PERSONALITY DEVELOPMENT PARADIGM IN ELEMENTARY SCHOOL CURRICULUM

Muhammad Hamid (Principal/ corresponding Author)
PhD Scholar

Institutional Affiliation: Sarhad University of Science and Information Technology, Peshawar, KPK, Pakistan.

Co-authors
Prof. Dr. Mohammd Iqbal

Institutional Affiliation: Sarhad University of Science and Information Technology, Peshawar, KPK, Pakistan.

Sarhad University of Science and Information Technology, Peshawar, Khyber Pakhtunkhwa, Pakistan.
Adress: 36- B, Chinar Road University Town Peshawar, Pakistan.

Abstract

The study was carried out in the sampled district of Mardan, Pakistan. Its main objective was to find out whether the contents of elementary school curriculum in the selected subjects of English and Pakistan studies for 7th and 8th classes subscribed to personality development. The problem of the study consisted of three variables: Elementary Education, Curriculum and Personality Development. Paradigm shift, in this study, was conceived to be the expected changes in the behaviour of students with the curriculum taught in schools in the selected subjects of English and Pakistan studies for 7th and 8th classes. The methodology of the study was to make an analysis of the curriculum for identification of elements in the context of self-respect, tolerance, team spirit, forbearance, co-operation, shared responsibility, social justice and self-reliance type of qualities, which generally lacked in students. Their presence led towards the development of a balanced personality. The traditional types of tools fielded for collection of data were two sets of close ended questionnaires addressed to 500 subjects included 250 (50%) parents and teachers each respectively in the sampled district of Mardan. The study made a couple of recommendations that included suggestions for change in the behaviour of teachers through training and orientation of different coping classes, proper care towards children by the parents, observance of cleanliness habits on the part of students and provision of games and sports facilities for students in all the elementary schools of Khyber Pakhtunkhwa province, Pakistan.

Keywords: Elementary Education, Curriculum, Personality Development, Teacher Training, Self–Respect, Tolerance, Team Spirit, Shared Responsibility, Self–Reliance.

Introduction

One of the aims of education is the development of personalities of the students. Modern concept of curriculum considers the child as the centre of attention and key figure in the teaching learning process. The curriculum is considered multi-dimensional, balanced and flexible. It makes child capable enough to solve a problem and develop their personalities.
for adjustment in new situation. The curriculum should, therefore, contain elements that contribute to the balanced development of personality of child.

Elementary Education is the most crucial stage of education as it lays the foundation for further education. The public sector responsibility in education begins at this stage. There are no two opinions that elementary education plays a key role in establishing a foundation for the personality building of a child. Child mental ability, interests, aptitudes, instincts, motives and desires should be kept in mind while planning for the content selection for elementary education.

According to Bhatti (1986) economic development of a country depends on mass education achievement whereof, is a goal of elementary education. In addition development of character building is seemed as key objective of Elementary Education. There has been much debate on personality in the modern age. The term, in common language, is in vogue for physical beauty or physique. Good looks and impressive bearings are considered part of a personality. According to Jerome (1971, p.5) personality is the sum of activities that can be discoursed by actual observation over a long period of time to give a reliable information (1953) stated, “Personality is the organization of a person’s character, temperament, intellect and physique reflecting unique adjustment to the environment. Various aspects which are covered in this definition make it as a comprehensive but, on the other hand, it leaves aside behavioural study which is an important factor of personality. Philosophers call it as completeness of human beings; sociologists term it as images of the society and subjective side of a culture and social effectiveness; and all the physical, mental, emotional and social facets of an individual development are viewed as personality by the psychologists.

National Education Policy (1969) that emphasized on the relationship of Elementary Education to personality building of a child. It laid emphasis on the initial stage; generally, period of five to eight years for shaping the personality of a child. The commission of National Education (1959) documented similar remarks relating to the proper understanding of society and basic concepts of adjustment problems on the part of a child. The National Education Policy(2009) also places emphasis on the overall development of personality of children by stating that “our education system must adopt such vision that help realize children to promote their individual potential for inculcating in them the concept of tolerance, social justice, democracy, honesty and emotional intelligence necessary for the balanced development of their personalities. Sigmund Freud (1973) viewed personality as a pattern of behaviour for resolving inner conflicts wagging always among the three inter-related systems of Id, Ego and Super Ego with Ego trying to reconcile the conflicting demands of the Id, the Super Ego and the external world.

Carl Rogers (1961, p .72) theory is considered of great importance for both teachers and students. His self theory stresses on the assumption that the basis of personality is the human’s desire to realize potentialities. Full realization, according to him, meant would mean that individuals would be living in perfect accord with themselves and others. An
unconditional positive regard base atmosphere where individuals are valued, respected and loved; and through a more flexible self avoid personality male-adjustment are necessary parameters that developed balanced personality of an individuals.

Sigmund Freud (1856) stated, “Personality seems to be in complex relationship with number of other variables such as the material being taught, the teaching methods being used, the study habits open to the individual child or student, and the personality of teachers themselves. Teacher must therefore operate as their own researchers, sensitive of each child in the class, and alert to the reaction between the personality and the other variables involved”

The study was found significant and needed because where education claims to be the promoter of overall personality development of children such as physical, mental, social and emotional, there the prescribed curricula must include elements that are conducive to creating and cultivating such types of characteristics in children that subscribe to the total development of personality of children, issues of paradigm and personality development was addressed in a number of research documents. Thomas Gale (2001) stated, “Development paradigm is, in principle, an argument to substantiate how do we face and overcome the development changes confronting us. It is strongly a normative argument for how best to approach development.”

Problem Statement

The study envisages to examine the current curriculum of classes 7th and 8th at the elementary level education in the subjects of English and Pakistan Studies for the purpose of knowing how and up to what extent the curriculum in these selected subjects contributes to the development of the personality of the students and to find out gapes, if any, for making recommendations to make amends for these short-falls for the sake of promoting the balanced development of personality of students.

Methodology

It was an exploratory approach to the solution of the problem which required analysis of the current status of elementary school curriculum that analyzed the existing situation about curriculum contents in selected subjects of English and Pakistan Studies for 7th and 8th classes with a view to find out gaps that hampered the balanced development of the personality of the students. The purpose was to find out exactly the curriculum contents pertaining to self respect, tolerance, team spirit, forbearance, co-operation, shared responsibility, social justice and self- reliance type of qualities that could bring about the desired behavioral change in children study of relevant literature and documents facilitated the study in situational analysis for identification of gasps that could be addressed for remedial solutions.
Hypothesis of the Study

The study examined the following hypotheses:
1. The elementary school curricula of classes 7th & 8th in the subjects of English and Pakistan study had no or very little reflection for personality development of the students.

2. The concept of personality development is not clear to the teachers and students and needed their awareness.

Objectives of the Study

In order to provide a clear path to the study, the following objectives were formulated:

1. To make analysis of the elementary school curriculum in the subjects of English and Pakistan Studies for classes 7th and 8th and find out the elements of personality development.
2. To identify the desirable traits of behaviour like honesty, self-respect and tolerance among the students necessary for personality development as reflected in the prescribed curriculum.

3. To find out gaps, if any, and make recommendations for integrating the missing aspects of personality developments into the curriculum.

Population of the Study

All the middle schools of public and private sectors in the province of Khyber Pakhtoon Khwa were included in the population of the study. The curriculum, that was taught at elementary level in all the elementary schools of the Khyber Pakhtunkhwa, Pakistan, as well as 500 (50%) each teachers and parents were taken as population of the study.

Sample of the Study

The sample of the study included 50 (20%) teachers and parents each randomly selected from the targeted population of 500 (250 teachers and 250 parents). The curriculum in the subjects of English and Pakistan Studies and 25(16%) schools of the targeted 64 schools in the district of Mardan were taken as sample of the study.

The following tables provided a transparent picture of the sample selected for both teachers and parents.

Table Indicating the Sample of Teachers in the Study

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers (Male)</th>
<th>Teachers (Female)</th>
<th>Teachers (private schools)</th>
<th>Teachers (Govt. schools)</th>
<th>Teachers Urban - Rural</th>
</tr>
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<tbody>
<tr>
<td>50 (20%)</td>
<td>30 (12%)</td>
<td>20 (8%)</td>
<td>20 (12%)</td>
<td>30 (12%)</td>
<td>25 (10% each)</td>
</tr>
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</table>
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<table>
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<th>Category</th>
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Tools of the Study
The tools of the study included two close-ended questionnaires developed for teachers and parents. The available published curricula of elementary classes for classes 7th and 8th in the subjects of English and Pakistan Studies were also analyzed for making the study a success. The primary data were based on the responses of the subjects and a study of the prescribed curriculum for 7th and 8th classes while the secondary data were collected from the office records of education department and review of literature. The analysis of the data was done with the help of tables. The responses were converted into percentages. In order to make the data meaningful different charts and graphs were used for illustration. The data were interpreted and discussed for drawing inferences.

Outcomes of the Study
The study confirmed the hypotheses that elementary school curriculum had very little reflection on the personality development of the students and the concept of personality development was not clear to the teachers and students on the basis of the finding reflecting as “that teachers inaccessibility to proper training and to be role model, children lack of knowledge about cleanliness habits, indiscipline among students, weak administration, parents indifference towards children at home, curriculum updation to include in it themes, topics, activities and other relevant contents that could uplift character building of the students and inculcate in them the new dimensions like self-respect, tolerance, accommodativeness and self-reliance type of qualities.

It was found that both teachers and parents were not clear about the concept of personality development. The inferences drawn from the study revealed that both teachers and parents had little knowledge, were unaware about the role being played by both the subjects, i.e. English and Pakistan Studies in smooth development of the balance personality of the children.

The study found that the teaching methodologies in the subjects of English and Pakistan Studies were not effective and were needed to be replaced with activity-based teaching. It also came to light that teachers were found ineffective to bring changes in the development of the personalities of the children and they needed trainings as majority of 25(50%) of teachers viewed.
The study found that the elementary school curriculum for 7th and 8th classes in the subjects of English and Pakistan Studies had a very limited reflection on the development of the balanced personality of students. Both the school and home environment were disturbed due to the problems created by children.

Implementable Suggestions

The study made a couple of implementable suggestions for improvement of curriculum approaches for development of the balanced personality of school going children which included, interalia, that teachers must receive training to create among the students qualities that bring about behavioural changes in children and make them good citizens of the world. Promoting activity-based learning for better understanding of the curricula was another complementary suggestion. Focus on the importance of co-curricular activities, maintaining of discipline among the students and habits of cleanliness on the part of the children, both at home and in the school environment, were of paramount importance.
References


