

## Role of Society in Personality Development: A Case Study of Secondary Students



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**Abstract:** *The collection of citizens is called society, which exists in a state or nation and has general laws, customs and organizations. Six fundamental types of societies are hunting pastoral, horticultural/agricultural, feudal, industrial and post-industrial societies. Personality development is the growth of individual ethics, enthusiasm and direction capabilities. Personality development depends on the ethics and values of society, which are as healthy as the attitudes and habits of the people. The present study was conducted to examine the role of society in the personality development of secondary-level students in the urban area of Tehsil Faisalabad. Secondary-level female students were the study respondents. District Education Office (DEO) obtained a list of public schools. Five schools were selected randomly from the list. Then, 20 students (10 from 9th and 10 from 10th) were selected from each school, making a total sample size of 100 respondents. A simple random sampling technique was used for this research, and data were randomly gathered through a validated and reliable interview schedule. Collected data were analyzed using Statistical Package for Social Sciences (SPSS) to draw conclusions and make recommendations. Data was analyzed by descriptive statistical technique. It was concluded that (33%) of respondents agreed "parents should give more attention to his/her child's personality development", (34%) of respondents agreed "teachers should teach as a facilitator", (33%) of respondents were agreed "parents, teachers and media should more focus on conscientiousness level in child's personality development". So, if parents, teachers, and media enhance their part on these variables as a state of mind toward students, subject dominance, and showing philosophy and personality attributes, a critical change can be made in society's role.*

**Keywords:** Social Environment, Role Models, Culture Factor, Secondary Level, Role of Teachers

### Introduction

Society is a group living in a state or nation with shared laws, traditions and organizations. Sociologists have reported six fundamental types of societies, i.e., hunting, pastoral, horticultural/agricultural, feudal, industrial and post-industrial. The hunting societies were the very first ones on this planet. Very few numbers of such societies exist today. Pastoral societies emerged in North Africa, focusing on

domesticating animals for food. They also focused on producing and storing food products for extended periods by increasing the shelf life of foods. They were also stressing the marketing of surplus materials to other places. At the same time, horticultural societies focused on the cultivation of plants, vegetables and fruits. The cultivation of crops was introduced by agricultural societies using the scientific approach. Feudal societies were raised from the

9th to 15th centuries, and they were based on land ownership and the cultivation of different crops. A complicated caste system mainly characterized them. The first Industrial Revolution started in Britain and was quickly introduced to the rest of the world. Industrial societies primarily relied on machines. With time, the progress of industry assessed in the improvement in the transport and export of materials produced through industries. Such industries influenced every aspect of the society. Post-industrial society is a type of society that is mainly related to computer technology. These societies are focused on getting knowledge, services and information (Abbott, 2021).

The physical environment is an element of social change involving floods, earthquakes, social erosion, droughts, etc. Geographical conditions of the world directly or indirectly affect human life and behaviors. Whenever some geographical factors change an area's flora or fauna, it is confirmed that social life will also be positively affected. Biological factors are also referred to as demographic factors. These factors are related to the structure, composition and distribution of population in a locality. The family structure, literacy, poverty, culture, political institutions and relations are closely related to the design of the people. Cultural factors involve social change, including norms, values, beliefs and thoughts. Whole social change is affected by these elements. Social norms, values, ideas, and opinions directly or indirectly affect the social system. The culture's shift happens through discoveries and diffusions. With time, people's lifestyles have changed due to ideational factors. Conceptual factors influence social change, so ideas and ideologies are powerful motivating forces. Economic factors are rapidly affected by social changes, which are mostly related to the impact of industrialization. Political factors are related to social relationships, controlled by laws, regulations, and legislatures being altered occasionally. Political leadership and individual rights are the fundamental aspects governing the political factor of social change. This factor is also responsible for changing the economic condition of the locality and the mindsets of the

people living therein. The political structure and organization heavily influence social change and development (Mundal, 2016). Personality is the growth of individual intrinsic worth, which creates several exacting ethical feelings, updates the inspiration and leads the manner (Numonjonovich, 2022).

### **Importance of personality development for students**

There has been a nonstop conversation on ethical development and the formulation of behaviors and moral fire. Personality development has been a primary function of learning institutions for several hundred years. American education has had pressure on personality development from its beginning. Schools' mission should primarily focus on moral development (Aschwanden et al., 2021). In education, character development is based on multiple formulas, excluding some fundamental values that may be measured. These actual values may be used to calculate the character structuring of education programs. These values include the promotion of ethical values and inclusion of thinking, behaviors and feelings; educational institutions must be caring in terms of character building, approach to promote deals, availability of opportunities, meaningful curriculum, supporting faculty, striving to develop students' motivation, moral leadership, full participation from community members and evaluation of character education should assess the character of the school (Miller and Kim, 1988).

There is some hindrance in the completion of valuable character teaching. These include explaining the word 'character', recognizing efficient forms of character instruction, and developing central expertise in teachers' training institutions. If teachers' education is to improve its role to endorse character teaching, these obstacles must be kept in the brain and dealt with suitable planning. Elementary school teachers are extra willing to develop the personality of their learners. Furthermore, the students who receive their degrees from confidential institutes are more conscious about nature building than those from community sector institutions (Angela, 2013).

## Research Questions

1. How do we examine the contribution of conscientiousness to a student's personality development?
2. How do parents' and teachers' behavior affect students' personality development?
3. How does media (electronic and print) influence the personality development of the respondents?

## Materials and Methods

This research was conducted according to the rules and regulations of the following schools. The research objectives were followed before collecting data from the selected respondents and knowing the primary purpose of this research. I briefly told them about the research confidentially, and collected data was used just for this research (Patton, 2002).

Justification of the logic is the main purpose of the methodologist, which is derived according to the commitments of philosophical or methodological; the goals and circumstances of the research are being used according to the methodology choice (Morse, 2003). The aim of the study was to analyze the role of society in the personal development of students at the secondary level in Tehsil Faisalabad.

## Methodology

Total number of elements from which subjects are selected and having the same properties is termed as population (Shahzad et al., 2023b; Siddique et al., 2021; Siddique, et al., 2023; Siddique, et al., 2023). Tehsil Faisalabad was selected for research purposes. This is the third largest city of Pakistan and the Manchester of Pakistan. It is called an industrial city in Pakistan. It consists of 8 Tehsil. The present study was conducted in urban areas of Tehsil Faisalabad. All female students of public schools were located in two regions, i.e. (Sheikh and Jinnah Colony) of Faisalabad. Five schools (5 Government Girls High School Sheikh and Jinnah Colony Faisalabad) were selected randomly. Tehsil of Faisalabad was selected for the purpose of study. The number of subjects those were selected for the purpose of data

collection is called sample of the study (Kanwal et al., 2022; Lakhan et al., 2020; Sajjad et al., 2022; Shahzad et al., 2023a). Female students of public schools at the secondary level were taken as respondents. A list of public schools was obtained from the office of the District Education Office (DEO), and five schools were selected randomly. From each school, 20 students (10 from 9th and 10 from 10th) were selected through a simple random sampling technique, thus making a total sample size of 100 respondents.

## Preparing the Interview schedule and Pre-testing

The technique/Method for data collection was used as an interview schedule. Primary data was collected, which in turn generated quantitative data through analysis. The primary tool of this research has been these quantitative data (Winchester et al., 2011).

An interview schedule was developed to collect data from the Government sector respondents of secondary-level schools. An interview schedule was constructed by including open and close-ended questions and was pre-tested by interviewing 20 respondents. Some changes in the pre-testing of the interview schedule were made in light of the students' responses.

## Data Collection

A researcher collected the data from selected respondents through personal interviews. Information about secondary school students was collected from a list of public schools obtained from the Office of District Education Office (DEO). Five schools were selected randomly from the list. Data analysis was randomly gathered through a validated and reliable interview schedule. Analyses of data in Statistical Package for the Social Sciences (SPSS) were used.

## Data Analysis

After data collection, the interview schedule was correctly checked to ensure that responses were recorded accurately. Consecutively, all interview schedules were numbered in a sequential order. After editing the interview schedules, data was transferred from the

interview schedule to SPSS for analysis.

## Results and Discussion

This research was conducted according to the rules and regulations of the following schools. The study aimed to analyze the role of society in

the personality development of students at the secondary level in Tehsil Faisalabad. This chapter is related to the analysis, tabulation, discussion, synthesis, and interpretation of data gathered from female respondents.

**Table 1**

**Distribution of the respondents according to their age**

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
14	50	50
15	50	50
Total	100	100

Changes in behavior might be attributed to the completion of the years by a personality. According to this research, old age persons show a higher interest in conscientious degrees of level than young persons, and those with higher education levels explain themselves as intellectual persons compared to less educated

persons. So, the study of this research revolved around the sensibility of morality and period of age aggression and performed the role model as a mediator. (Hodson et al., 2009). Data in Table 4.1 shows that half (50%) of the respondents are 14 years old, and exactly (50%) of the respondents are 15 years old.

**Table 2**

**Rank order, mean value, standard deviation and weighted score of the respondents regarding competence**

<i>Competence</i>	<i>W. Score</i>	<i>Mean</i>	<i>SD</i>	<i>Ranking</i>
Becomes easily worried	392	3.92	1.032	1
Can be more conscious	382	3.82	0.947	2
Does a careful task	366	3.66	1.037	3
Try to discover mistake by others	340	3.40	0.804	4
Makes quarrel among others	233	2.33	0.884	5

**Scale: Very negative (1), Negative (2), Neutral (3), Positive (4) or Very positive (5)**

According to the result of Table, the respondents' response falls around "becomes easily worried" is ranked order one according to the weighted score 392 and 3.92 mean value, which is showing positive results according to the mean value, whereas "can be more conscious" is ranked order two according to the weighted score 382 and 3.82 mean value which

is showing positive results according to the mean value whereas "does a careful task" is ranked order three according to the weighted score 366 and 3.66 mean value which is showing positive results according to the mean value whereas "tries to discover mistake by others" is ranked order four according to the weighted score 340 and 3.40 mean value which is showing

positive results according to the mean value whereas "makes quarrel among others" is ranked order five according to the weighted score 233 and 2.33 mean value which is showing positive results according to the mean value.

### **Suggestions**

It is suggested that

- Parents should give more attention to their child's personality development.
- Teachers should teach as a facilitator.
- Parents, teachers and media should focus more on the conscientiousness level in a child's personality development.
- So, it can be recommended that if parents, teachers, and media enhance their part on these variables as a state of mind toward students, subject dominance, and showing philosophy and personality attributes, a critical change can be made in society's role.

### **Conclusions**

In short, the role of society in the personality development of students gives a valuable point of view of what heading parents, teachers, and media can take in the intentionally talented massive personality of the students. The personality description is a continuous process of perceiving, connecting to, and viewing the atmosphere and oneself. Well-known aspects of personality are defined as personality traits that facilitate holding social and personal relations. These traits are measured by physiology, genetics and learned behavior.

### **The following conclusions were made according to the analysis of the research:**

- Society plays a significant role in character development, which depends on society's actions, so the importance of culture cannot be ignored.
- Factor involves social change, including cultural elements like norms, values, beliefs and thoughts. Whole social change is affected by these elements. Social norms, values, ideas, and opinions are directly or indirectly affected by the social system, so controlling them is required.

- Personality is the growth of individual intrinsic worth, which creates several exacting ethical feelings, updates the inspiration and leads the manner. There are several areas of effort in the youth sector which pressure personality development. Personal traits may also lead to personality development. It is the sole educational objective intended for the additional related programs.
- These fundamental values may be used to calculate the character structuring programs in education. These values include the promotion of ethical values and inclusion of thinking, behavior and feelings; educational institutions must be caring in terms of character building, approach to promote deals, availability of opportunities, meaningful curriculum, supporting faculty, striving to develop students' motivation, moral leadership, full participation from community members and evaluation of character education should assess the character of the school.
- There is some hindrance in the completion of valuable character teaching. These include explaining the word 'character', recognizing efficient forms of character instruction and developing central expertise in teachers' training institutions. If teachers' education is to improve its role to endorse character teaching, these obstacles must be kept in the brain and dealt with suitable planning.
- Elementary school teachers are extra willing to develop the personality of their learners. Furthermore, the students who receive their degrees from confidential institutes are more conscious about personality building than those from community sector institutions.
- In light of the above conclusions, it can be recommended that if parents, teachers and media enhance their part on these variables as a state of mind toward students, subject dominance, showing philosophy and personality attributes, a critical change can be made in societies' role.

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