UNIT 12 : ROLE OF SCHOOL FOR PERSONALITY DEVELOPMENT OF CHILDREN

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12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the influence of school on personality development of children
- identify the developmental hazards of older children
- discuss the physical and psychological developmental hazards of late childhood

12.2 INTRODUCTION

In the previous unit, we have discussed about the role of home for personality development of children. We have also discussed the developmental hazards of younger children, i.e., children in early childhood (two to six years) during which activities related their development are mostly influenced by their immediate surroundings, which is home.

Apparently much of a child's personality is already shaped in home before she/he comes to school. Yet, the school poses new problems to be solved, new taboos to be accepted and new models for imitation and

identification, all of which contribute their share in moulding personality. This unit discusses the role of school for personality development of children. The unit also explains the developmental hazards of older children or children in their late childhood period. As the older children spent most of their time in school, their development, and for that matter hazards in their development are also mostly influenced by their school environment.

Now, let us start the unit with a discussion on the influence of school on personality development of children in the following section.

12.3 INFLUENCE OF SCHOOL ON PERSONALITY DEVELOPMENT OF CHILDREN

After the home, school is the place where children spend most of their time. As such, school plays a very important role in the process of personality development of children. Small children are suddenly weaned out of their familiar home environment and shifted to an environment where they meet large number of children from different family background. In school they learn to assimilate the norms of the social order. This helps them to adjust with the social environment from early years of life. As such, school is considered to be the most effective agency which paves the way for the socialisation of young children by acting as a miniature society and continue to serve as a platform for socialisation of children throughout their school life.

The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, evaluation system, opportunities for co-curricular activities, the disciplinary methods adopted by the institution, and the general atmosphere of the school – all influence the personality development of children.

Of all the factors influencing personality development of children in schools, the most important one is the role of the teacher. The teacher substitutes the parents in school. The way a teacher carries out his/her role in the class affect the emotional climate in the classroom and thereby influence the developing personality of the children. An authoritarian teacher creates an autocratic climate, whereas a democratic teacher creates a

different type of climate. It has been found that democratic approach is better than autocratic approach in developing good personality traits. It permits maximum personality development for each child in the classroom or school, prepares them for group living and for making their own decisions and having stronger emotional self-control.

The attitude and personality of teacher are other important variables with regard to the development of positive personality traits in the children. The teacher must have a positive attitude towards teaching. The teacher should try to create a warm and friendly atmosphere in the classroom. Teaching should always be geared to the needs of the children. The teacher must have sympathetic attitude towards deviant children. They must try to locate the causes of antisocial behaviour, if any and help children to improve their personality. When steps are taken to ascertain the needs and frustrations of each child and to reduce his/her anxiety and other emotional disturbances, it leads to marked improvement in the child's overall performance and positive personality development.

Next to the teacher, the headmaster or the principal of a school also plays an important role in the development of the total personality of the children. The success or the failure of a school depends upon its headmaster. It is said that 'as the headmaster, so is the school'. As a leader of the instructional staff and the community, a headmaster must possess qualities such as fairness, patience, buoyancy, flexibility, sympathy, persistence, etc. The headmaster must create such an environment in school that allows free discipline. The children should be allowed to express themselves freely and at the same time obey the rules and regulations willingly instead of out of fear.

The friendship and acquaintances children make with the classmates and schoolmates influence their personality development to a great extent. Social interaction of a child with another child in the classroom who is similar in age, skills and knowledge provokes the development of many social skills that valuable for better personality development. In peer relationships children learn how to initiate and maintain social interactions with other children. They learn skills for managing conflict, such as turn-taking,

compromise, and bargaining.

If the type of curriculum and the evaluation system do not cater to the needs of children, they feel frustrated and this in turn results in the development of undesirable personality traits. The curriculum must be diversified and enriched with various types of co-curricular activities so that children get ample opportunities for refining their intellectual activities.

With regard to the evaluation system, it has been found that failure or the experience of failure in school leaves a permanent impression on the personality of child. Children who repeatedly fail in examination are observed to be cruel, unfriendly, unhappy, quarrelsome, impolite, boastful and selfish. Therefore, instead of becoming 'exam factories' schools should adopt such a system of evaluation which encourages creative learning.

Modification of school routine according to the needs of the children is also found to be effective for personality development of children.

We can conclude that school has an important role in shaping the developing personality of children by creating better emotional atmosphere, better teaching methods, use of catharsis and by providing proper guidance and counselling.



CHECK YOU PRPGRESS

Q 1: Fill in the blanks:

i. School is pave the way for the socialisation of young children by acting as a .....

ii. Of all the factors influencing personality development of children in schools, the most important one is the role of .....

iii. Teaching should always be geared to the .....

iv. Instead of becoming ..... schools should adopt such a system of evaluation which encourages .....

Q 2: Name one very important organization that socialize children

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Q 3: What type of curriculum should be followed for facilitating personality development of children?

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12.4 DEVELOPMENT HAZARDS OF LATE CHILDHOOD

With regard to the development hazards of children in their late childhood period, though some of the health hazards are carry-over from earlier years, they however take some new forms. Some other new hazards arise with their changing life pattern as they enter schools.

As in the cases of earlier ages, the hazards of late childhood are both physical and psychological. During this period the psychological impact of many of the physical hazards are quite serious.

The physical and psychological hazards of late childhood are discussed in the following sub-sections.

12.4.1 Physical Hazards

While many of the physical hazards of the earlier ages still persist into the late childhood, their effects on the child's physical well-being however tend to be less severe and less far- reaching than they were during the earlier years.

The major physical hazards of late childhood are as follows:

Illness: Presently, due to availability of vaccines against most of the childhood diseases, it has been observed that the illnesses suffered by older children are not very serious in nature (e.g. common cold or stomach upset etc.) and they rarely have any lasting physical effects. However, their psychological effects can be serious because illness upsets the body's homeostasis which in turn may make children irritable, demanding and difficult to live with. In addition, there is danger of falling behind in the school work too if they are sick for a long time. Sometimes, children whether knowingly or unknowingly tend to fake their illness as a way of avoiding an

unpleasant task or regular school chores.

Obesity: Obesity in older children is a physical hazard, to their health and to their socialisation too. Obese children often lose out in active play and as such they miss opportunities to develop the skills required for socialisation. In addition, they are also likely to be teased and taunted by their peers, similar to the early childhood stage.

Sex-inappropriate Body Build: Children may go through personal and social maladjustment if their body builds are not appropriate for their sex, i.e. girls having masculine physiques and boys with feminine physiques as they are likely to be ridiculed by their peers and pitied by adults.

Accidents: Older children, like younger ones usually learns to be very cautious if they had to face or experience a number of accidents. This, in time may lead to timidity concerning all physical activities and may even spread to other areas of behaviour, thus, leading to a generalised shyness that affects their social adjustments.

Physical Disabilities: It has been found that most of the disabled children, whether due to aftereffect of an accident or for some other reasons become inhibited and ill at ease in social situations. As such, they make poor social adjustments and this in turn affects their personal adjustments. It is also observed that children may sometimes develop imaginary handicap or pretend that a real handicap is more disabling than it really is if they feel that a physical handicap is a way of avoiding unpleasant situation.

Awkwardness: As motor skills play an important role in children's activities at playground or schools, children who are clumsy and awkward often discover that they are unable to keep pace with their peers in play. As a result, they start developing inferiority complexes.

Physical Attractiveness: It has been found that attractive children have a sizable advantage over unattractive ones, particularly in schools and other social situations. Attractive children are better

liked by their age-mates than those who are less attractive. Physical attractiveness is especially important for geographically or socially mobile children as they make better first impression than those who are less attractive and this facilitates social acceptance.

12.4.2 Psychological Hazards

During the late childhood period, the effects psychological hazards are found to be of much greater in magnitude and more persistent in nature than the physical hazards. These hazards affect children's personal as well as social adjustment to a large extent.

Some of the important psychological hazards of late childhood period are as follows:

Speech Hazards: There found to be four common speech hazards during late childhood. They are:

i. A smaller-than-average vocabulary – these handicaps children in their schoolwork and also to communicate with others
ii. Speech errors (e.g. mispronunciation, grammatical mistakes, speech defects like stuttering or lisping) – make children very self-conscious while speaking with others and thus most of the time they start avoiding speaking unless required
iii. Differences in spoken language between home and school acts as a hazards
iv. Ego-centric speech, boasting, critical and derogatory comments etc. anger their peers and they start avoiding the child

Emotional Hazards: Unacceptable emotional expressions, such as, temper tantrums and other uncontrollable emotional outbursts make children dis-aggregable and unpleasant to be with. Such children are also considered immature both by their age mates and adults.

Social Hazards: Children whose adjustments are affected by social hazards are in general divided into five types. They are:

i. Children who are rejected/neglected by their peers do not get the chance to learn to be social.
ii. Voluntary isolation by children when they feel that they have a little in common with their peer group.
iii. Children who are geographically or socially mobile find it difficult to be accepted by already-formed gangs or groups.
iv. Group prejudice against children due to their races or religion. And lastly, followers who wants to be leaders turns resentful and disgruntled group members.

Play Hazards: Children who lack social acceptance are deprived of opportunities to learn the games and sports essential to gang belonging.

Conceptual Hazards: Children having idealised self-concept are usually dissatisfied with themselves and the way others treat them. Also, if their social concepts are based on stereotypes, they tend to become prejudiced and discriminatory in their treatment of others. Such emotionally weighted concepts are likely to persist and to continue to affect children's social adjustments unfavourably.

Moral Hazards: There found to be six common hazards associated with the development of moral attitudes and behaviours during late childhood**.** They are –

i. Development of a moral code that is based on the concepts of right or wrong by the peers or mass-media, which may not coincide with general adult codes
ii. Failure to develop a conscience as an inner control over behaviour
iii. Inconsistent disciplines on the part of the adults that makes children unsure of what they are expected to do
iv. Physical punishment that serves as a model of aggressiveness in children
v. Finding peer approval of misbehaviour so satisfying that those becomes habitual
vi. Intolerance of the wrongdoings of others

Hazards associated with Interests: Two common hazards are observed to be usually associated with childhood interests:

i. Being uninterested in the things their peers regard as important and

ii. Developing unfavourable attitude towards interests which are valuable to them, e.g. health, school, etc.

Hazards in Sex-Role Typing: With regard to the Sex-Role typing too, two common hazards are observed during the late childhood. They are:

i. Failure to learn the elements of sex-role type which their peers regard as appropriate for their ages. This is likely to happen if the family environment of children with regard to the sex role played by their parents differ from those of their peers.

ii. Unwillingness to play the approved sex roles. This usually happens if boys are expected to play egalitarian roles whereas girls are expected to play traditional roles.

Family-Relationship Hazards: Friction with family members is observed to have two serious effects, viz.

i. It weakens the family ties and

ii. It leads to a habitual unfavourable pattern of adjustment to people and problems which is carried outside the home.

Hazards in Personality Development: There found to be two serious hazards in personality development in late childhood. They are:

i. Development of an unfavourable self-concept and

ii. A false sense of self-importance which children are likely carry over from their early childhood period of egocentrism.



CHECK YOUR PROGRESS

Q 4: Mention some of the major physical hazards of late childhood.

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Q 5: Why is obesity considered as a physical hazard in children?

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Q 6: Name some of the important psychological hazards of late childhood.

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Q 7: How many common hazards are generally associated with the developmental of moral attitudes and behaviors in older children? State those hazards.

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12.5 LET US SUM UP

- After the home, school is the place where children spend most of their time. As such, school plays a very important role in the process of personality development of children. School helps them to adjust with the social environment from early years of life.
- The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, evaluation system, opportunities for co-curricular activities, the disciplinary methods adopted by the institution, and the general atmosphere of the school – all influence the personality development of children.
- Of all the factors influencing personality development of children in schools, the most important one is the role of the teacher. It has been found that democratic approach of teacher permits maximum

personality development for each child in the classroom or school, prepares them for group living and for making their own decisions and having stronger emotional self-control.

- The attitude and personality of teacher are other important variables with regard to the development of positive personality traits in the children.
- Next to the teacher, the headmaster or the principal of a school also plays an important role in the development of the total personality of the children. The headmaster must create such an environment in school that allows free discipline. The children should be allowed to express themselves freely and at the same time obey the rules and regulations willingly instead of out of fear.
- The friendship and acquaintances children make with the classmates and schoolmates influence their personality development to a great extent.
- If the type of curriculum and the evaluation system do not cater to the needs of children, they feel frustrated and this in turn results in the development of undesirable personality traits.
- Modification of school routine according to the needs of the children is also found to be effective for personality development of children.
- With regard to the development hazards of children in their late childhood period, though some of the health hazards are carry-over from earlier years, they however take some new forms. Some other new hazards arise with their changing life pattern as they enter schools.
- As in the cases of earlier ages, the hazards of late childhood are both physical and psychological. However, during this period the psychological impacts of many of the physical hazards are quite serious.
- The major physical hazards of late childhood include illness, obesity, sex-inappropriate body build, accidents, physical disabilities, awkwardness, physical attractiveness, etc.
- With regard to the psychological hazards, it has been observed that during the late childhood period, the effects psychological hazards

are of much greater in magnitude and more persistent in nature than the physical hazards.

- Some of the important psychological hazards of late childhood period are speech hazards**,** emotional hazards, social hazards, play hazards, conceptual hazards, moral hazards, hazards associated with interests, hazards in sex-role typing, family-relationship hazards, and hazards in personality development.



12.6 FURTHER READING

1) Aggarwal, J.C. (2003). Essentials of Educational Psychology. Vikash Publishing House Pvt. Ltd.: New Delhi.

2) Chauhan, S.S. (1992). Advanced Educational Psychology. Vikas Publishing House Pvt, Ltd.: New Delhi.

3) Hurlock, E.B. (2013). Developmental Psychology-A Life Span Approach (5th Edition). McGraw Hill Education (India) Pvt. Ltd :New Delhi.

4) Mangal, S.K. (1990). Educational Psychology. M/s. Prakash Brothers: Ludhiana .

5) Thomson, R. (nd) Social and Personality Development in Childhood. Retrieved from https://nobaproject.com/modules/social-and-personality-development-in-childhood.



12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (i) Miniature Society

(ii) The Teacher

(iii) Needs of the children

(iv) Exam factories, Creative Learning

Ans to Q No 2: School

Ans to Q No 3: The curriculum must be diversified and enriched with various types of co-curricular activities so that children get ample opportunities for refining their intellectual and other activities.

Ans to Q No 4: Some of the major physical hazards of late childhood are illness, obesity, sex-inappropriate body build, accidents, physical disabilities, awkwardness, and physical attractiveness, etc.

Ans to Q No 5: Obesity in children is considered as a physical hazard because obese children often lose out in active play and as such, they miss opportunities to develop the skills required for socialisation. In addition, they are also likely to be teased and taunted by their peers for being obese. So, obesity acts as physical hazard both to the health and process of socialisation of children.

Ans to Q No 6: Some of the important psychological hazards of late childhood period are speech hazards**,** emotional hazards, social hazards, play hazards, conceptual hazards, moral hazards, family-relationship hazards, etc.

Ans to Q No 7: There are six common hazards generally associated with the development of moral attitudes and behaviours during late childhood**.** They are stated below:

i. Development of a moral code that is based on the concepts of right or wrong by the peers or mass-media, which may not coincide with general adult codes.

ii. Failure to develop a conscience as an inner control over behaviour.

iii. Inconsistent disciplines on the part of the adults that makes children unsure of what they are expected to do.

iv. Physical punishment that serves as a model of aggressiveness in children.

v. Finding peer approval of misbehaviour so satisfying that those becomes habitual.

vi. Intolerance of the wrong doings of others.



12.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: In what way does school help in the socialization of children? Explain.

Q 2: Write in short how the attitude of teacher influences the development of personality in children.

Q 3: '*As the headmaster, so is the school*' – what do you mean by this statement? Explain.

Q 4: Write about the roles of evaluation system and curriculum in personality development of children.

Q 5: How does illness suffered by older children act as a physical hazard? Explain.

Q 6: Is there any importance of physical attractiveness for harmonious development of children? Give justification of your response.

Q 7: How many common speech hazards are observed in older children? Describe them.

Q 8: Write about the different types of social hazards that affects the process of social adjustment in older children.

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Describe on the influence of school on the personality development of children.

Q 2: Critically evaluated the role of teacher with regard to personally development of children in school.

Q 3: Explain with suitable examples the major physical hazards of late childhood period.

Q 4: Explain the two common hazards in relation to the sex-role typing of older children.

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