

Investigation of Personality Development of Female Students at the Secondary level of Islamabad

* Aliza Arif, MPhil Scholar (Education) (Corresponding Author)

** Dr. Sadaf Zamir Ahmed, Assistant Professor (Education)

*** Aqsa Wajid Abbasi, MS Scholar (Education)

Abstract



Due to deficits in their personality development, female students face difficulties related to social life and emotions. The study investigated the problems faced by female students in their personality development at the Secondary level. The research aimed at exploring the social and emotional development of females at the secondary level. The study was conducted to investigate females' perception of their personality development at the secondary level and to determine the effect of demographic factors on female's perception regarding personality development at the secondary level. The population of this study comprised females from secondary schools in Islamabad, including 80 secondary students from 04 public schools in sectors E, F, and G and 80 secondary students from 04 private schools in sectors E, F, and G. The stratified random sampling technique was used in this study. According to confirmatory factor analysis (CFA), the researcher had taken 160 sample sizes. For the sample within this process, the researcher used a 5:10 ratio. A self-developed questionnaire was used to collect the data. The questionnaire consisted of close-ended statements. The questionnaire consists of 16 items and the alpha value (0.597) shows that all the items of the questionnaire were reliable to test. This research was based on Erik Erikson's theory. The 5-point Likert scale was used to measure respondents' answers in 5 ranges (1= strongly disagree, 2= disagree, 3= uncertain, 4= agree 5= strongly agree). The data was analyzed by statistical technique in which descriptive statistics used mean, percentage, and frequency and inferential statistics used was t-test. It was found that the majority of female students at the secondary level were not aware of their problems and they didn't have any intention to solve such problems because of their personality development.

Keywords: Personality Development, Female Students, Secondary Level, Erik Erikson Theory, Social and Emotional Development

Introduction

Female is an important part of our society. Developing the personality of the female is a challenge for many teachers and parents. Developing personality and guiding female students remains a priority because they will bring up the next generations. It is a belief that if women are educated a whole society is considered to be educated. Female plays a vital role in the training of children. The personality of the mother affects a lot of the personality of the child (Abbott, 2008). Personality includes our skills, habits, tastes, behavior, likes, dislikes, nature, thoughts, and reactions. Our personality has a close relation with our past, present, and future. Taking a good diet is important for a healthy body, in the same way, the development of personality in a good way is important for continuing toward a good future (Diener, Lucas & Cummings, 2019).

Our society is a combination of males and females. The development of the personality of both males and females is necessary. Females are mothers of future generations. And those states are developed quickly where males and females both are working together for the success of their state. The development of personality that takes place at an early age or late age is not as important as the development that takes place at the secondary level at the age of 15 and 17 years. According to Farooq (2011), every person has his lifestyle, emotions, and way of learning and looking towards the world. Individuals are not the same. Personality also affects what we think, beliefs, values, norms, and

* Air University, Islamabad Email: 211597@students.au.edu.pk

** Air University, Islamabad Email: sadaf.zamir@mail.au.edu.pk

***International Islamic University, Islamabad Email: aqsa.msedu411@iiu.edu.pk

expectations. According to Farooq (2011), there are many factors or aspects that contribute to an individual's personality, for example, biological, genetics, environmental, glandular, physical, gender, family background, financial conditions, situations, and circumstances.

The development of Personality means developing and nourishing the personality of an individual (Shahnaz, 2012). If a person's personality is influenced and strong then they have good confidence to face the whole world. A good personality always shows a positive message to others and it also impacts other's communication skills, way of talking, way of sitting and standing, the outlook of the person, how they live in this world, and how they see the whole world (Shahnaz, 2012).

According to Engineer (1994), in a male-dominated society, females have to face many problems regarding their status and sex. In every religion, there is no specific status of females but Islam gives importance in every aspect. In Holy Quran, Allah says in the respect of women that, every male and female are equal in the sight of Allah. (33:35)

Nowadays, there is a lot of competition between girls and boys. Females are facing problems emotionally, socially, economically, and physically, etc. Females are very simple and emotional as compared to males. In our society, females face many problems regarding emotionally and socially in the area of study, jobs, houses, etc. People think females who are not doing any good work outside the house are only allowed for household work (Jones & Barron, 2007).

Even some parents think that females are not able to study. They are always appreciating males and discourage females. They only think that if the female is getting their periods then they have to marry. Females are not burdened they want their lives; they want to become doctors, teachers, pilots, etc. Every girl has to complete their dreams and be proud of their family and nation (Jones & Barron, 2007).

In this research, emotional and social aspects are used. This research is conducted when it is noticed that female personality is not socially and emotionally developed properly at the secondary level. And poor development at this level leads to their failure in their future careers. This research investigates the problems of personality development of female students at the secondary level in the Public and Private sectors of Islamabad.

Research Problem

Many female students from past years are facing problems in their careers and future lives caused by a lack in their personality development. This research is focused basically on the social and emotional development of secondary-level female students. This study was undertaken to examine the personality development of female students at the secondary level of Islamabad. Moreover, this study finds out the effect of demographic factors (sectors) on the perception of students about their personality development.

Research Questions

The research questions of the study were:

1. What are females' perceptions about their personality development at the secondary level?
2. What are the effects of demographic factors on the perception of female students regarding their personality development at the secondary level?

Research Objectives

This study was intended to:

1. Investigate females' perception of their personality development at a secondary level.
2. Determine the effect of demographic factors on females' perception regarding personality development at the secondary level.

Research hypothesis

In light of the objectives of the study, the following alternate directional hypothesis was tested.

H01 There is a significant effect of demographic factors on females' perception regarding personality development at the secondary level.

Significance of the Study

This research will benefit all female students, teachers, parents, administrators, researchers, educationists, curriculum developers, policymakers, and academic managers because this research will investigate the personality development problems faced by female students at the secondary level in public and private sectors both. In light of those problems, the female students will be able to know that if their areas of personality are developed then they can have a bright future. Teachers, parents, administrators, educationists, curriculum developers, policymakers, and academic managers will

realize that areas of female personality should be focused. The researcher will get help in their future studies.

Literature Review

Personality

Personality is the collection of all activities that can be found by observation for a long time to give reliable information (Watson, 1924).

Personality is the mental health of a person at any stage of his growth. It includes the stages of human nature, intelligence, temperament, skill, honesty, and attitude of one’s life (Warren & Carmichael, 1930).

Personality is all the aspects of performance, cognition, and sentiments that may be shown by an individual and to reveal others (Sherman, 1979).

Personality is the active group within the person of those psycho-physical systems that define his or her reactions and images (Allport, 1973).

Personality is a stable and long-lasting collection of an individual's physical and mental perspectives (Eysenck, 1947).

Theoretical Framework and Conceptual Framework

The basis of this research was Erik Erikson's Stages of psycho-social Development. This theory was developed by Erik Erikson. This theory comprises eight stages of development are as follows:

1. Basic Trust Vs Mistrust
2. Autonomy Vs Shame and Doubt
3. Initiative Vs Guilt
4. Industry Vs Inferiority
5. Identity Vs Role Confusion
6. Intimacy Vs Isolation
7. Generativity Vs Stagnation
8. Ego Integrity Vs Despair

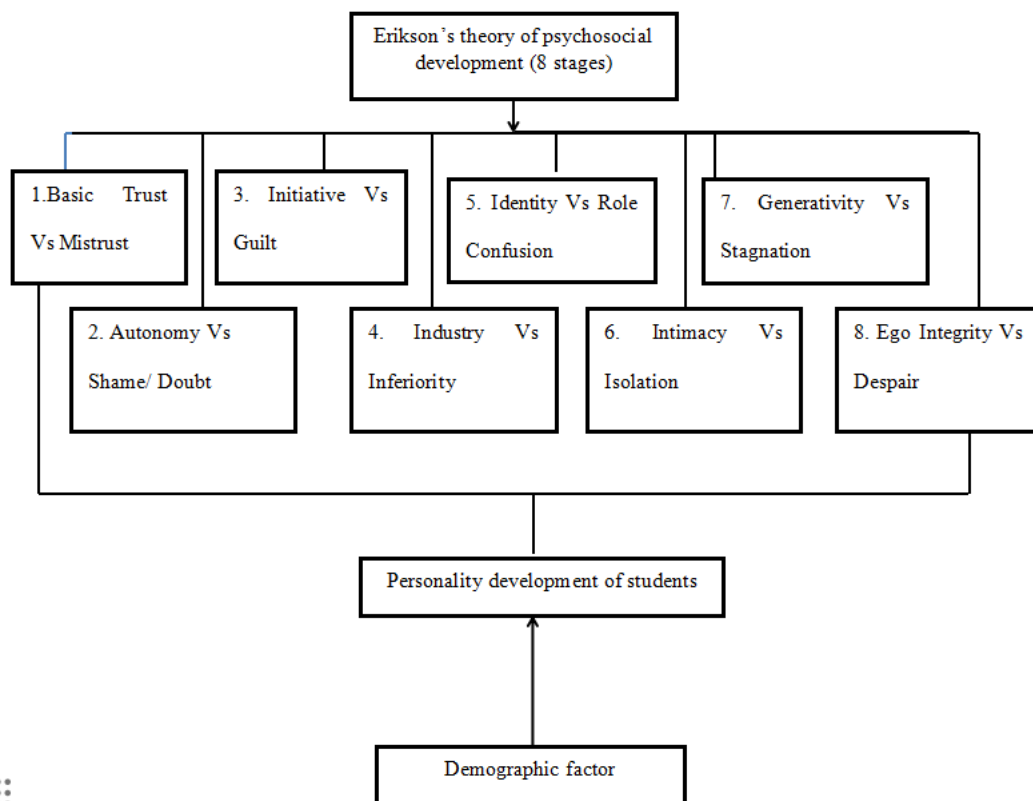


Figure 1: Theoretical Framework of the study

Conceptual framework:

According to Shahnaz (2012), Erik Erikson claims that anything experienced by a person on one stage does not end there, the effects of it last till the last stage of development. Erikson has described eight

stages of an individual's psycho-social development. This research was based on the fifth stage Identity vs. Role Confusion. This stage is all about adolescence. The problem here is developing a friendly relationship with peers. Quick social changes affect children here. The child doesn't feel easy in accepting changes and they want to spend more time with their peers. The child wants complete independence and he wants to form his own identity at this level. The child manages to establish his identity. And if he fails at this time then he develops role confusion. And then he is never capable of making his decisions (Shahnaz, 2012).

Previous Study Related to Personality Development:

According to Kundu (2015), personality is obtained from the Greek word persona which means mask. Personality is the term for collecting all the characteristics of an individual. It plays a vital role among human beings in modern society. Everyone wants to develop their personality the right way. According to Johri (2007), personality influences the success and failure of life. According to tradition, the personality changes twice during life, first at puberty and then at old age. Good personality traits are balanced in person. Heredity is the main factor of personality and its influence on the personality traits of children.

According to Ramalingam (2013), the personality of a day is now measured using personality tests. If you want to succeed in life, you must have a good personality. Education helps you improve your personality development and makes a person better. Personality plays an essential role in success. Your personality can make you more preferable. Personality can provide more opportunity, success, respect, love, and more in an individual's life. A good personality can bring many surprises, and happiness in your life. Personality development is often linked to good education. Education plays a very important role in the development of a good personality.

According to Kundu (2015), personality is the unique set of models that influence behavior, thought, motivation, and emotion in an individual. The factors influencing personality can be divided into several categories according to different dimensions of the survival aspects of the personality. There are different factors related to the structure and functions of the personality. These are the following factors that influence the development of individual personality.

According to Farooq (2011), biological factors are very important for the development of an individual's personality. Children are born into a family and receive many qualities and characteristics from their parents. Biological factors include hereditary factors, physical and physical appearance, and maturation. Children get physical and psychological characteristics from their parents that become part of their personality. Some of the inherited traits are courage, cowardice, intelligence, weakness, etc. A normal healthy man has physical similarities such as two hands, five senses, and two eyes. There are many different physical characteristics from each other except identical twins with the same physical qualities. Thus, the biological factors of personality are responsible for the development of personality.

According to Kundu (2015), heredity factors are a major factor in the development of personality. Heredity directly affects the personality. Parents play a powerful role in the development of any child's personality. The initial relationship with all members is very important. Theorists argue that children's education problems cause emotional turmoil in the individual's adult life. Parents cannot transmit all their habits, and characters to their children at birth. Parents pass on their wisdom, the ethics of collective humanity, and religion to the child. Parental inheritance is natural.

According to Kundu (2015), the inheritance of an individual's direct effects on personality is unchangeable. Heredity is at the origin of all possibilities for personality development, the environment being a means to realize these possibilities. The environment is also important like heredity. They are both necessary for the development of an individual. The environment is not a capacity that has not been transferred from generation to generation; it is only improved from time to time. For example, there are two equally intelligent individuals; one with better environmental facilities makes more progress in education than the other without benefits.

According to Kundu (2015), the physique of the individual is a physical factor of personality. The personality of an individual differs according to his physique. Tall, intelligent, and blond people enjoy their lives in short, fat, and dark colors. The different environment creates personality changes. A person loses his temper, lacks encouragement at work, the uses drugs like alcohol Last but not least; brain disorders can cause remarkable personality changes. All feelings, emotions, ideas, attitudes, habits, and behaviors, as well as body structure, are the result of the physical environment to which an

individual belongs. For example, the body structure, physique, color, and health of rural people are different from city dwellers.

According to Cohn (1991), gender differences play an essential role in the development of the character of the individual. Boys are generally very aggressive and strong, while women are more flexible and gentler due to personal, emotional, and social issues. Cultural norms affect the personality and behavior of both sexes, which is why girls and boys are different from each other. Each gender has its different norms and must respect its norms and values. Each sex must meet other gender norms. Culture, norms, values, behavior, gestures, and facial expressions influence the personality by highlighting different traits between the different sexes. Boys and girls with different traits and traits show their personalities and these traits vary from culture to culture. Young girls are less energetic and less energetic than young boys. "Girls are generally described as more mature than boys" (Bergland, 2013).

According to Farooq (2011), when an individual associates with another individual, it affects the personality of the individual. In a society, each person plays a specific role and status. For example, in our society, young people are supposed to be respectful of elders. Many other social factors such as the environment, group life, family, and the media with which an individual interacts in the daily life of his society shape his personality. We can say that everything that comes into the social life of an individual affects his personality and develops a good or a bad personality. Each individual must find their place and function in society. In the drama of life, one plays, one is the director, and the other is the audience. The same individual must play different functions in different life situations. Social life is therefore a life of interpersonal relationships. The place and role of the child in the family exert a great influence on his personality. These depend both on the child's parents and on the child himself. The main function of the child in the family is to grow up. Many parents are unfair to their children and do not offer them the opportunity for normal growth.

According to Ramalingam (2013), culture is the sharing of the same beliefs, customs, values, ideas, behaviors, and traditions of a society that are transmitted from generation to generation. Culture is transmitted to people through language, behavior, etc. When two individuals are seated in the same place, they talk to each other, they exchange their thoughts, beliefs, values, etc. cultures affect an individual's personality. People in Pakistan belong to many cultures and that is why Pakistan is a good example of cultural diversity. In every culture, people have some sort of norms, patterns of behavior, and traits. Individual characters are different from each other, which is why each individual has their personality traits.

Research Design

The research design was quantitative because, in quantitative measurement, data are collected from respondents and explain or predict the result in numerical form (Mills and Gay, 2019). Descriptive research describes the current situation. Descriptive research involves collecting numerical data to test a hypothesis or answer questions about the current topic of study. Survey research is also called descriptive research (Mills and Gay, 2019). This is why a survey method or a descriptive method was used to examine the development of the personality of female students at the secondary level.

Sample and sampling technique

The stratified random sampling technique was used in this research because the selected population was divided into smaller subgroups and then equal chance was given to all respondents without any biases. The questionnaire consists of 16 items. The 160 samples were taken from the Siegle table with a confidence interval of 95% and 5% by margin of error (Siegle, 2015).

Instrumentation

A self-developed questionnaire was used to collect the data. The questionnaire consisted of close-ended statements. This research was based on Erik Erikson's theory. The 5-point Likert scale was used to measure respondents' answers in 5 ranges (1= strongly disagree, 2= disagree, 3= uncertain, 4= agree 5= strongly agree).

Table 1

Reliability of Personality Development of Female Students at the Secondary Level of Islamabad

Variables	No. of items	Cronbach alpha
Personality development	16	.597

The questionnaire consists of 16 items and the alpha value shows that all the items of the questionnaire were reliable to test.

Data Collection

The data were collected during personal visits of the researcher to the students.

Data Analysis

Data was analyzed by calculating mean, percentage, frequency, and t-test.

Data Analysis and its Interpretation

The Problem faced by female students in their personality development has been investigated in this study. The Data which is collected through Questionnaires filled out by female respondents is analyzed and interpreted in this chapter. The analysis of this study has been divided into two parts descriptive statistics and inferential statistics respectively.

A. Descriptive Statistics.

- a) Tabular and Graphical Representation (Frequency, Percentage) of demographic factors.
- b) Percentage response over questionnaires (Percentage, Mean).

B. Inferential Statistics.

- a) t-Test (Sector).

A. Descriptive Statistics

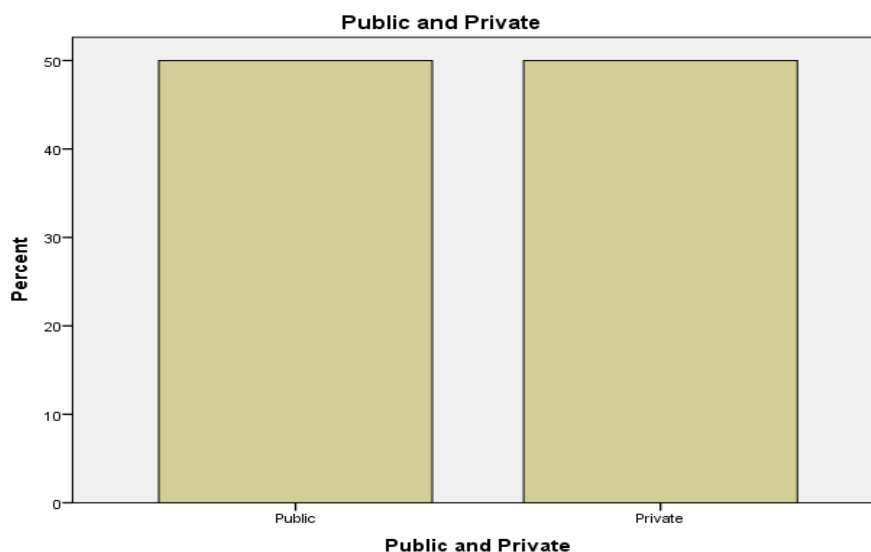
a- Tabular and Graphic Representative of Demographic factor

Table 2

Sector Representation

Sr. No	Sectors	Frequency	Percentage
1	Public	80	50.0
2	Private	80	50.0

Table 4.1 shows that 80 public female students and 80 private female students participated in this study.



Graph 1: Representation of Students based on Sectors.

Table 3

Percentage Response to Questionnaire

Sr.No	Items	SD A	DA	UC	A	SA	Mean
1	I can trust in the world.	18.1	21.3	28.1	14.4	18.1	2.9313
2	I cannot trust my family members.	23.8	22.5	26.9	14.4	12.5	2.6938
3	I can make the right choices.	7.5	17.5	35.0	21.9	18.1	3.2563
4	I feel ashamed when I am stuck in any problem.	3.8	21.3	26.9	30.0	18.1	3.3750
5	I take risks happily.	6.3	20.0	31.3	22.5	20.0	3.3000
6	I feel guilty when I cannot succeed in any work.	8.8	21.3	29.4	21.9	18.8	3.2063
7	I am always ready to help others.	11.3	22.5	23.1	15.0	28.1	3.2625
8	I feel inferior in expressing my desires among my peers.	8.1	17.5	41.9	19.4	13.1	3.1188

Investigation of Personality Development of Female Students.....Arif, Ahmed & Abbasi

9	I am proud of myself.	5.0	26.9	28.8	17.5	21.9	3.2438
10	I feel that my life is full of mistakes.	15.0	19.4	30.0	23.1	12.5	2.9875
11	I am enjoying setting up a long-term relationship.	6.3	18.1	29.4	25.0	21.3	3.3688
12	I am afraid to live alone.	9.4	21.3	35.0	18.1	16.3	3.1063
13	I am satisfied when I guide someone.	3.1	15.6	34.4	25.6	21.3	3.4625
14	I failed to contribute to the world.	8.1	22.5	36.9	18.1	14.4	3.0813
15	I have not given any benefit to any person.	13.1	16.9	29.4	27.5	13.1	3.1063
16	I can die peacefully with good memories of my life.	5.0	14.4	30.0	23.8	26.9	3.5313

This table shows that most students were neutral in the case of trust in the world (28.1%), they cannot trust their family members (26.9%), make the right choices (35.0%), they take risks happily (31.3%), they felt guilty when they cannot succeed in any work (29.4%), they felt inferior in expressing their desires among peers (41.9%), they proud of themselves (28.8%), their life is full of mistakes (30.0%), they enjoyed setting a long term relationship (29.4%), they afraid to live alone (35.0%), they felt satisfied when they guide someone (34.4%), they failed in contributing to the world (36.9%), they did not give any benefit to any person(29.4%), they intend to die peacefully with good memories (30.0%). Similarly, female students strongly agree in the case of helping others (28.1%) and agree in the case of feeling ashamed when they get stuck in any problem (30.0%)

B. Inferential Statistics (Hypothesis testing)

(a) t-Test (Sector).

H01 There is a significant effect of demographic factors on females' perception regarding personality development at the secondary level.

Table 4

t-Test for the sector

Variables	Sector	N	Mean	SD	t	df	Sig.
Perception of Female Personality Development	Public	80	5.08	9.48	.739	158	.461
	Private	80	51.97	9.54			

Table 4.3 shows that the mean value of students (53.08) public was greater than the mean of private students (57.97). Significant value (.461) shows that this difference between public and private was not significant; its mean hypothesis was not accepted

Findings

1. The majority of the students were neutral (M = 3.1) with the problems of the personality development of female students.
2. Public and private female students' perception of differences regarding personality development was not significant (p = 0.461)

Discussion

The responses given by female students for each item describe that most students were neutral in the case of trust in the world (28.1%), they cannot trust their family members (26.9%), make the right choice (35.0%), take risks happily (31.3%), they felt guilty when they cannot succeed in any work (29.4%), they felt inferior in expressing their desires among peers (41.9%), they proud of themselves(28.8%), they felt that their life was full of mistakes (30.0%), They enjoyed setting a long term relationship (29.4%), they felt satisfied when they guide someone (34.4%), they field in contributing to the work (36.9%), They did not give any benefits to any person (29.4%), They intend to die peacefully with good memories (30.0%), Similarly female students strongly agreed in case of helping others (28.1%), and agree in the case of feeling ashamed when they stuck in any problem (30.0%). This study found that the majority of female students at the secondary level were not aware of their problems. They have no intention to solve such problems because of their personality development. This result was different from the result of Ramlingam's (2013) perception.

Conclusion

The first conclusion was based on the first objective and was measured by descriptive statistics using mean, percentage, and frequency. It was noticed that female secondary students were neutral regarding facing problems in their personality development. The second conclusion was based on the second objective which was measured by inferential statistics using a t-test because the effect of the demographic factor (sector) was checked by it. It seemed that female students were neutral regarding personality development.

Recommendations

Schools need to focus on the secondary female`s personality development and provide them with a safe environment for their development. It has been observed that maybe no activities are arranged at a secondary level that develops various aspects of an individual`s personality. The school needs to organize workshops related to personality development.

References

- Abbott, T. (2008). Social and personality development. London: Psychology Press.
- Bergland, C. (2013). Scientists Identify Why Girls Often Mature Faster Than Boys. [online] Psychology Today. Available at: <https://www.psychologytoday.com/us/blog/the-athletes-way/201312/scientists-identify-why-girls-often-mature-faster-boys>.
- Cohn, L. D. (1991). Sex differences in the course of personality development: A meta-analysis. *Psychological bulletin*, 109(2), 252.
- Diener, E., Lucas, R. E., & Cummings, J. A. (2019). Personality Traits. [online] Available at: <https://openpress.usask.ca/introductiontopsychology/chapter/personality-traits/>
- Engineer, A. (1994). Status of Muslim Women. *Economic and Political Weekly*, 29(6), 297-300. Retrieved from <http://www.jstor.org/stable/4400757>
- Farooq, U. (2011, December 08). Factors of personality biological, social, cultural and situational. Retrieved from <http://www.studylecturenotes.com/socialsciences/sociology/120-factors-of-personality>
- Johri, P. K. (2007). Educational psychology. New Delhi, India: SBS Publisher and Distributors.
- Jones, L., & Barron, I. (2007). *Research and gender*. Continuum International.
- Kundu, C. L. (1988). *Education Psychology*. Sterling Publication Pvt. Ltd. New.
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- Ramalingam, P. (2013). *Educational Psychology: Teaching and Learning Perspectives*. McGraw-Hill Education.
- Siegle, D. (2015). Sample Size. Educational Research Basics by Del Siegle. <https://researchbasics.education.uconn.edu/samplesize/>
- Shahnaz, R. (2012). *An Approach to Psychology*. Lahore, Pakistan: Caravan Book House.