

Role of Formal Education in Personal Development Among the Students of High School Level at Kulapal, Purulia

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ABSTRACT

Education is crucial for an individual's complete growth. Formal education, often known as formal learning, takes place in the classroom and involves pupils gaining fundamental, academic, or vocational skills. It promotes the development of a competitive attitude, the formation of a social environment, the learning and understanding of other cultures. The purpose of this study was to find out what is the role of formal education in personal development among the high school students. The study involved: observing student behavior; interviewing students, and some parents to determine their perceptions of the effects of the formal education program on student behaviour.

The findings from a study showed that high school students' personalities are strongly and significantly impacted by the academic atmosphere. According to the study, socializing, physically engaging in class during significant school celebrations, choosing subjects, and participating in extracurricular activities were the key factors that shaped participants' personalities.

Keywords: Education, formal education, development, personality, participant

INTRODUCTION

Education is a multifaceted process that cannot be restricted to institutions. It is a lifelong process. The ordinary incidents in day-to-day life teach us in one or the other manner. An educated individual has the capacity to alter the world since he/she is bursting with confidence and is certain of taking the correct actions at the appropriate moment. Personality development is the awareness of oneself. It comprises all the qualities one has, one's strengths and weaknesses. Being cognizant of one's strengths and limitations is not sufficient; one needs to acknowledge his/her flaws in order to get over them. Personality development is a synonym of self-confidence and positivism. Self-confidence is the first and the most significant quality of personality development.

One of the most fundamental keys to human progress and societal transformation has always been education. At the same time, it contributes to increased political, social, and economic awareness. Education contributes in many ways to the full development of an individual's personal and professional life. It provides individuals with varied information and skills, empowering, enabling, and contributing to their progress on numerous levels.

Teaching and learning methods have changed throughout time, shifting from a prior emphasis on theoretical knowledge to a current emphasis on equipping students with practical skills and information. Changes in teaching techniques and goals have extended our educational horizon for us. Nonetheless, it is critical to investigate and assess objectively if the changing curriculum and teaching style are acceptable in meeting the demand for time; it is also critical to consider the practical repercussions and changes in students' lives, both personally and professionally.

Concept of Formal Education

Education goes beyond the boundaries of a classroom. A youngster learns not just in school but also through his or her experiences outside of school. Education is classified into three types: formal, informal, and non-formal. Formal education, often known as formal learning, occurs in the classroom, where students learn fundamental, academic, or vocational skills. Despite the fact that young children are often enrolled in nurseries or preschools, official education normally begins in elementary school and lasts until secondary school.

Formal education is provided by properly trained teachers who are expected to be effective in the art of teaching. It also follows tight rules. The facts are known to both the student and the teacher, and both actively engage in the teaching process. Formal education provides youngsters with a psychological environment in which they may better understand and grow. There are youngsters in the school from various neighborhoods and locations and with varying potential, aptitude, and capacities. Formal education promotes the development of a competitive attitude, the formation of a social environment, the learning and understanding of other cultures, and the providing of unique experiences that are not possible via informal or non-formal education alone. As a result, the children's confidence grows, and their knowledge base expands beyond textbooks.

LITERATURE REVIEW

Adsul and Kamble studied how the academic environment impacted high school students' personalities. They aimed to examine how strong school students' personalities were affected by their academic environment. 200 pupils in the 10th grade from different schools in Maharashtra, India's Sangli region, made up the sample. The conclusion showed that the academic environment greatly and profoundly influences high school students' personalities. The abundance of extracurricular activities and the helpful faculty contribute to the high intellectual atmosphere of the school, which aids in the personality development of the pupils. The poor academic

atmosphere among high school pupils leads to deprived personalities (Adsul & Kamble, 2012).

Research on the connection between personality type and academic achievement was done by Saxena and Mishra. It was discovered that personality type and academic achievement are associated. According to statistics, student academic achievement is statistically and positively connected with the personality type conscientiousness (Saxena & Mishra, 2014). Gihar investigated how personality factors affected secondary students' adjustment and educational aspirations. The study's findings indicated that secondary pupils from both the U.P. and CBSE boards showed a comparable degree of adjustment. In U.P. board students, personality traits were shown to be moderately connected with both educational ambition and adjustment, but in CBSE secondary students, these correlations were weakly positive for both educational desire and adjustment (Gihar et al., 2015).

Knowledge-Behavioral Changes in Relation to Sustainability were researched by Aziz. He discovered that pupils became more sustainable as a result of their learning activities. His results revealed that Cooperative Problem-Based Learning improved students' knowledge and behavior in the direction of establishing sustainable development awareness (Aziz et al., 2013). Bray and Cridge demonstrated whether or not education programs may affect long-term behavioral change. He was interested in looking at educational programs that had resulted in a change in participant behavior after they had participated in the program (Bray & Cridge, 2013). An educated individual has the power to alter the world. Education provides information, ethics, opportunities, and experience, as well as boosting confidence, teaching proper behavior, and perfecting a person. When everything comes together in an individual, the magical side of that person's personality emerges (Nadaf, 2017). Takala investigated the current level of information about the function of formal education in social development. The research illustrates the belief that having more education is fundamentally better than having less education, both on an individual level and in significant communities. Education, in this perspective, is the skin to health — it is widely thought that health is preferable to disease (Takala, 2010).

OBJECTIVES

The objectives of the study are:

1. To find out the level of personality development in academic environment
2. To find out the impact of extracurricular activities, likes dislikes of students on the personality development of secondary level students

METHODOLOGY

Primary data and secondary data were both utilized in this study. Primary data is used as the major source of analysis. The study took into account both qualitative and

quantitative factors. The primary data is collected from 42 students through observation and interview schedules. For this purpose, questionnaires were developed. The 42 students were interviewed and observed to verify their survey answers as qualitative data besides filling up a scheduled questionnaire. The secondary data were drawn from published material like Journals and encyclopedias.

Sample Size

As subject to this study, 42 students in Grade 8, Grade 9, and Grade 10 of Kuilapal Subal Sing High School were participants in the study. Seven boys and seven girls have been selected from each of the three classes. The average age of the student was 14.5 years old, with 8.5 years of education (i.e., educational level in terms of grade) and 14.5 years of residency in Kuilapal, Borkola, Chalunia, Churimara, Churku, Dhabani, Dhobagora, Jhorbad, Kapatdanga, Kendih, Paharpur, Panra, Sarga, Tansgram.

Age Group	VIII		IX		X		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
13 years	6	2	1	0	0	0	7	2
14 years	1	5	1	3	0	0	2	8
15 years	0	0	5	4	4	3	9	7
16 years	0	0	0	0	3	4	3	4

Table 1 Sample size by age group

The total children in the present study are 42. The sample population is compressed of 50% male and 50% female students. On the basis of age, the total population of the sample is categorized into four groups - 13 years which accounts for 21.42% of the total population. The second group is 14 years which accounts for 23.80% of the total population. The third group is 15 years which accounts for 38.09% of the total population. The fourth group is 16 years which accounts for 16.66% of the total population. The sample population is further categorized on the basis of their standards into classes 8, 9, and 10. Out of the total children, 14 students are in class 8, 14 students are in class 9, and 14 students are in class 10.

LAND & PEOPLE

Location Details

Kuilapal village's location code or village code is 332398, according to Census 2011 data. Kuilapal village is in the Bandwan subdivision of West Bengal's Puruliya district.

It is 19.5 kilometers from the sub-district headquarters (tehsildar office) and 66.3 kilometers from the district headquarters in Purulia.

The settlement has a total area of 179.86 hectares. Kuilapal has a total population of 985 people, of whom 499 are male and 486 are female. In the Kuilapal village, there are around 235 dwellings. The zip code for Kuilapal village is 723129.

Literacy rate of the village

According to Census 2011, In Kuilapal village, there are a total of 235 households. It relies on a total population of 985 people. The entire literate population of the village Kuilapal is 681, of whom 394 are male and 287 are female. While the total illiterate population of the village is 304, where illiterate males are 105, and females are 199 of the total population.

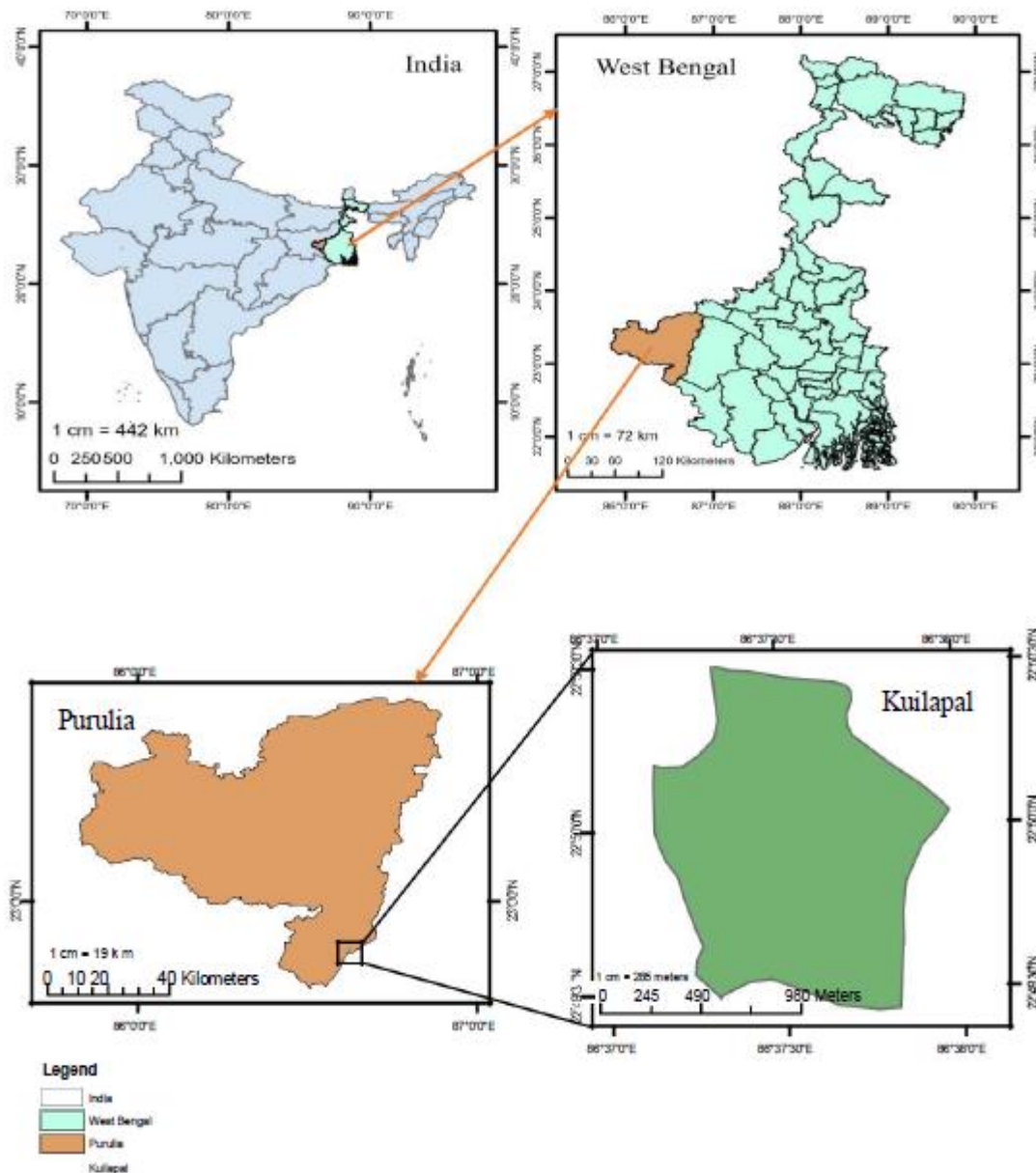
Indicators	Male	Female	Total
Total households	499	486	985
Literate population	394	287	681
Illiterate population	105	199	304

Source: Census of India 2011

Location of Study Area



Image Source: Google Map



Map Source: ArcMap 10.7.1

Sex Ratio

The sex ratio is the proportion of men to females in the Kulupal population of 985 people (normalized to 100). Kulupal village has a sex ratio of 102.67489711934.

Education

There is a government pre-primary school, a government primary school, government higher secondary school, in the village Kulapal. There are 681 literate persons, of which 394 are male and 287 are female. There are 304 illiterate persons, of which 105 are male and 199 are female.

PERSONALITY DEVELOPMENT

Personality

The choices someone has taken throughout their life, and their recollection of the situations to which those decisions have led make up the whole of their personality. Our personalities partly evolve due to environmental, genetic, and intrinsically natural influences. "Personality also affect our views, values, and expectations," the socialization process states. As a consequence of interactions with the specific social context in which individuals live, hereditary elements that influence personality development play a role in this. According to Woodworth (1938), personality is the complete quality of a person's conduct as it is seen in their traits, habits of thinking and expression, attitudes and interests, way of behaving, and personal philosophy of life.

Definitions Of Personality

Definition of a term is the precise and concise description that would crystallize the essential characteristics. Some of the definitions of personality are mentioned below:

G. W. Allport's (1961) defines "Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment."

According to Watson (1930) "Personality consists of the organism's response to stimuli in its adoption with an environment through the medium of nervous system." Mark Sherman (1979) in his book "Personality inquiry and Application has defined personality as the characteristics pattern of behaviors, cognitions, and emotions which may be experienced by the individual or manifest to others."

Personality of High School Students

High school children are in the adolescent stage when their physical, cognitive, emotional, and social development are all changing. They cannot properly communicate their goals and requirements to their parents, teachers, and other adults at this time, and disagreements and fights are common. Tension, stress, a lack of confidence, a loss of self-esteem, poor academic achievement, and a disruption in their conduct result as a result of this.

High school kids spend the majority of their time in school. This is a critical period in the formation of one's personality. Schools strive to give as much information and expertise about academic education as possible. However, this knowledge is insufficient to address the difficulties and obstacles high school students encounter

daily. Inability to make smart judgments, emotional instability, and a lack of understanding of creating positive interpersonal relationships.

Adolescence is a period of transition and a sensitive period of new experiences. There is a need to build social relationships during this period, which is highly important throughout life. Individuals have enormous human potential throughout the adolescent era, which should be channeled in a constructive and appropriate manner. According to Reber (1995), adolescence is a phase of development characterized by the start of puberty at the beginning and the achievement of physiological and psychological maturity at the conclusion.

Extroversion-Introversion

Eysenck (1973) utilizes the words extroversion and introversion. The former describes a preference for and a desire for stimulation from extraneous sources. The latter involves having a focus on internal inputs like feelings or ideas. While introverts should be reserved, self-aware, and controlled, extroverts are meant to be gregarious, carefree, and spontaneous. In order to categorize personalities as falling into four fundamental categories, Eysenck added the dimension of "emotional stability" vs. "instability" to "Extroversion-Introversion." According to Eysenck, the idea of extroversion and introversion has a 2000-year history in Hippocrates' and Galen's philosophy and medicine, which blended biological constitution and psychology. Introverts to have a higher threshold for unpleasant stimuli because of their impulsive tendencies.

Personality Development

Early on in a student's life, personality development should begin since it really reflects who they are on the inside. It may be characterized as a collection of characteristics that mold a person's inner and outward self and create a particular behavioral pattern.

A person's persona is shaped, among other things, by their character, conduct, attitude, and surroundings. Schools, which are like a second home to students, play a significant role in shaping their lives. The basis for kids is pre-and elementary school. Once kids enter high school, this is substantially improved.

Personality Development in School Age

During school age, up to and possibly including junior high school, the learning industry or inferiority (Competence) stage occurs. The youngster gains more formal skills:

- behaving properly while interacting with peers.
- moving from free play to play that is structured by rules and demands cooperation (team sports)
- gaining knowledge of fundamental concepts (reading, arithmetic)

The need for self-control at this point grows yearly. Due to completing previous phases, the youngster who is confident, independent, and full of the initiative will pick up work ethic fast. The distrusting youngster, however, will feel inferior and question the future.

Personality Development in School

A child's school is considered as their second home. It is true what is claimed that how parents raise their children affects their personality. But this is just a partial truth. A child's participation in school-related activities also affects their personality. In addition to providing instruction, school is charged with molding a student's personality and character. Students who are urged to just concentrate on their studies are illiterate and insecure. Only by teaching bookish knowledge will students be prepared to compete in the actual world. Personality development is important for success in the race of life, together with education.

A person's personality is composed of a variety of characteristics that make them unique. Such features emerge as a person's personality does. A good school emphasizes both academics and extra-curricular equally to develop students' thinking skills, which in turn shape their personalities.

Education for personality development

Education plays a very important role in developing a good personality which are discussed below (Nadaf, 2017)

- **Education provides knowledge**

Knowledge is necessary. A lack of knowledge may detract from the attractiveness of politeness and proper attire. Knowledge allows you to have good conversations with your peers and leaves an unforgettable mark on their brains. It's almost as if it's a magical personality booster. Education aids a person's mental development.

- **Education teaches moral values**

To be successful, a person needs to face many defeats. He will have to accept the failures. Education will teach him to use fair means no matter what happens. In every situation, a person needs to avoid cheating and dishonesty. Education will give him many lessons to differentiate between what is right and what is wrong.

- **Education boosts self-confidence**

Education allows these people, who are often introverted, to gain self-confidence. They get the opportunity to sit with other people, communicate with them, befriend them, have good communication with them, learn new things, and clarify their doubts via the educational system.

- **Education gives experience and opportunities**

Without an opportunity, a personality is useless. If someone is forced to sit idle at home, their personality is irrelevant. Experience and opportunities are linked. Opportunities provide someone with experience, which provides him with other opportunities. Opportunities may teach you a lot of new things. Some things are best learned via experience rather than schooling.

- **Education teaches how to act**

Nice conduct towards others is usually recognized and cherished. Education may teach how to behave while someone is at a conference or at a party, or anyplace else. Education may teach how to communicate with other people. Education may educate a person on what to talk about and what not to. In the current school system, a person is surrounded by many individuals around him, and he needs to speak with them some or the other time.

- **Education boosts memory and thinking skills**

Memory and thinking abilities might be seen as showstoppers of your brain. Someone's cognitive abilities and memory may readily amaze everyone. Excellent thinking abilities will lead to constructive conversation and will give a person a memorable personality.

- **Education teaches discipline**

Discipline is a very significant quality in personality development. Discipline is what divides man and wild. Acting wildly will indicate someone's non-serious attitude, an undesirable and unloved mentality. From the very beginning, pupils are trained to be disciplined. In all professional fields, discipline is necessary.

ABOUT SCHOOL

School History

In 1973, a man named Khitish panda, a telephone operator, suggested opening a school in that village for the people living in Kuilapal. Kuilapal residents then applied to the government to open the school. After the response from the government, the village mandal people donated ten bighas of land to open the school. Then all the village people donated some money, and two or three mud houses were built on that land. Two or three educated people from the village started teaching the children there. In 1984, the school was renamed 'Subal Singh Lower Secondary School' after Subal Singh, one of the leaders of the Chuar Rebellion. After teaching in this school for many years, the teachers were not getting any salary. So, they again wrote an application to the government to introduce the salary. In this application, in 1995, the court appointed new teachers in that school as per the government rules. During this time, the village mandal people donated another two bighas of land. At this time, the school was renamed "Kuilapal Subal Singh High School."

Kuilapal Subal Sing High School was established in 1995, and it is managed by the Department of Education. It is in a Rural area. It is in the Puruliya district of West Bengal, in the Bandwan block. The school has grades 5 to 12. The school is co-ed and does not have a separate pre-primary department. The school is surrounded by nature and does not operate as a shift school. This school's medium of teaching is Bengali. This school can be reached through an all-weather road. The academic year begins in April.

School Profile

The school Kuilapal S.S. High School is located in the area Kuilapal of Bandwan. Kuilapal S.S. High School is in the Puruliya district of West Bengal state. Pincode is 723129. The total number of teachers in the school is 22. The school has three non-teaching employees in total. The school has a government building. There are nine classrooms available for education. All the classrooms are in good operating condition. Two extra rooms are available for non-teaching activities, and the headmaster has his own room. The Pucca boundary wall surrounds the school. Electricity is available at the school. Hand Pumps provide a reliable supply of drinking water for the school. The school has two working boys' toilets. There is also one working female toilet. The school has a playground.

Support For Education

The total number of classrooms in Kuilapal Subal Sing High School is 9. The total number of other rooms in the school is 3. The total number of blackboards in the school is 15. The school has one library and 300 books in the library. Computers are available in the school for both teaching and study purpose. The school has a computer-aided learning lab. The school is Provided and Prepared mid-day meal on School premise.

LIFE DURING SCHOOL

School Routine

If we look at the daily routine inside the school of the 42 sample students, it is observed that at school, the first thing they do is pray. Then they go back to their classes respectively. In the classroom, they play games like damsharaj, crisscross game, and gossiping with their friends. Both they and the teachers are in communication with each other. At tiffin hour, they eat their lunch and play various games like cricket, football, tennis, hopscotch, hide and seek, skipping ropes, etc. At 4 pm they come back to their homes from school.

Problem In School

Today's school administrators deal with a variety of issues on a daily basis, including school governance, dealing with parents, service learning, and providing assistance to overworked teachers. Managing a school while also bringing together campuses and departments to fulfill the objective is always a fun task for school administration. By equipping schools with cutting-edge automation solutions to assist both academic and administrative procedures, they may easily achieve their objectives.

School Size

Numbers in the classroom are often impacted when money is short. However, instructors are unable to instruct each kid in a classroom properly.

Funding

For most public schools in recent years, budget cuts have created huge issues. Smaller staff, fewer resources, and fewer student services result from a reduced budget. For improved educational services, this institution also needs support and additional cash.

Problems Faced by High School Students

Students in high schools are going through puberty. The body starts to expand quickly during this period, and both its size and shape change. Causing mental uncertainties, stress, and an uncomfortable feeling about their body. The youngsters grow more confused, fragile, and self-centered as a result of hormonal changes and sexual development that are occurring at this point. These pubertal changes have an impact on teenagers' self-image, emotions, and interactions with parents and classmates, according to Berk (2007). Teenagers' poor body image, lack of confidence, and low self-esteem are caused by these physical changes, and as a result, these mental health issues take priority in their thoughts, diverting their attention away from their goals for success in life. Many teens acquire eating disorders like anorexia or bulimia, and sometimes they also pick up bad eating habits and bad conduct. Instead of seeking parental counsel, many avoid them, which makes issues and stress worse. Additionally, it results in a communication gap between parents and teens. These circumstances will make the person vulnerable to harmful peer pressure, which may result in smoking, drinking, drug addiction, and other antisocial behavior. It's a time of maturity and change. They are not yet fully developed. Thus, they are not yet fully equipped to handle life's obstacles. Therefore, at this point, a successful life skill intervention is necessary. It would support high school pupils' overall personality development. Stress, despair, tension, suicidal ideation, insecurity, and other emotional issues would be reduced by an effective life skills intervention. It would also aid in boosting one's sense of reality, self-assurance, self-awareness, interpersonal relationships, emotional stability, and social engagement.

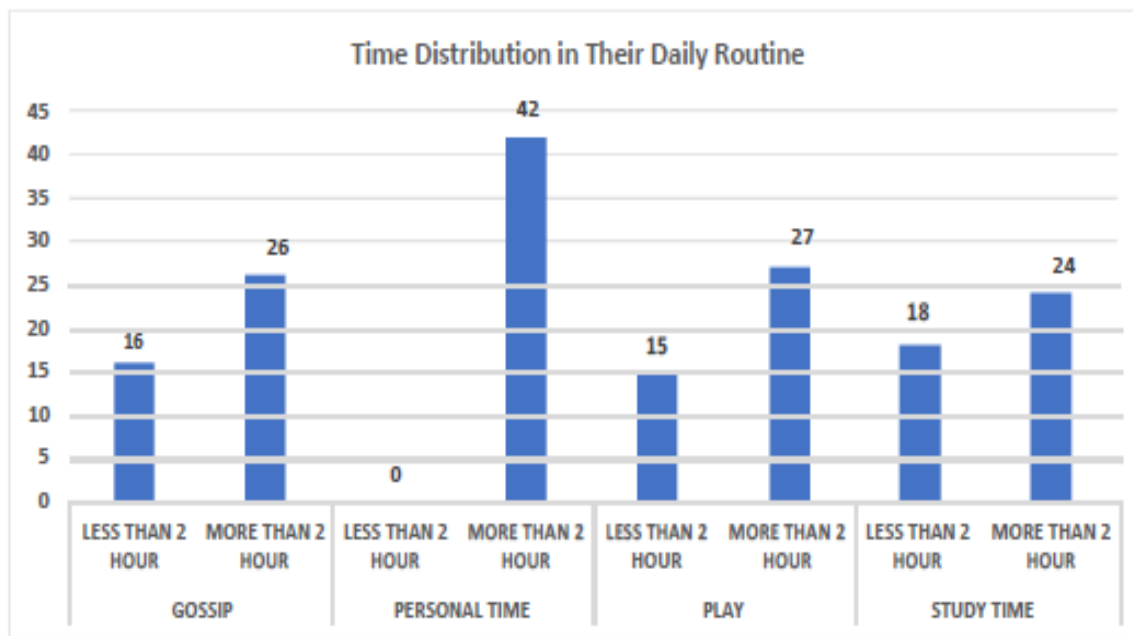
Silver Line in School

Kuilapal Subal Sing High school's location is at Kuilapal, Bandwan, Purulia. In this school, committed and qualified teachers make sure that the students get the most out of their education. The school has produced remarkable academic outcomes, and its pupils have succeeded in extracurricular activities as well. This school has 100% of students qualifying for the examination and out of these 50% scored first grade. Kuilapal S. S. High School provides the good atmosphere for the children to grow. Students from this school participate in football tournaments. A variety of extracurricular activities are conducted for the students of this school.

LIFE OUTSIDE THE SCHOOL

Time Distribution in Their Daily Routine

If we look at the daily routine outside of the school of the 42 sample students, it is observed that the daily routine of the 42 students is almost the same because they belong to the same school and habitat area. Most of them get up very early. Then after freshening up, some of them go to tuition and the rest study at home. After that, they get ready for school, and at 10 am, they go to school. When school is over, they come back to their home and freshen up. After school, some of them go to play various types of games like cricket, football, tennis, hopscotch, hide and seek, skipping ropes, etc., with their friends and siblings, some of them go to tuition for study, and some of them help their mothers in household works. In the evening, they all return home and eat something, and then everyone does their homework. Some of them are mobile phone addicted, so some play online games and watch reels and videos on a mobile phone after that. At last, they eat their dinner and go to bed early.



(n=42)

Figure 1 Time Distribution in Their Daily Routine

The above graph depicts the hours spent time chart of play, study, gossip, and personal activities in a day of the selected students. It was observed that 64.29% of students spent more than 2 hours playing and 35.71% of them spent less than 2 hours playing. While 57.14% of students spent more than 2 hours studying, the other hand, 42.86% of students spent less than 2 hours studying. For their personal

activities, every sample student spent more than 2 hours a day. Whereas, 61.90% students spent more than 2 hours gossiping with their friends and family members and 38.10% students spent less than 2 hours gossiping.

Group Time

Filing into groups is one of the most crucial skills we acquire as children. Students acquire skills that will benefit them throughout their life in school, in extracurricular activities. These include aptitudes for collaboration, communication, and leadership. Student activities are important

because they allow kids to develop new abilities and engage with peers with similar values. Participating in group activities goes beyond developing skills that will be useful to the individual beyond high school. Additionally, it allows students to network with their classmates, meet new people, enhances their sense of self-worth via experience, and grow in civic duty to the greater community.

It has been noted that the sample students in this study participate in various group activities. They engage in various sports, including cricket, football, hopping, skipping, and hide-and-seek, among others. With their friends, they also engage in games like damsharaj and name-guessing. They also like swimming, talking, and fishing at the community pond. The students were chosen for the study engaged in these diverse group activities.

Family Time

Family is an important part of everyone's life. The person's surroundings and emotional connections to family have an impact on their conduct and personality.

In the early years of life, the family is responsible for the welfare, needs, and desires of the little ones. The correct home setting helps promote a child's healthy development and growth. A child's education begins at home, where they attempt to observe, interpret, comprehend, and imitate the actions of those around them.

When a youngster observes how their family interacts with one another and tries to model that behavior in their own behavior, they learn about certain values, principles, dos, and don'ts with ease. Family moulds their personality, morals, and physical and mental well-being.

Children and teenagers often live with their siblings, and a corpus of literature has been written on how they interact with one another daily as confidants, rivals, and subjects of social comparisons. The development of children's awareness of their social, emotional, moral, and cognitive environments is significantly influenced by their relationships with their siblings. Siblings seem to display an awareness of the thoughts and feelings of others through everyday interactions far earlier than they do on more formal examinations. The study sample's students get along well with their siblings. Together, they play, learn, and attend school. Some of them also go fishing and swimming together in the local pond.

INNOVATIVENESS & DIVERSENESS

Innovation

One of the key areas of focus for modern psychologists-practitioners in their work is the development of a person's prospective talents and capacities throughout adolescence. The integrated collection of aptitudes, talents, and traits of a man that are realized as a result of his engagement in the creative activity make up the innovative potential of a personality. The inventive thinking abilities and curiosity needed to succeed in the workforce may be developed in early children via exposure to innovation.

These are the innovative activities that have been observed among them:

- Handicrafts - 2 students of the sample students make a type of rope from Sabai grass called "babui dori". One of them do bamboo crafting at her home. (n=42)
- DIY - 3 girls of the 42 students do various types of DIY, like making door mate, wall hanging, door hanging etc.

3 girls of the sample students play football tournaments. They have played football at the state level.

Personality Type

Introverts and extroverts have quite different personalities, which influences how they learn. How introverts and extraverts, as well as those who fall somewhere in between, acquire, and retain knowledge becomes an element of these personalities that isn't often discussed.

	Male	Female
EXTROVERT	2	9
IN BETWEEN	12	7
INTROVERT	7	5

Table 2 Personality type

After spending time with the students and through participate observation it is observed that among the students, 26% were found to be extroverts, whereas 29% of students reported being introverted, and 45% of students considered themselves as an in-between (neither introvert nor extrovert).

Subject Interest

In education and professional development, science and humanities are often separated. The two fields are often seen to be incompatible, even as a personal interest.

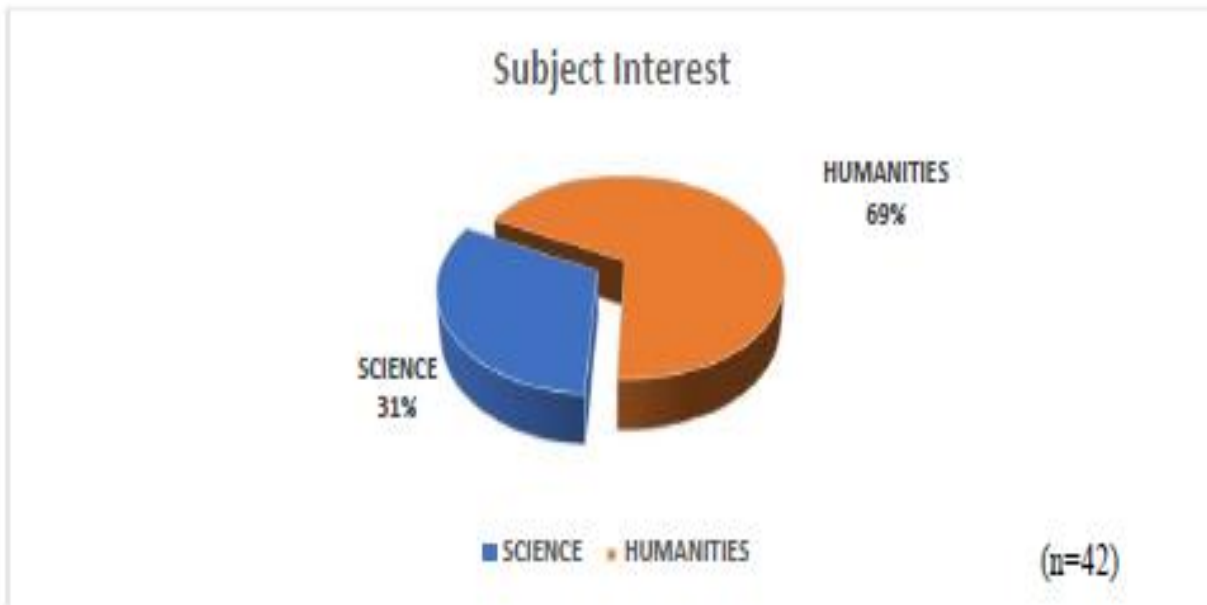


Figure 2 Chart of Subject Interest

From the above chart, it was observed that most of the students (69%) were interested in Humanities subjects. At the same time, 31% of students were interested in science subjects.

Favorite Subject

For students, studies don't seem like something fun to do, but their favorite topic might take place. Few students can master every topic. However, every student has a favorite topic in which they excel. Many students find that their academic interests develop into passions, which then often lead to jobs.

This graph illustrates the best-loved subjects of 42 students of Class VIII, IX & X from Kuilapal Subal Sing High School. Ten students out of 42 students considered Geography as their favorite subject. While nine students out of 42 students, i.e., 21.43% students considered Bengali as their favorite subject. For 16.67% of students, English is their favorite subject. 23.81% of students considered Mathematics and Life Science as their favorite subjects. 3 students chose Santali as their favorite subject. Only two students considered Physical Science as their favorite subject, and History was only one student's favorite subject.

AGE	BENGALI	ENGLISH	HISTORY	GEOGROHY	MATHEMATICS	PHYSICAL SCIENCE	LIFE SCIENCE	SANTALI	TOTAL
13 years	2	1	0	0	1	1	3	1	9
14 years	4	2	1	3	0	0	0	0	10
15 years	2	2	0	5	1	1	1	2	16
16 years	1	2	0	2	1	0	1	0	7
Total	9	7	1	10	5	2	5	3	42

Table 3 Chart of Subject Interest

Extra-Curricular Activities

Extracurricular activities play a significant role in students' life. Getting involved in extracurricular organizations will bring out a variety of merits if students can balance their time on each proportion. Hence, students can gain experience and skills and broaden their minds when joining in co-curricular activities in moderation. From the graph, it was observed that the majority (41%) of students were involved in playing activities, followed by drawing (14%) and cooking (14%) activities. 11% of students were into online games. 8% of students go swimming on their holidays. 5% of students do handmade crafts in their free time. 4% of students are involved in reciting and dancing. At the same time, the least number of students were interested in singing (1%) activity. From the above result, it was concluded that most students were involved in different extracurricular activities. A significant difference was found in the performance of children in extracurricular activities like- play, Sports activities, Online Games, Swim, cook activities, Dance, Recite, and Music. Extracurricular activity play important roles in students' lives by enhancing behavior, academic achievement, graduation rates, traits that contribute to successful adulthood, and social traits. Participation in co-curricular activities helps students in emotional development, social skill development, and overall personality development.

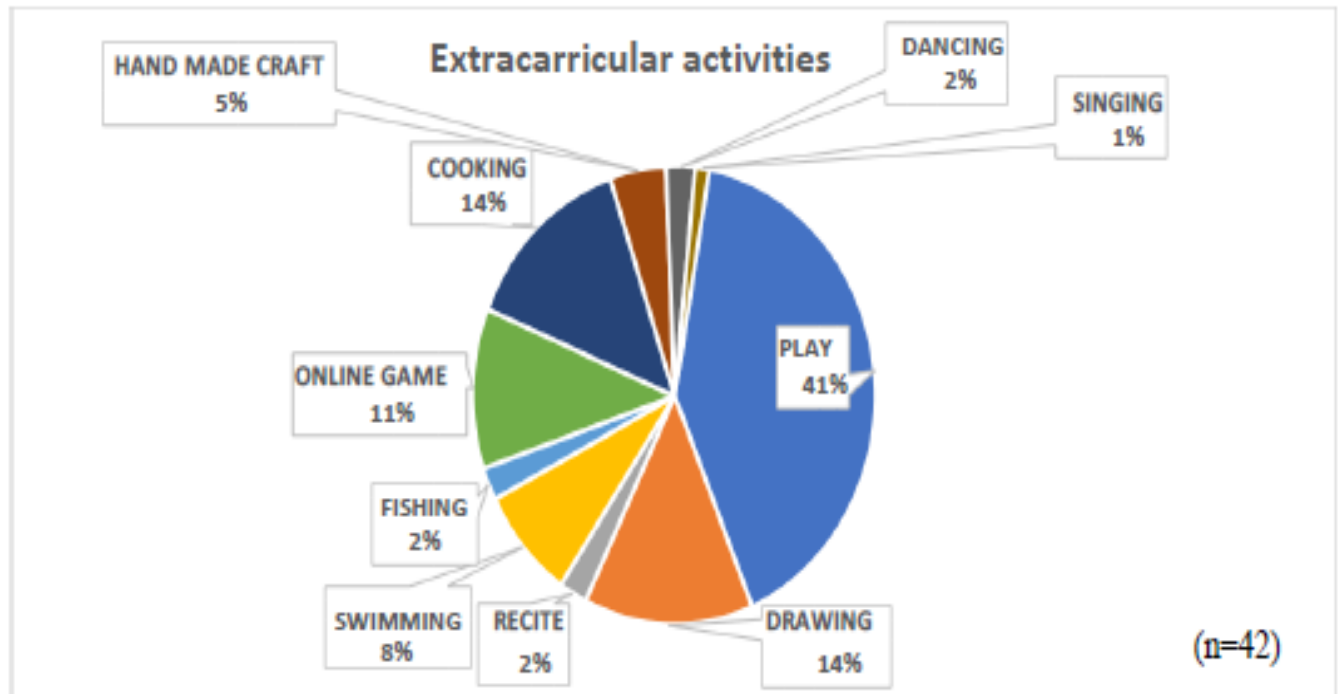


Figure 3 Chart of Extracurricular activities of the Students

CONCLUSION

The way a person develops personally is strongly influenced by their education. It is crucial that a person get an effective education from a young age that will impact his whole life. By developing a plan and implementing a thorough instructional approach based on a schedule, planning, educational resources, methods, and didactic strategies aimed at achieving the objectives and the proposed goal, the school provides the student with the framework for development, training, and socialization. This starts with knowledge of the individual and age peculiarities specific to each stage of development.

We can conclude by this, the following after monitoring the students throughout the study and looking at the ways that school helps to build future teachers by preparing them in this way. The benefits of formal education are many. It often improves qualifications and may be utilized to build a strong CV. Additionally, the employer of a person with formal qualifications is certain that the hireable individual is knowledgeable about the field. He or she have the skills required to carry out a certain work, which results in an outstanding employment, stable finances, and a promising future for the person. The study's conclusions showed that high school students' personalities are strongly and significantly impacted by the academic atmosphere. According to the study, socializing, physically engaging in class during significant school celebrations, choosing subjects, and participating in extracurricular activities were the key factors that shaped participants' personalities.

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