribute in development of personality. This is consistent with the psychology literature, according to which personality traits develop mainly during childhood and adolescence, and remain relatively stable later in life (Costa and McCrae, 1994). As a nurturing factor, education during childhood and adolescence may therefore constitute a critical determinant in an individual's long-term formation of personality. Jackson, (2011) suggested that a number of educational experiences are associated with changes in personality traits, and focused a reciprocal relationship between educational experiences and personality traits. Further, it was also revealed that educational contexts are important for the development of personality traits. One of the main emphasis of education during the middle of the 19th century was the development of "character" and a "mature personality" (De Raad & Schouwenburg, 1996). In a study of relationship between educational experiences and personality trait Ludtke, Roberts, Trautwein, & Nagy, (2011) examined that in terms of educational experiences, failing an important academic exam was associated with increases in neuroticism. This association shows that education is one of the important tool for personality development of an individual. In Vedic period education was knowledge and they believe in that it is third eye of man, which flood him with spiritual and divine light and this was reflected in the form of personality. Education helps the individual to develop ideal character and to bring out innate capacities in an effective manner. These innate capacities in real sense are the essential and important gradients of the personality by means of which the society recognize the individual. Education creates a line of difference between human beings and other creatures. This reflected difference is actually the personality which makes them specific.

REFERENCES

- Almlund, M., Duckworth, A. L., Heckman, J., and Kautz, T. (2011). Chapter 1 – Personality Psychology and Economics. In *Handbook of The Economics of Education*, volume 4, pages 1 - 181. Elsevier.
- Bhatia, H.R. (1977). *A textbook of educational psychology*. Macmillan India Limited, New Delhi.
- Costa, P. T. and McCrae, R. R. (1994). Stability and change in personality from adolescence through adulthood. In Halverson, C., Kohnstamm, G., and Martin, R., editors *The developing structure of temperament and personality from infancy to adulthood*. Hillsdale, NJ: Erlbaum. pp 139-150
- Dahmann .S.& Anger.S. (2014) *The Impact of Education on Personality: Evidence from a German High School Reform*, Discussion Paper No.8139
- De Raad, B., & Schouwenburg, H. C. (1986). Personality in learning and education: A review. *European Journal of Personality*, 10,303-336.
- Erickson, E.H.(1950). *Childhood and Society*. New York. Norton.
- Erickson, E.H. (1968). *Identity, youth and crisis*. New York. Norton.

- Jackson, J. J. (2011). The effects of educational experiences on personality trait development. Dissertation submitted to University of Illinois at Urbana-Champaign.
- Laura, E. B. Child Development, Third Edition. Prentice Hall Of India Pvt. Ltd. New Delhi. Pp 447- 448.
- Locke, J. (1892). Some thoughts concerning education. In R. H. Quick (Ed.), Locke on education. Cambridge: Cambridge University Press, pp 1-236.
- Ludke, O., Roberts, B. W., Trautwein, U., & Nagy, G. (2010). Life Events and Personality Development. Unpublished Manuscript.
- Okon, W. (1979). All-round education and development of the personality. Prospectus, Quarterly Review of education, Vol. IX No. 3. UNESCO. Imprimerie des Presses Universitaires de France, Vendome. pp- 261-274.
- Roberts, B. W., & Jackson, J. J. (2008). Sociogenomic personality psychology. Journal of Personality, 76, 1523-1544.
- Rousseau, J. J. (1955). Emile. New York: Dutton
- Sahakian W. S. 1977. Psychology of personality: Readings in Theory, Third Edition, Rand McNally College Publishing Company/ Chicago
- Tellegen, A. (1991). Personality traits: Issues of definition, evidence, and assessment. In Thinking clearly about psychology: Essays in honor of Paul E. Meehl. In D. Cicchetti & W. M. Grove (Eds.). Personality and psychopathology (Vol. 2, pp. 6-9). Minneapolis, MN, US: University of Minnesota Press.



Dr. Devendra Singh Bisht

Assistant Professor; Deptt. of Education , S.S.J . Kumaun University Campus Almora.