

A STUDY ON CORPORATE SCHOOLS AND PERSONALITY DEVELOPMENT

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Abstract: From all the above discussion it is quite clear that education must bring an all round development in the personality of an individual. And school as a formal agency of education must fulfil this aim. But in the present context we see that this is totally ignored and with the advent of private, that too corporate schools the meaning and concept of education is totally changed. The so-called corporate schools are trying to make their own market in the field of education. For them marks are more important than any thing. In order to achieve their ends, students are subjected to extraordinary stress in the form of long and tiresome hours of study, assigning of lots of homework and levying corporal punishments. As the concentration is only on marks number of rote methods are adopted and children are forced to learn and by heart irrespective of their interests and abilities. Due to lack of physical exercise and other essential activities in these schools most of the students are not able to develop their personality for the real life situations. Due to the prevailing conditions the students are missing the opportunity to test and realise their inherent abilities. Such students are facing number of problems in their lives leading to antisocial activities, ill relations, discontentment, jealousy, and disappointment promoting to commit suicides. Therefore the present corporate school study finds its significance in the field of education.

INTRODUCTION

Education

Education is a process, either formal or informal, that shapes the potential of a maturing organism. Informal education results from the constant effect of environment, and its strength in shaping values and habits cannot be overestimated. Formal education is a conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Techniques of instruction often reflect the attitudes of society, i.e., authoritarian groups typically sponsor dogmatic methods, while democratic systems may emphasize freedom of thought.

Research question

“Are corporate schools really hopeful for the personality development of students?”

Objectives of the study

1. To examine the existing system of education in corporate schools
2. To measure the academic achievement of students in corporate schools
3. To examine the level of emotional adjustment in students of corporate schools
4. To study the moral development among the students of corporate schools
5. To find the level of social development of students in corporate schools
6. To study the physical educational practices among the students of corporate schools

METHODOLOGY

For the study on **corporate schools and personality development** a questionnaire was constructed covering the areas, present system of education, intellectual development, emotional, physical, social and moral developments of the students.

Rationale of the study of variables

Gender, parental qualification, economic status and previous academic performance of the students (annual marks).

Table 1: Shows the classification of the sampling variables

S.No	Variable	Classification of Variables	of Sample– 200
1	Gender	Male	50%
		Female	50%
2	Parental Qualification	Qualified	59%
		Less qualified	41%
3	Economic Status	High	24%
		Moderate	62%
		Low	14%
4	Previous Academic performance	Above average	36%
		Average	64%

The above table shows the percentage wise sample of different variables taken for the study

Table 2: Shows the classification of different areas

S. No	Area	Item Nos
1	Present school system	1 –11
2	Intellectual development	12 – 18
3	Physical development	19 – 26
4	Emotional development	27 – 34
5	Social development	35 – 42
6	Moral development	43 - 50

The above table shows different areas taken for study and their item numbers in the questionnaire.

Administration of the tool

The data was collected from 200 students of various corporate schools in Hyderabad town. The researcher took prior permission from the head of the institution before giving the questionnaire to students. The questionnaire was distributed to boys and girls in equal number and explained the need of the study to the students and gave instructions as to how to fill the questionnaire. Later the data was collected.

Statistical techniques

The investigator has used simple statistical techniques i.e., percentage analysis in which he shows responses of sample (i.e., Agree, Neutral, Disagree).

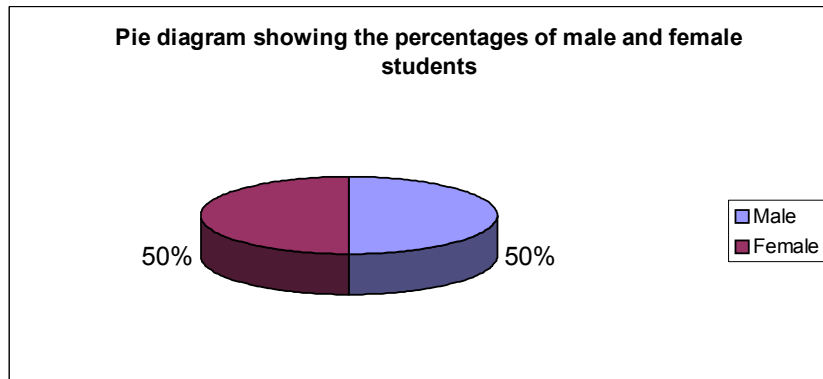
DATA ANALYSIS

Variable analysis

Table 3 showing the % of male and female students taken

S. No	Gender	Percentage	Degrees
1	Male	50%	180 ^o
2	Female	50%	180 ^o

The above table indicates that 50% of the sample is male students while the other 50% are female.

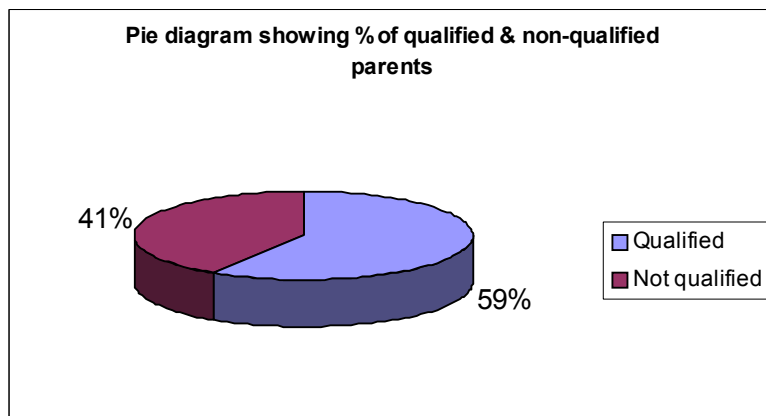


Conclusion: The sample consisted of equal number of boys and girls

Table 4 showing the % of students having qualified and not qualified parents

S. No	Parental status	Percentage	Degrees
1	Qualified	59%	212.4 ⁰
2	Not qualified	41%	147.6 ⁰

The above table shows that 59% of the students taken for the study from various corporate schools have their parents qualified i.e., who have completed degree or above while the remaining 41% are not qualified.

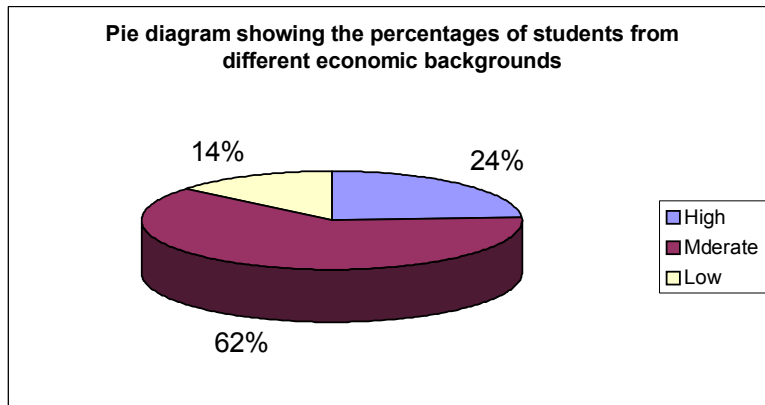


Conclusion: It is concluded that most of the parents (nearly 60%) in corporate schools are qualified.

Table 5 showing the economic status of students (i.e., parents)

S. No	Economic status	Percentage	Degrees
1	High	24%	86.4 ⁰
2	Moderate	62%	223.2 ⁰
3	Low	14%	50.4 ⁰

The above table indicates that 24% of the students in corporate schools are having high economic status while 62% are having moderate economic status and the rest of 14% are from low economic stratum.

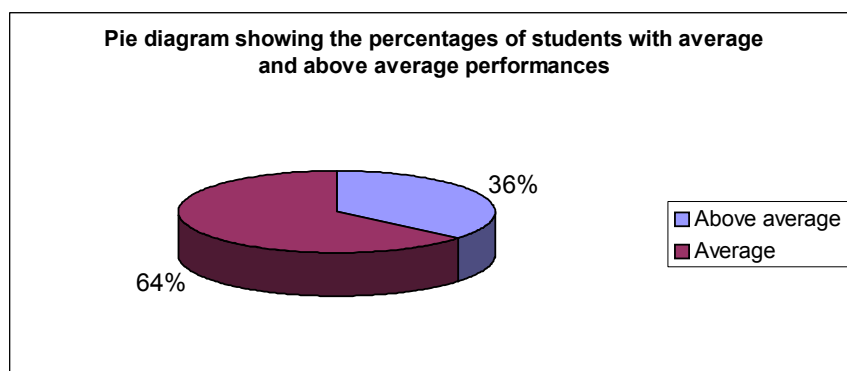


Conclusion: It is found that a high percentage (above 60%) of corporate schools students are from moderate economic background with a very low % (about 15%) are from lower economic stratum.

Table 6 showing the previous performance (based on 9th class annual marks) of the students

S. No	Academic status	Percentage
1	Average	64%
2	Above average	36%

The above table shows that 64% of the students in corporate schools are average students with respect to their academic achievements while the other 36% are above average.



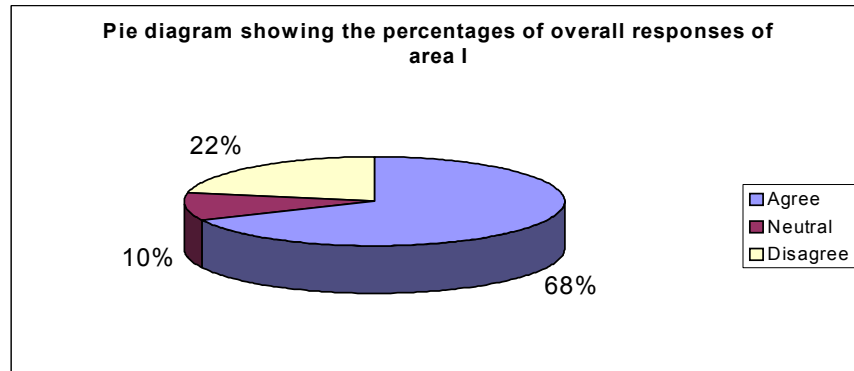
Conclusion: It is found that most of the students (more than 60%) are average in their academic achievements.

Area wise analysis of the responses

Table 7: shows the overall response of students towards area I

S. No	Response	Percentage
1	Agree	68%
2	Neutral	10%
3	Disagree	22%

The above table shows that only 10% of the sample is indifferent to area I while 68% felt that the present system of education in their schools is not good and the remaining 22% differed with this opinion.

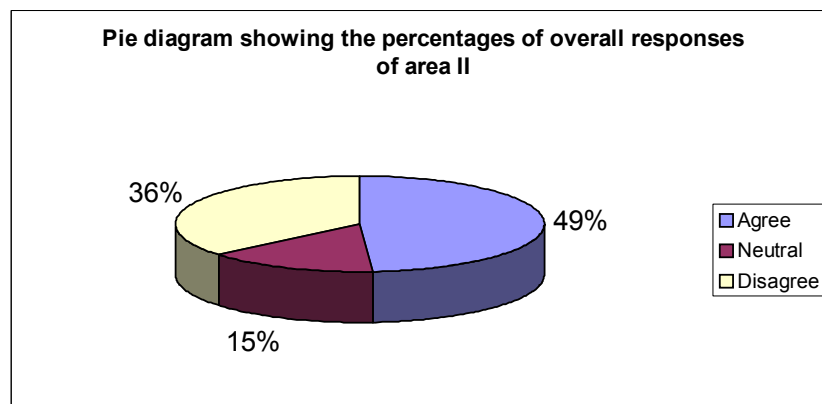


Conclusion: Most of the corporate school students agree with the fact that the present system of education in corporate schools is not good

Table 8: Shows the overall response of students towards area II

S. No	Response	Percentage
1	Agree	49%
2	Neutral	15%
3	Disagree	36%

The above table indicates that 49% of the students in corporate schools confirm that they not having proper intellectual development, 36% are disagree with this opinion while the remaining 15% remained indifferent.

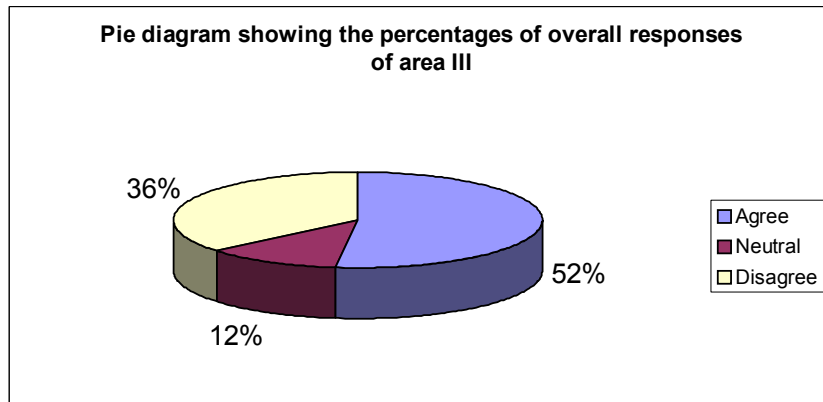


Conclusion: It is concluded that almost half of the corporate school students are lacking in proper intellectual development. They are good at only rote memory.

Table 9: Shows the overall response of students towards area III

S. No	Response	Percentage
1	Agree	52%
2	Neutral	12%
3	Disagree	36%

The above table shows that 52% of the corporate schools agree that they are having physical problems like headache, back pain, indigestion, restlessness etc., while 36% differed from this opinion and the remaining 12% remained indifferent.

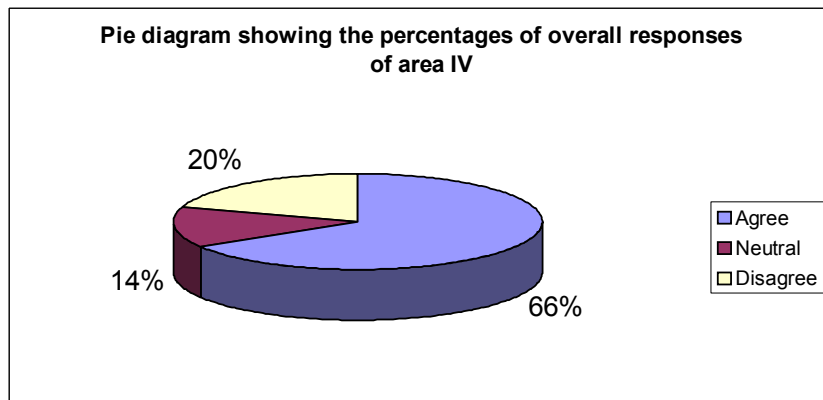


Conclusion: It is found that more than 50% of the corporate school students are having poor physical development may be due to lack of proper physical activities.

Table 10: Shows the overall response of students towards area IV

S. No	Response	Percentage
1	Agree	66%
2	Neutral	14%
3	Disagree	20%

The above table shows that 66% of the students from corporate school students are having emotional problems like loneliness, emotional imbalance, stress, fear of losing etc. On the other hand 20% differed with this opinion while 14% remained indifferent.

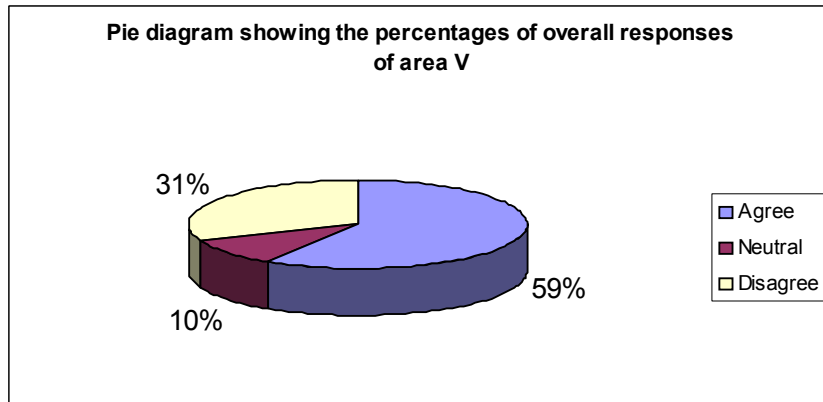


Conclusion: It is found that a large section (66%)of the corporate school students are emotionally undeveloped and are facing number of emotional problems compared to 20%.

Table 11: Shows the overall response of students towards area V

S. No	Response	Percentage
1	Agree	66%
2	Neutral	14%
3	Disagree	20%

The above table shows 59% of the corporate school students agree that they are not having good social relationships with others while 31% disagreed with this opinion and 105 were indifferent.

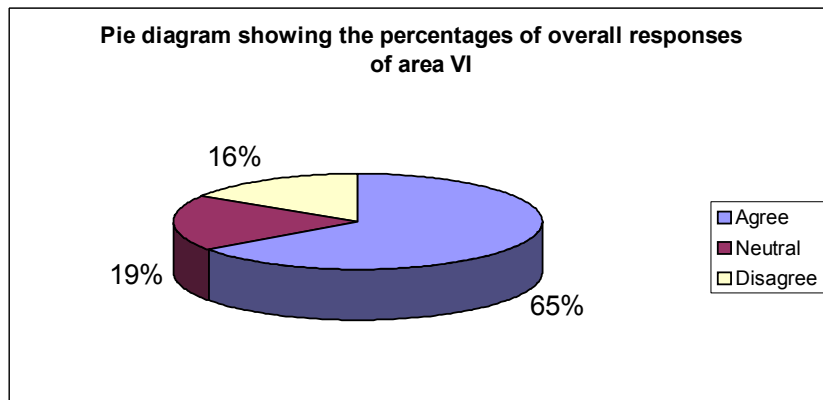


Conclusion: It is found that almost 60% of the corporate school students lack in social development compared to 30%.

Table 12: Shows the overall response of students towards area VI

S. No	Response	Percentage
1	Agree	65%
2	Neutral	19%
3	Disagree	16%

The above table shows that 65% of the sample agreed with opinion that corporate school students are giving any scope for the moral development of its students, while only 16% differed with this 19% stayed indifferent.



Conclusion: It is concluded that a high (more than 60%) percent of the corporate school students are not having proper moral development.

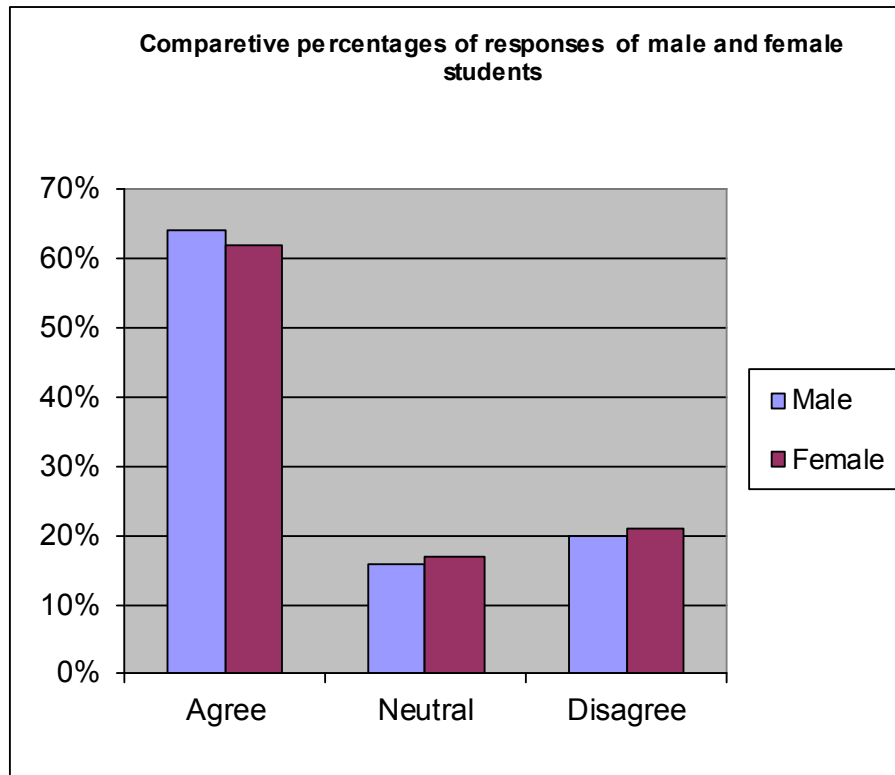
Variable wise data analysis

Table 13 showing the overall responses of the male and female students

S. No	Gender	Response	Percentage
1	Male	Agree	64%
		Neutral	16%
		Disagree	20%
2	Female	Agree	62%
		Neutral	17%
		Disagree	21%

The above table shows that 64% of the male students studying in corporate schools agree that the present system of education and educational practices in their schools are not good and they are not able to bring the desired personality development in them.

On the other hand 20% have differed with this opinion expressing their satisfaction towards the above said aspects, while 16% remained neutral regarding this issue. The table also shows that 62% of the female students were also against the present system of education in corporate schools and agreed with the fact that such schools are able to bring personally development among its students. Among female students 21% differed with this opinion and expressed their satisfaction, while 17% remained indifferent.



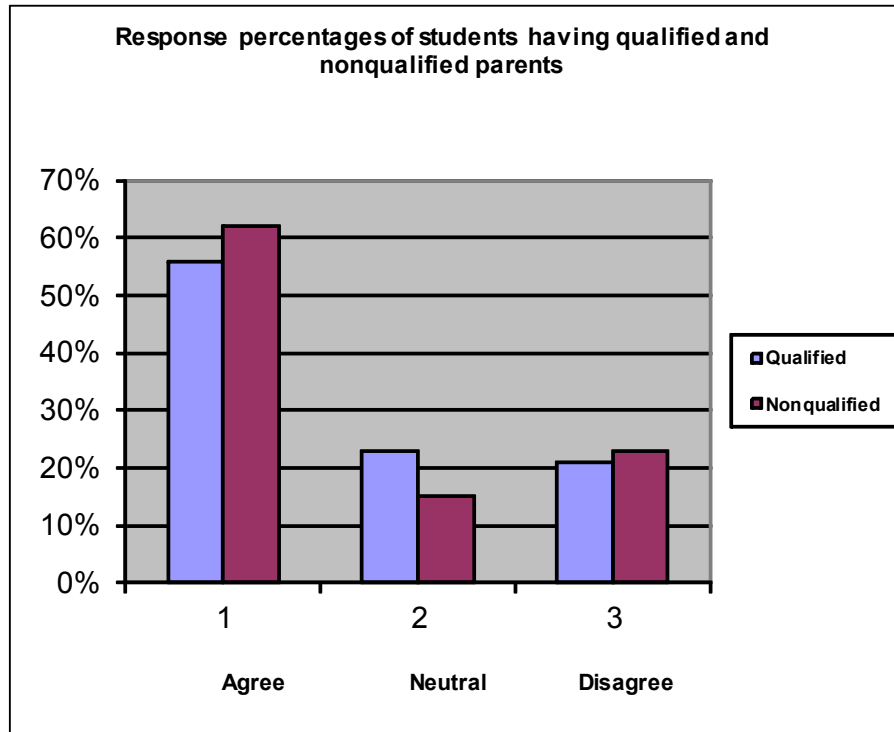
Conclusion: There is no significant difference between the response % of boys and girls regarding the present system of education in corporate schools. Most of them feel that it is not contributing anyway to their personality development.

Table 14 showing the overall responses of students with qualified and not qualified parents

S. No	Gender	Response	Percentage
1	Qualified	Agree	64%
		Neutral	16%
		Disagree	20%
2	Nonqualified	Agree	62%
		Neutral	17%
		Disagree	21%

The above table shows that 64% of the students studying in corporate schools with qualified parents agree that the present system of education and educational practices in their schools are not good and they are not able to bring the desired personality development in them. On the other hand 20% have differed with this opinion expressing their satisfaction towards the above said aspects, while 16% remained neutral regarding this issue.

The table also shows that 62% of the students with nonqualified parents were also against the present system of education in corporate schools and agreed with the fact that such schools are able to bring personally development among its students. Among female students 21% differed with this opinion and expressed their satisfaction, while 17% remained indifferent.



Conclusion: Parental qualification did not have significant influence on the personality development of corporate school students and also on the opinion of students regarding system of education in these schools.

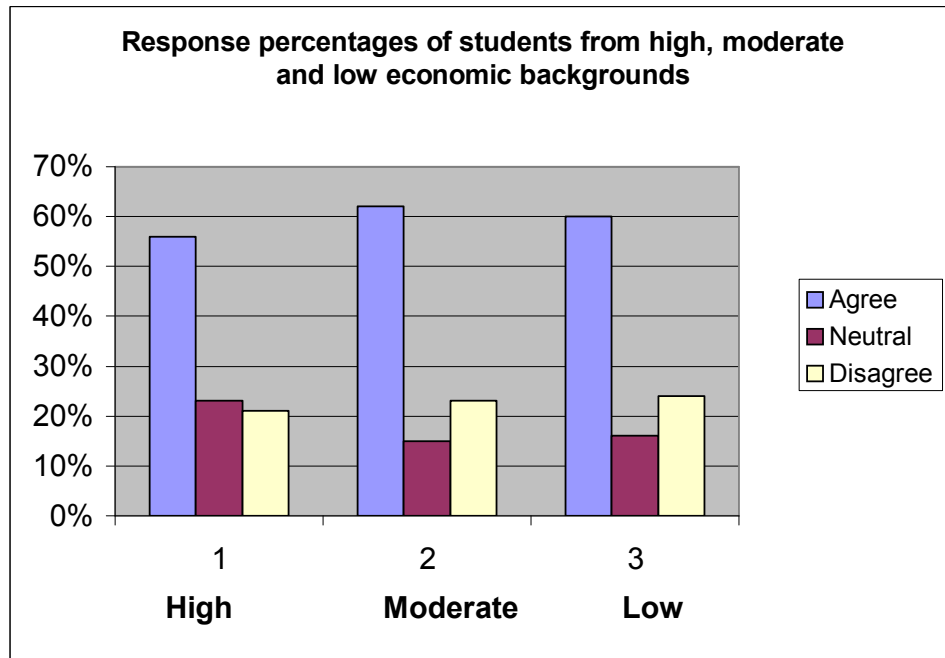
Table 15 showing the overall responses of students whose economic status is high, moderate and low

S. No	Gender	Response	Percentage
1	High	Agree	56%
		Neutral	23%
		Disagree	21%
2	Moderate	Agree	62%
		Neutral	15%
		Disagree	23%
3	Low	Agree	60%
		Neutral	16%
		Disagree	24%

The above table shows that 56% of the students studying in corporate schools from high economic status agree that the present system of education and educational practices in their schools are not good and they are not able to bring the desired personality development in them. On the other hand 21% have differed with this opinion expressing their satisfaction towards the above said aspects, while 23% remained neutral regarding this issue.

The table also shows that 62% of the students from moderate economic status were also against the present system of education in corporate schools and agreed with the fact that such schools are not able to bring personally development among its students. While 23% of the students differed with this opinion and expressed their satisfaction, 17% remained indifferent.

It is also shown in the table that 65% of the students from low economic status were also against the present system of education in corporate schools and agreed with the fact that such schools are not able to bring personally development among its students. While 24% of the students differed with this opinion and expressed their satisfaction, 11% remained indifferent.



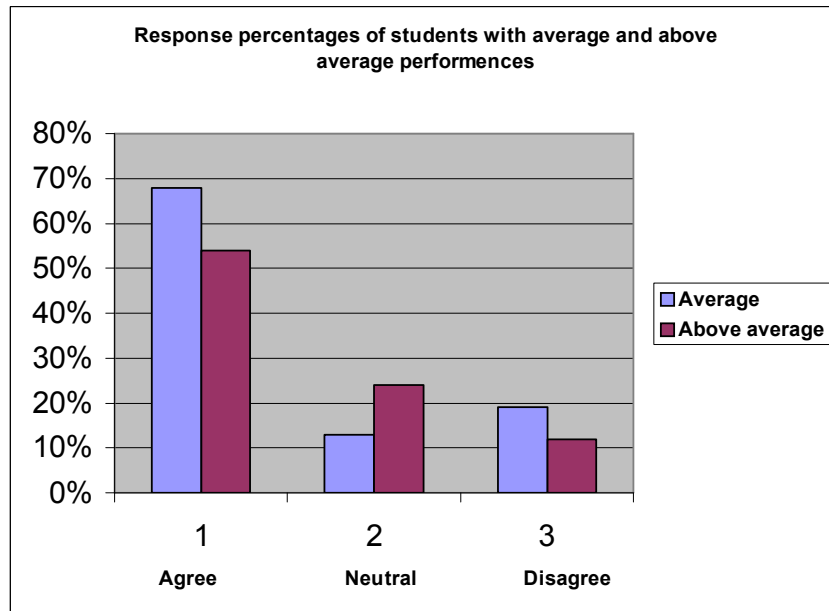
Conclusion: There is a very little difference in the response percentages of students from high, moderate and low economic status. It is found that students from moderate and low economic backgrounds greater positive response when compare to those of high economic background.

Table 16 showing the overall responses of students whose previous academic performances are average and above average

S. No	Gender	Response	Percentage
1	Average	Agree	68%
		Neutral	13%
		Disagree	19%
2	Above average	Agree	54%
		Neutral	24%
		Disagree	12%

The above table shows that 68% of the students studying in corporate schools with an average performance agree that the present system of education and educational practices in their schools are not good and they are not able to bring the desired personality development in them. On the other hand 19% have differed with this opinion expressing their satisfaction towards the above said aspects, while 13% remained neutral regarding this issue.

The table also shows that 54% of the students with above average performance were also against the present system of education in corporate schools and agreed with the fact that such schools are able to bring personally development among its students. Among female students 12% differed with this opinion and expressed their satisfaction, while 24% remained indifferent.



Conclusion: It is found that students with average academic performance have responded more positively when compared to those of above average performance.

FINDINGS AND CONCLUSIONS

1. Present system of education in corporate schools is not able to bring an all-round development among its students
2. There was no influence of gender on the personality development of corporate school students.
3. Qualification of the parents had very little influence on the personality development of students studying in corporate schools. Students with qualified parents have shown a marginal 2% more development.
4. Students with moderate economic background have shown better personality development when compared to those of high and low economic groups.
5. Students with average academic achievements have shown better personality traits than of above average group.
6. The educational practices of these schools are psychologically unsound and are leading to maladjustment of students with respect to their emotional, physical, intellectual, social and moral aspects.

SUGGESTIONS

1. Corporate schools should review their system of education and give more scope and priorities to the all-round development of students.
2. Managements of corporate schools must shift their attention from quantity to qualitative education.
3. Corporate schools must change their educational practices and give more emphasis on the needs, abilities, interests, aptitudes, attitudes etc., of the students.
4. Every school must establish a guidance and counselling cell and help the students in their emotional adjustment and all round development.
5. Regular P.E.T classes must be conducted and necessary infrastructure should be provided for proper physical development of students.
6. Value education must be made compulsory in these schools for the moral development among students.

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