

## Role of Institutional Climate in Development of Personality Characteristic

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Investigators have demonstrated that the individual himself is a product of nature and nurture. Two main agencies of nurture are school and home. In a diverse country like India, which has innumerable schools shouldering the responsibility of imparting education to millions of students can institutional climate make a difference in the quality of their turn-outs? To make a prediction of the influence of institutional climate it is necessary to investigate its impact on the variable of personality characteristic. Therefore, a study was conducted to ascertain the contribution of institutional climate on the development of personality characteristic, on a group of 448 eighth graders of both English medium and Hindi medium schools. The study examines the effect of Hindi and English medium school climate on personality characteristic.

### **Theoretical Rationale of the Problem:**

The resolution (July, 1964) led under D.S. Kothari, Chairman University Grants Commission, stated that "the Government of India, ever since the attainment of independency have given considerable attention to the development of national system of education rooted in the basic values and the cherished traditions of the nation and suited to the needs and aspirations of modern society. The Government of India is convinced that education is the key to national prosperity and welfare and that no investment is likely to yield greater returns than the investment in human resources of which the most important component is education".

Education is rightly regarded as the key to national prosperity and welfare and is one of the most important forms of national investment. But the saddest aspect of education in this country in general and Uttar Pradesh in particular is the large scale dropouts even failures in the eighth and in high school, of students of the Hindi medium Government schools. On the other hand, if we look at English medium schools there are negligible number of dropouts and a very small

number of failure students. It has been observed that the Hindi medium schools be it, primary or secondary are becoming centers of under achievement, from the economic and social point of view, because it involves colossal wastage of human and economic resources and involves a wasteful utilization of scarce resources available for education in our country. The poor institutional climate causes emotional unrest and psychological tension. Of all the problems of National reconstruction and advance none can be more central and momentous than this problem of educational waste. It is the responsibility of everyone part of institutional climate to prevent this waste and ensure proper achievement on the part of students for the fullest utilization of resources.

Therefore, an effort to unravel and understand the factors that underlies the success or failure of the students in shaping their personalities does not simply amount to academic exercise. It has its practical bearing in the sense that it makes possible the proper and full utilization of the school wealth in the country. The warmth and motivation that is rendered by the teachers to the students helps them in the best possible development of their personality. Such students when come out of their institution are more skilled, more competent, and happier. They have known to use their talents and thus they contribute in the building of a strong and healthy nation.

### **Concept of Institutional Climate:**

Organizations are social systems; and activities, therein, are governed by social laws. The study of organizations may be said to begun in the pioneering work of Weber. But many writers have expanded the field. Bernard, Parsons, March and Simon, Hopkins and Etzioni all have added insights into the nature of the complex phenomenon represented by modern organizations. Keith Davis said, "Just as people have psychological needs, they also have social roles and status." They are "complex socio-

technical systems in interaction with environment.” There are certain forces-anti forces and certain complex balancing forces in an organization which result due to the urge to modify structure and functioning in order to conform to the changed environmental conditions and also the urge to resist changes, both being inherent in very organization, credit stress and conflict within it and affect the members and the climate.

Netzer and Eye term these inherent interacting forces of the organization as resisters and excitors. Organizations are defined as collectivities that have been established for the pursuit of relatively specific objectives on a more or less continuous basis. Other features include relatively fixed boundaries, a normative order, authority ranks, a communication system, and an incentive system which enables various types of participants to work together in the pursuit of common goals.

Hall adds to this, one more dimension– the environment, as the environment affects the inputs and the outputs of the organization.

School also is an organization as other organizations it too has its own goals and programmes. The success or failure of any organization in implementing its plans and programmes to reach its goal depends to a great extent on its climate. Climate refers to the conditions of the school in relation to its academic programme. Thus the term institutional climate refers to the overall character atmosphere in a school. It refers to the views of all physical, social, emotional and instructional factors which contribute to the total teaching learning situation in the school.

**Concept of Personality:** No subject in the field of Psychology is more fascinating than personality. Through the centuries personality has been regarded as a practical force in determining success or failure in life. Every culture stock traditional beliefs about this, “mysterious aspects of the individual have become embedded in the folklore and have been passed on from one generation to another. By now these traditional beliefs or “old wives tales” have acquired such a role of infallibility that few dare to question them. After all it is claimed that if people believe then they all must be correct.

The importance of personality increases as social life becomes more complex. A pleasing personality has a “marketable value” in a complex society and is highly prized and sought after. Casual observation of personality are intriguing, gossipy anecdotes are entertaining, romanticized biographic are exciting. But they are not dependable sources of knowledge. Insights so obtained are likely to be spurious and misleading. To arrive at a valid understanding of the psychology of personality, we need a precise definition.

Kempf (1919) has defined “personality as the habitual mode of adjustment which the organism effects between its own egocentric drives and the exigencies of environment.”

Watson (1924) says, “Personality includes not only these (character conventional), reactions but also the more individual personal adjustments and capacities as well as their life History, Popularly speaking we would say that a liar and a profligate had no character, but he may have an exceedingly interesting personality.”

The most acceptable definition is that of Allport (1961) who defines personality “As the dynamic organization within the individual of those psycho physical systems that determine his characteristic behavior and thought.”

R.B. Cattell (1945) making an exhaustive study of ratings found a total of 131 “phenomenal clusters,” or common traits. These grouped themselves readily into 50 “nuclear clusters” or related traits, which in turn could be arranged in 20 sectors of personality traits.

### **Objectives of the Study:**

The study was designed to achieve the following objectives –

- To know the difference of less intelligent trait of personality of English medium institutional climate and Hindi medium institutional climate.
- To know the difference of more intelligent trait of English medium institutional climate and Hindi medium institutional climate.
- To know the difference of sober trait of personality of English medium institutional climate and Hindi medium institutional climate.

- To know the difference of enthusiastic trait of personality of English medium institutional climate and Hindi medium institutional climate.
- To know the difference of Hindi medium institutional climate and English medium institutional climate.

**Hypothesis-**

- There is no difference in less intelligent trait of Hindi medium and English medium school.
- There is no difference in sober trait of Hindi medium and English medium schools.
- There is no difference in enthusiastic trait of Hindi medium and English medium schools.
- There is no difference in more intelligent trait of Hindi medium and English medium schools.
- There is no difference in the institutional climate of Hindi medium and English medium schools.

**The population-**

The population of the present study includes the students of grade Eighth of Western Uttar Pradesh. Hence the result of the study will be applicable to the schools of Western Uttar Pradesh. The failures of grade eighth were discarded from the population. Since these students were very likely to be prejudiced in their responses.

**Nature of sample and sampling technique used-**

Sampling is the basis of any scientific investigation. “Probably no concept is as fundamental to the conduct of research and the interpretation of results as is sampling (mouley 1963). The process of sampling makes it possible

to draw valid inferences and generalizations on the basis of careful observation within a relatively small proportion of the population. In the present investigation multistage random sampling was followed. The randomly selected districts were Bulandshahr, Bijnor and Meerut. The investigator obtained a list of Junior High School from selected districts i.e. Bijnor, Bulandshahr and Meerut. From each of the list of listed schools again four schools – two Hindi medium and two English medium and thus, the total 12 schools were selected randomly by lottery method.

The sample was of only 241 students from English and 207 of Hindi medium study which seems fully representative of population, as at every stage within the population randomization has been employed.

**Tools used-**

The following tools have been used in the present investigations –

Personality Characteristics-16 P.F. Questionnaire of Cettell.

Institutional Climate-Institutional Climate inventory prepared by the Researcher.

**The Mean and Standard Deviation-**

The mean depicts the general standard in the variable and standard deviation shows the variability between different elements of the sample on the said variable. The standard deviation is the most stable index of variability.

**Critical Ratio –**

Critical Ratio is the inferential statistics that depicts the significance of mean difference on the said variable of two comparative conditions in the reference of null hypothesis.

**Table 01**

**Table Of Test Of Significance Of Means On Less Intelligent Personality Characteristic Of English Medium Institutional Climate And Hindi Medium Institutional Climate**

M <sub>1</sub>	M <sub>2</sub>	O <sub>1</sub> / O <sub>2</sub>	O <sub>2</sub> / O <sub>2</sub>	(M <sub>1</sub> . M <sub>1</sub> )	CR	Significance at .05 level 1.96	Significance at .01 level 2.58
5.879	5.502	1.519 / 2.309	1.519 / 2.308	0.144	2.619	Highly Significance	Highly Significance

It is evident from the table 01 that the mean difference on less intelligent trait of personality characteristic of English medium institutional climate and Hindi medium institutional climate is highly significant on .05 and marginally significant on .01 level of confidence. So the hypothesis number 1 was rejected and the institutional climate difference with respect to less intelligent personality trait was found quite reliable.

**Table 02**

**Table of Test of Significance of Means on More Intelligent Personality Trait of English Medium Institutional Climate and Hindi Medium Institutional Climate**

M <sub>1</sub>	M <sub>2</sub>	O <sub>1</sub> / O <sub>2</sub>	O <sub>2</sub> / O <sub>2</sub>	(M <sub>1</sub> - M <sub>1</sub> )	CR	Significance at .05 level 1.96	Significance at .01 level 2.58
9.579	7.884	2.432/ 5.915	2.078 / 4.318	0.215	7.865	Highly Significance	Highly Significance

From the table 02 it is apparent that the mean difference on more intelligent personality trait of English medium and Hindi medium institutional climate is highly significant on both .05 and .01 level of confidence. So the hypothesis number 2 was rejected and the institutional climate difference with respect to more intelligent trait of personality was found sufficiently believable.

**Table 03**

**Table of Test of Significance of Means Sober Personality Characteristic of English Medium Institutional Climate and Hindi Medium Institutional Climate**

M <sub>1</sub>	M <sub>2</sub>	O <sub>1</sub> / O <sub>2</sub>	O <sub>2</sub> / O <sub>2</sub>	(M <sub>1</sub> - M <sub>1</sub> )	CR	Significance at .05 level 1.96	Significance at .01 level 2.58
8.908	7.398	2.661 / 7.078	2.026/ 4.106	0.226	6.670	Highly Significance	Highly Significance

The significance of mean difference has been tested against the null hypothesis. It may be noted from the table no. 03 that the mean difference on sober trait of English medium and Hindi medium institutional climate is highly significant on both .05 and .01 level of confidence. Therefore, the hypothesis number 3 was rejected and the institutional climate difference with respect to sober trait was found fairly reliable. The sober trait of personality of English medium institutional climate was found significantly higher than Hindi medium institutional climate.

**Table 04**

**Table of Test of Significance of Means on Enthusiastic Personality Characteristic of English Medium Institutional Climate and Hindi Medium Institutional Climate**

M <sub>1</sub>	M <sub>2</sub>	O <sub>1</sub> / O <sub>2</sub>	O <sub>2</sub> / O <sub>2</sub>	(M <sub>1</sub> - M <sub>1</sub> )	CR	Significance at .05 level 1.96	Significance at .01 level 2.58
10.261	8.896	2.383/5.681	2.26/5.122	0.221	6.183	Highly Significance	Highly Significance

The value in the table 04 depict that the mean difference an enthusiastic trait of personality characteristic of English medium and Hindi medium institutional climate is highly significant on both .05 and .01 levels of confidence. Hence the hypothesis number 4 was also rejected and the institutional climate difference with respect to enthusiastic trait of personality characteristic was found adequately trustworthy.

The enthusiastic trait of personality characteristic of English medium institutional climate was found considerably higher than Hindi medium institutional climate.

**Significance of Mean Difference-**

The results inferred in the form of Critical Ratio given in the tables 01 to 04 are as follows –

- There is a significant difference between the mean of English medium institutional climate

and Hindi medium institutional climate on the less intelligent personality characteristic.

- There is a significant difference between the means of English medium institutional climate and Hindi medium institutional climate on the more intelligent personality characteristic.
- There is a significant difference between the means of English medium institutional climate and Hindi medium institutional climate on sober trait of personality characteristic.
- There is a significant difference between the means of English medium institutional climate and Hindi medium institutional climate on enthusiastic trait f personality characteristic.

These results indicate the comparative difference of institutional climate and personality characteristics. This seems plausible since the environmental conditions change the behavior in all respects.

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