

## **Personality Development of Girls Studying in NPEGEL and Non-NPEGEL Schools**

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**ABSTRACT:** *The Study examined the moderating influence of education of secondary School Students on Personality development. The study adopted a survey research and questioner design. The Participants in the study were 1050 Upper Primary Girl children from seven districts of Andhra Pradesh and Telangana states of India. Two valid and reliable instruments (tools) one is personality development through MAP ( Multi Dimensional Assessment Personality) and Impact of education on Girl children through interview Schedule. Descriptive statistics, MAP test, T test, F test, ratios, correlation analysis were used to analyze the data. The teachers, counseling and educational psychologists should encourage to achieve personality development through life skill education, art of living. By so doing, the academic performance and personality of the students could be improved.*

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### **I. INTRODUCTION**

Education, no doubt, remains the most outstanding development priority area in the world. The core purpose of education, unquestionably, is human development. Educating women in world plays a key role in the social and economic development of the country. Emmaline Pankhurst once said that freeing a woman is freeing a half of the human race because they represent a half of the population. On the other hand Nellie McClung advised the society never to underestimate the power of a woman. Education a woman can be likened to educating the whole family because of the role they play in families. Women education plays a key role in the social and economic development of the country. Educating a woman uplifts her life as well as the quality of her life and her entire family. It is a fact that any educated woman will definitely support the education of her children especially a girl child and provide a better guidance to her children. An educated woman will easily imbibe an independent and progressive outlook in her children. More importantly, an educated woman in a society like India will assist in reducing the infant mortality rate and control the blossoming of the population.

#### **Major policies and schemes paving way for girl child education Policies**

- Education in the Concurrent List
- National Policy on Education, 1986 and Program of Action
- National policy on Women 2001
- Tenth Five Year Plan (2002-2007)
- A.P. Community Participation Act, 1998

#### **Schemes**

- Andhra Pradesh Primary Education Project (APPEP)
- Operation Blackboard (OBB)
- District Institutes of Educational Training (DIET)
- District Primary Education Programme (DPEP)
- National Programme of Nutritional Support to Primary Education (School Meal Programme) (NPNSPE)
- Sarva Shiksha Abhiyan (SSA)
- The National Programme for Education of Girls at Elementary Level (NPEGEL)
- Kasturiba Gandhi Balika Vidyalaya (KGBV)

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SSA has come up with many schemes for inclusive as well as exclusive growth of Indian education as a whole, including schemes to help foster the growth of female education.

The major schemes are the following:

- **Mahila Samakhya Programme:** This programme was launched in 1988 as a result of the New Education Policy (1968). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups. When the SSA was formed, it initially set up a committee to look into this programme, how it was working and recommend new changes that could be made.
- **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for females is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) females.
- **National Programme for Education of Girls at Elementary Level (NPEGEL):** 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". The 'National Programme for Education of Girls at Elementary Level (NPEGEL)' as a component of the scheme of Sarva Shiksha Abhiyan (SSA). This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls.
- **Multi Dimensional Assessment of Personality (MAP)**

The MAP consists of 147 items which covers 20 normal personality dimensions. The dimensions include Adaptability, achievement, motivation, boldness, competition, innovation, maturity, mental health, morality, self control, sensitivity, shrewdness, suspiciousness, social warmth and tension. This scale can be administered both individually and in groups. The test results can be used to assess the personality of an individual.

## II. NEED FOR PRESENT STUDY

- 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 special drives through Sarva Shiksha Abhiyan (SSA) and Back to School Programs assume importance in view of prevailing absenteeism of eligible school children.
- The National Educational Policy 1986, emphasizes the fact that all the eligible children are to be covered by mainstream learning activities and those who are non enrolled are to be covered through alternative learning processes, designed to suit the needs of various types of children. Constitutional responsibility & the efforts:

### Objective:

- To find out the personality of girl students of NPEGEL covered & Non-NPEGEL covered schools.

### Locale of the study:

The project work was carried out in Nellore, Srikakulam, Ananatapur, Kurnool, Mahaboobnagar and Adilabad districts. The schools selected comprises of Elementary schools, upper primary schools, ZPHS and ZPGHS schools.

**Selection of the Schools:** Sixty schools were selected from 22 mandals namely Khilla ghanpur, Bhoothpur, Addakula from mahaboobnagar district, Jainath, Adilabad rural, Mandamarri from Adilabad district. Lepakshi, Hindupur, Battalapalli, Kalyanadurgam from Ananatapur district, Banaganapalli, Kallur, Kovelakuntla and Nandikotkur from Kurnool district. Kaligiri, A.S Peta, Venkatachalam and Nellore rural from Nellore district. Nadigam, Gara, Echerla, Narasannapet from Srikakulam district. Thousand fifty upper primary school children who were in 60 selected NPEGEL and Non- NPEGEL schools and their respective class teachers were selected for the study.

**Tools and Techniques used:**

**a. Interview schedule:** The interview schedule was developed for the study which include, general profile of the school children and their family background information, details regarding the schools, infrastructure facilities, parent occupation, reasons for absenteeism and dropouts. The schedule was pre-tested, their reliability and validity were tested and finalized. Interview schedule constructed for the purpose of the study formed the broad frame work for collecting general information of the sample.

**b. Schedule to study the personality of girl students:** MAP series of both child form and teenage form has been used to study personality dimensions of the students. Map series consists of 20 dimensions of personality but for this study only 10 dimensions in children and 12 dimensions in teenagers were selected. The 12 dimensions selected to study in teenagers is as follows:

**Adaptability (Ad):** This dimension refers to the ability to make appropriate responses to changed or changing circumstances.

**Academic Achievement (Am):** It includes general intelligence, dominance, imagination, radicalism, self-sufficiency.

**Boldness (Bo):** Typically adventurous, bold and energetic with good insight. They enjoy being the focus of attention in group situation.

**Excitability (Ex):** Is a combination of immediate temperamental quality, mind wondering distractibility insecurity.

**Guilt proneness (Gp):** Escapist, shirking responsibility, in secured and depressed.

**Creativity (Cr):** Original, fluency in thoughts, and explorative.

**Enthusiasm (En):** Cheerful, talkative, expressive and frank.

**General ability (Ga):** Intelligent, high abstract thinking, sensitive to minute details

**Individualism (In):** Loner, likes to be internally restrained, avoids group actions.

**Leadership (Ld):** Controls, directs and initiates actions for a group, power to influence others, achieve goals.

**Maturity (Ma):** Realistic about life and emotionally stable.

**The 10 personality dimensions selected for the present study in Children 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 be 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.

**c. Questionnaire** – To study the perception of parents, teachers, and community members on existing school friendly facilities:

Questionnaire was prepared to know about perceptions of teachers, parents and community members on the NPEGEL programme.

**Statistical analysis:** Frequencies, Percentages, means, S.Ds, 't' and 'f' ratios, correlations analysis were used to present the data.

**To find out the personality of girl students of NPEGEL covered & Non-NPEGEL covered schools.**

One of the focus point of NPEGEL programme is to 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. To see whether this objective is attained by NPEGEL schools personality dimension test is administered to the selected sample children. This test is of two types child form and teenager form. The test is administered to 1800 Students studying in selected primary and upper primary schools. The results are given in the table 14 below.

### III. ACKNOWLEDGMENT

I would like to Acknowledge child development department college of Home science for giving opportunity to be the part of study.

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14. Details on personality dimensions of the girls in Upper primary schools. (N=1050)													
S. no	Dimensions	Andhra region				Rayalaseema				Telangana			
		NPEGEL (N=240)		NON-NPEGEL (N= 180)		NPEGEL (N=240)		NON-NPEGEL (N=120)		NPEGEL (N=210)		NON-NPEGEL (N=60)	
		no	%	no	%	no	%	no	%	no	%	no	%
1	<b>Adaptability</b>												
	Low	60	25%	80	44%	70	29%	30	25%	60	28%	40	66%
	Average	120	50%	50	28%	130	54%	70	58%	150	71%	20	33%
	High	60	25%	50	28%	40	17%	20	16%	-	-	-	-
2	<b>Academic performance</b>												
	Low	65	27%	90	50%	80	33%	60	50%	100	48%	30	50%
	Average	150	62%	60	33%	120	50%	30	25%	70	33%	20	33%
	High	25	10%	30	17%	40	17%	30	25%	40	19%	10	17%
3	<b>Boldness</b>												
	Low	40	17%	50	28%	100	42%	30	25%	80	38%	20	33%
	Average	60	25%	80	44%	120	50%	70	58%	100	48%	40	66%
	High	140	58%	50	28%	20	8%	20	17%	30	14%	-	-
4	<b>Excitability</b>												
	Low	130	54%	100	56%	70	29%	90	75%	100	48%	30	50%
	Average	70	29%	40	22%	100	42%	20	17%	90	43%	20	33%
	High	40	17%	40	22%	70	29%	10	8%	20	9%	10	17%
5	<b>Guilt proneness</b>												
	Low	150	62%	50	28%	130	54%	20	17%	60	28%	40	66%
	Average	50	21%	90	50%	70	29%	70	58%	90	43%	10	17%
	High	40	17%	40	22%	40	17%	30	25%	60	28%	10	17%
6	<b>Creativity</b>												
	Low	60	25%	100	56%	60	25%	30	25%	80	38%	10	17%
	Average	120	50%	40	22%	120	50%	60	50%	60	28%	50	83%
	High	60	25%	40	22%	60	25%	30	25%	70	34%	-	-
7	<b>Enthusiasm</b>												
	Low	30	13%	110	61%	50	21%	90	75%	40	19%	45	75%
	Average	180	75%	40	22%	150	62%	20	17%	100	48%	5	8%
	High	30	12%	30	17%	40	17%	10	8%	70	33%	10	17%
8	<b>General ability</b>												
	Low	50	21%	60	33%	30	13%	50	42%	50	24%	35	58%
	Average	150	62%	100	56%	180	75%	50	42%	100	48%	10	17%
	High	40	17%	30	17%	30	13%	20	16%	60	28%	15	25%
9	<b>Individualism</b>												
	Low	20	8%	60	33%	40	17%	40	33%	60	28%	45	75%
	Average	60	25%	90	50%	110	46%	60	50%	100	48%	5	8%
	High	160	67%	30	17%	90	37%	20	17%	50	24%	10	17%
10	<b>Independence</b>												
	Low	40	17%	40	22%	100	42%	70	58%	60	28%	20	33%
	Average	170	70%	100	56%	70	29%	30	25%	120	50%	30	50%
	High	30	13%	40	22%	70	29%	20	17%	30	14%	10	17%
11.	<b>Leadership</b>												
	Low	20	8%	25	14%	120	50%	90	75%	70	33%	-	-

	Average	90	37%	95	53%	80	33%	20	17%	130	62%	30	50%
	High	130	54%	60	33%	40	17%	10	8%	10	5%	30	50%
12.	<b>Maturity</b>												
	Low	35	15%	30	17%	125	52%	20	17%	100	48%	20	33%
	Average	60	25%	120	66%	75	31%	80	67%	70	33%	20	33%
	High	145	60%	30	17%	40	17%	20	16%	40	19%	20	33%

The basic objective of this paper was to revitalize the Upper Primary education by measuring the personality traits of girl students of NPEGL and non NPEGL schools. The study revealed that there was average adaptability in students of NPEGL Schools as compared to Non NPEGL school students which was found to be low. This can be attributed to teacher absenteeism, uninteresting teaching methods, lack of contextual learning materials and low motivation from teachers since adaptability is the readiness to make appropriate responses to changed or changing circumstances.

**Adaptability:** Refers to ability to make appropriate responses to changed or changing circumstances. Is found to be average in students of NPEGL schools and low in students of Non-NPEGL schools.

**Academic performance:** was measured as the general intelligence, dominance, imagination, radicalism, self sufficiency. Academic performance is found average in NPEGL schools and low in Non –NPEGL schools. , may be due to high drop out rate of children, non availability of physical- natural environment in non NPEGL schools

**Boldness** was measured as Typically adventurous, bold. Interestingly it was found to be high in Andhra region NPEGL schools and average in other schools.

**Excitability** was seen as a combination of immediate temperamental quality, mind wondering distractibility, insecurity, and excitability in secondary students of all the NPEGL and Non-NPEGL schools is found to be very low. These may be due to non-available physical and natural environment in non NPEGL Schools.

**Guilt proneness** is measured as Shirking responsibility, in secured and depressed emotions. It was good to find that this dimension was very low in all the secondary school students of NPEGL and average in Non-NPEGL schools students.

**Creativity** which referred to Original, fluency in thoughts, was found to be average in NPEGL schools and low in Non-NPEGL schools. On the other hand

**Enthusiasm** which referred to cheerful, talkative, expressive was found to be average in secondary students of SSA-NPEGL schools of Andhra region and SSA Non-NPEGL schools of Telangana region. In other regions and schools enthusiasm is found to be low.

**General ability:** This dimension referred to high abstract thinking, sensitive to minute details. It was found to be average in all the secondary students of NPEGL and Non-NPEGL schools. On the other hand

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	
1	Adaptability	7.5	0.6	7.3	0.5	0.2	7.6	0.5	7.2	0.6	0.19	7.2	0.7	7.4	0.5	7.6	0.4	0.14 NS
2	Academic performance	6.2	.8	6.9	0.8	0.4	7.5	0.4	6.5	0.7	0.02*	5.4	0.8	7.2	0.3	7.2	0.6	0.5NS
3	Boldness	10.5	1.2	10.6	2.8	0.4	10.4	1.4	10.6	1.4	0.4	10.5	2.02	10.8	0.4	10.4	1.9	1.2NS
4	Excitability	0.6	0.3	0.5	0.5	0.45	0.46	0.42	0.65	0.47	0.25	0.55	0.52	0.8	0.4	0.2	0.1	0.65NS
5	Guilt proneness	0.9	0.18	1	0.15	0.2	0.97	0.2	0.95	0.08	0.4	1	0.18	0.91	0.20	0.93	0.12	0.63NS
6	Creativity	5.6	1.1	6.4	0.66	0.09	6.2	0.6	5.7	1.2	0.2	5.5	1.5	5.8	0.38	6.7	0.40	0.3NS
7	Enthusiasm	4.5	0.9	4.7	0.3	0.27	4.4	0.8	4.8	0.2	0.19	4.2	1.0	4.5	0.22	5.0	0.37	0.3NS
8	General ability	5.4	0.34	56.1	0.9	0.15	5.1	0.3	5.2	1	0.39	4.8	1.08	5.5	0.28	5.3	0.51	0.47NS
9	Individualism	6.7	1.1	6.4	1.4	0.2	7.4	0.5	5.7	1.1	0.02*	6.3	2.1	6.4	7.4	6.9	4.9	0.39NS
10	Independence	6.1	0.98	6.1	1.2	0.4	6.5	0.8	5.7	1.1	0.1	6	1.8	6.1	0.86	6.3	0.20	0.51NS
11	Leadership	8.9	1.3	8.7	1.5	0.4	9.3	0.7	8.3	1.7	0.17	8.9	2	8.8	0.6	8.6	1.6	0.1NS
12	Maturity	8.2	0.9	8.3	0.7	0.4	8.7	0.4	7.8	0.8	0.05*	8.1	1	8.3	0.9	8.3	0.6	0.5NS

**Individualism** where Loner avoids group actions. Was found to be high in students of Andhra region NPEGEL schools. It is found to be average in other regions of NPEGEL and non-NPEGEL schools.

**Independence:** Is found to be average in secondary students of all SSA- NPEGEL and non-NPEGEL schools.

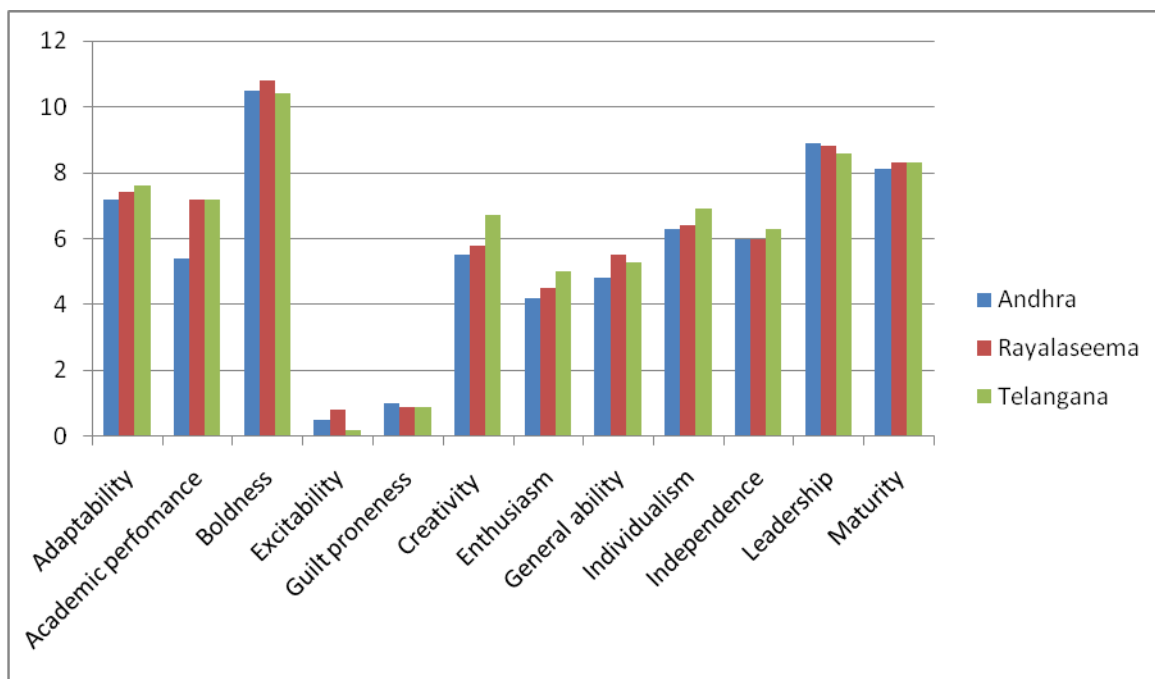
**Leadership:** Controls, directs and initiates actions for a group, power to influence others, achieve goals. This dimension is found to be high in Andhra region and average in other regions.

**Maturity:** Realistic about life and emotionally stable. This dimension is also found to be high in Andhra region and average in other schools.

The above personality dimensions if made average to good by the School authorities, would then facilitate retention of girls studenta and ensure greater participation of women and girls in the field of education. The improved dimensions help in stressing the relevance and quality of girls education for their empowerment.

**Mean differences in personality dimensions of teenagers from selected schools based on school type, management and region.**

From table 15 it can be inferred that there is no significant difference in 12 personality dimensions studied in teenagers from selected NPEGEL and Non- NPEGEL schools. Interestingly significant differences were noticed in personality dimensions like Academic performance, Individualism and Maturity in teenagers from schools maintained by SSA and MSS. Teenagers in SSA maintained schools showed high score in these personality dimensions than the students from MSS maintained schools. Surprisingly no significant difference was found in personality dimensions of teenagers in three regions studied.



**Fig 3. Differences in Personality dimensions of teenagers in three regions of Andhra Pradesh.**

**FINDINGS AND CONCLUSIONS** :India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India.

#### IV. PERSONALITY:

- 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 counterparts.
- Excitability and Guiltproneess 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.

#### V. CONCLUSION

- The study reflects a mixed picture of the impact of NPEGEL on retention and education of the girls. It can be that success has been achieved in bringing the girls to schools, by seen creating awareness.
- This also stresses to shift the focus to EBB people.
- The quality education which was the underlying focus of the NPEGEL scheme, where the dream for a better and secure future need to ne nurtured by making students self-reliant and helping them to grow by knowing and respecting the realities of both the worlds, one from which they come and the one which we are training them for.