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**PERSONALITY DEVELOPMENT OF
CHILDREN INVOLVED IN THE
STUDENT PARLIAMENT: A STUDY IN
AYANKULAM VILLAGE**



Authors

Dr. L. Vasanthi Medona

Dr. A. Jeya Sudha

L. Arul Suganthi Agnes



Rev. Sr. Dr. L. VASANTHI MEDONA
M.Sc., M.Ed., NET., Ph.D., SDTB
PRINCIPAL
Assistant Professor of Mathematics



T. Mt. Dr. A. Jeya Sudha
M.A., M.Ed., M.Phil., Ph.D., NET.,
Vice Principal,
Assistant Professor of History



Rev. Sr. L. Arul Suganthi Agnes
M.A.(Soc.), M.A(His.), M.Ed.,
M.Phil., NET.,
Assistant Professor of Education



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Sr. L. Arul Suganthi Agnes ICM

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Sr. L. Arul Suganthi Agnes ICM

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INDEX PAGE

S. No.	Contents	Page No.
CHAPTER – I		
INTRODUCTION AND CONCEPTUAL FRAMEWORK		
1.1	Introduction	1
1.2	Personality Development of Children	3
1.3	Dimensions of Personality Development in Children	3
1.4	Theoretical Perspectives on Personality Development	5
1.5	Factors Influencing Personality Development in Children	7
1.6	Role of Experiential and Participatory Learning in Personality Development	9
1.7	Indicators Of Personality Development in Children	10
1.8	Personality Development in the Context of Student Parliament	11
1.9	Role Of Student Parliament in Personality Development	12
1.10	Theoretical Basis for Personality Development Through Student Parliament	14
1.11	Key Personality Traits Developed Through Student Parliament	16
1.12	Educational Significance of Student Parliament In Personality Development	16
1.13	Significance of the Study	17
1.14	Statement of the Problem	18
1.15	Operational Definitions of Key Terms	19
1.16	Objectives Of the Study	21
1.17	Null Hypothesis	22
1.18	Limitations Of the Study	23
1.19	Delimitations Of the Study	23

1.20	Conclusion	24
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CHAPTER – II REVIEW OF RELATED LITERATURE		
2.1	Introduction	26
2.2	Purpose of The Review of Related Literature	26
2.3	Importance of The Review of Related Literature	27
2.4	Foreign Studies	28
2.5	Indian Studies	33
2.6	Critical Review of the studies	39
CHAPTER – III METHODOLOGY		
3.1	Introduction	41
3.2	Method of the Study	42
3.3	Area Of the Study	42
3.4	Population of the Project	43
3.5	Sample For the Study	43
3.6	Distribution of the Sample	43
3.7	Background Variables in the Study	55
3.8	Tool Used for the Study	56
3.9	Description of Tool	56
3.10	Construction of the Tool	56
3.11	Statistical Techniques Used	60
3.12	Conclusion	61

CHAPTER – IV		
ANALYSIS OF DATA		
4.1	Introduction	62
4.2	Percentage Analysis	63
4.3	Differential Analysis	69
4.4	Association Analysis	78
4.5	Conclusion	80
CHAPTER – V		
FINDINGS, INTERPRETATIONS AND RECOMMENDATIONS		
5.1	Introduction	81
5.2	Findings	82
5.3	Interpretations	83
5.4	Recommendations	85
5.5	Educational Implications	87
5.6	Suggestions for Further Research	89
5.7	Conclusion	90
	BIBILIIOGRAPHY	91
	APPENDICES	
	Tool of the study	96
	Photos	101

CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Education plays a vital role in shaping the personality and character of children. Beyond academic learning, schools are responsible for nurturing social skills, leadership abilities, moral values, and civic awareness among students. Personality development is a holistic process that involves the growth of emotional, social, intellectual, and moral dimensions of an individual. Educational institutions therefore provide various opportunities for students to participate in activities that help them develop confidence, communication skills, leadership qualities, and democratic values (Santrock, 2018).

One such educational initiative that contributes significantly to personality development is the Student Parliament. The concept of student parliament is designed to simulate democratic governance within the school environment, allowing students to participate in decision-making, leadership, and problem-solving activities. Through structured roles such as ministers, speakers, and representatives, students learn to express their opinions, collaborate with peers, and take responsibility for school-related issues (Mager & Nowak, 2012).

Participation in student parliament offers experiential learning opportunities that contribute to personality development. Experiential learning emphasizes learning through action and reflection rather than passive acquisition of knowledge. According to Kolb (1984), experiential learning environments enable students to develop critical thinking, interpersonal skills, and leadership qualities through active participation in real-life situations. Student parliament functions as such an experiential learning platform where students learn democratic principles through practice.

Personality development among children involves various psychological and social factors such as self-confidence, leadership ability, communication

skills, responsibility, and cooperation. Participation in democratic school activities like student parliament encourages students to interact with peers, organize activities, and express their viewpoints confidently. These experiences help them develop a strong sense of identity, social awareness, and responsibility toward society (Bandura, 1997).

In rural areas, opportunities for leadership and personality development are often limited due to socio-economic constraints and lack of exposure to participatory activities. Villages like Ayankulam in Tirunelveli district face challenges related to educational infrastructure, civic awareness, and leadership opportunities for children. Introducing structured platforms such as student parliament can therefore play an important role in empowering rural students and enhancing their personality development.

Student parliament not only strengthens leadership and communication skills but also promotes democratic values such as equality, cooperation, accountability, and responsibility. Through debates, discussions, elections, and decision-making processes, students gain a practical understanding of governance and social responsibility. These experiences contribute significantly to the development of a confident and responsible personality (Westheimer & Kahne, 2004).

The present study titled “Personality Development of Children Involved in the Student Parliament: A Study in Ayankulam Village” aims to examine how participation in student parliament contributes to the personality development of children. The study focuses on key aspects such as leadership skills, communication ability, social responsibility, decision-making capacity, and self-confidence among students participating in student parliament activities.

By analyzing the impact of student parliament on children's personality development, this research seeks to provide valuable insights for educators, policymakers, and school administrators. The findings may help in strengthening student leadership programs and promoting participatory learning strategies in schools, particularly in rural areas.

1.2 PERSONALITY DEVELOPMENT OF CHILDREN

1.2.1 Meaning and Concept of Personality Development

Personality development refers to the continuous process through which children develop patterns of thinking, feeling, and behaving that make them unique individuals. It involves the integration of emotional, social, cognitive, and moral aspects of growth. During childhood, personality is highly flexible and shaped by interactions with family, school, and the wider social environment (Santrock, 2018). Personality is not static; rather, it evolves as children gain new experiences and adapt to different situations.

According to Allport (1961), personality is a dynamic organization within the individual that determines unique adjustments to the environment. This definition emphasizes that personality develops through continuous interaction between the individual and the environment, making early childhood experiences crucial for long-term personality formation.

1.3 DIMENSIONS OF PERSONALITY DEVELOPMENT IN CHILDREN

1.3.1 Cognitive Development

Cognitive development plays a fundamental role in shaping personality, as it influences how children think, reason, and solve problems. Piaget (1952) explained that children actively construct knowledge through interaction with their environment. As their cognitive abilities grow, they develop better decision-making skills, logical thinking, and understanding of social norms, which contribute to personality formation.

1.3.2 Emotional Development

Emotional development refers to the ability to understand, express, and regulate emotions. It is a key component of personality, as emotional stability and self-control influence behavior and relationships. Goleman (1995) highlighted that emotional intelligence, including self-awareness and empathy, is essential for developing a balanced and positive personality.

1.3.3 Social Development

Social development involves learning to interact effectively with others and build meaningful relationships. According to Vygotsky (1978), social interaction is central to learning and personality development. Through interaction with peers and adults, children develop communication skills, cooperation, and social responsibility.

1.3.4 Moral Development

Moral development is concerned with understanding values, ethics, and the distinction between right and wrong. Kohlberg (1981) proposed that children progress through stages of moral reasoning, gradually developing a sense of justice and ethical responsibility. Moral development contributes to shaping a child's character and behaviour in society.

1.3.5 Physical Development

Physical development refers to the growth of the body, motor skills, and overall health, which significantly influence personality. Healthy physical development enhances a child's confidence, participation in activities, and social interaction. Children who are physically active tend to develop better self-discipline, energy levels, and a positive self-image. Physical well-being also supports cognitive and emotional development, contributing to a balanced personality (Berk, 2017).

1.3.6 Language Development

Language development plays a crucial role in personality formation, as it enables children to express their thoughts, emotions, and ideas effectively. As children acquire vocabulary and communication skills, they become more confident in social situations. Language also supports cognitive growth and social interaction, helping children to build relationships and understand their environment better (Owens, 2020).

1.3.7 Creative Development

Creative development involves imagination, originality, and the ability to think in innovative ways. It allows children to express themselves through art, music, storytelling, and problem-solving. Creativity enhances self-expression, confidence, and emotional release, which are essential aspects of personality

development. Encouraging creativity helps children become flexible thinkers and adaptable individuals (Runco, 2014).

1.3.8 Spiritual Development

Spiritual development refers to the growth of inner values, beliefs, and a sense of purpose in life. It helps children develop qualities such as empathy, compassion, gratitude, and moral understanding. Spiritual awareness contributes to inner peace and guides behaviour, shaping a child's overall personality and outlook towards life (Hyde, 2008).

1.3.9 Behavioural Development

Behavioural development focuses on the patterns of actions and reactions exhibited by children in different situations. It includes habits, discipline, and responses to rules and expectations. Positive behavioural development helps children learn self-control, responsibility, and appropriate social conduct, which are essential for personality formation (Skinner, 1953).

1.3.10 Self-Concept Development

Self-concept development refers to how children perceive themselves, including their abilities, appearance, and identity. A positive self-concept leads to confidence, motivation, and resilience. As children grow, their self-perception is shaped by experiences, feedback from others, and social comparisons, all of which influence their personality (Marsh & Craven, 2006).

1.4 THEORETICAL PERSPECTIVES ON PERSONALITY DEVELOPMENT

1.4.1 Psychoanalytic and Psychosocial Theory

Freud (1923) emphasized that personality development is influenced by unconscious motives and early childhood experiences. Building on this, Erikson (1963) proposed psychosocial stages of development, where each stage involves a conflict that must be resolved. For instance, during the stage of industry versus inferiority, children develop competence and confidence through achievement and recognition.

1.4.2 Social Learning Theory

Bandura (1977) suggested that children learn behaviours by observing and imitating others. Role models such as parents, teachers, and peers significantly influence personality development. Positive reinforcement and feedback encourage desirable behaviours, helping children develop confidence and social competence.

1.4.3 Humanistic Theory

Humanistic theorists like Rogers (1961) emphasized the importance of self-concept and personal growth. According to this perspective, children develop a positive personality when they receive unconditional support, acceptance, and opportunities for self-expression. A nurturing environment helps children realize their potential and develop a healthy self-image.

1.4.4 Cognitive Development Theory

Cognitive Development Theory, proposed by Piaget (1952), emphasizes that children actively construct knowledge through their interactions with the environment. As children progress through different stages of cognitive development, their thinking becomes more logical and organized. This cognitive growth influences personality by shaping how children perceive themselves, solve problems, and interact with others. The development of reasoning and understanding contributes to confidence, independence, and adaptive behavior.

1.4.5 Socio-Cultural Theory

Vygotsky (1978) highlighted the importance of social interaction and cultural context in personality development. According to this theory, learning occurs through guided participation and collaboration with more knowledgeable others, such as parents and teachers. Language and social interaction play a crucial role in shaping thought processes and behavior. This theory suggests that personality is influenced by cultural values, social norms, and interpersonal relationships.

1.4.6 Trait Theory

Trait Theory focuses on identifying stable characteristics or traits that influence behavior. Allport (1961) suggested that personality consists of a set of traits that develop over time and guide an individual's behavior. In children, traits such as sociability, emotional stability, and responsibility begin to emerge and become more consistent with age. These traits contribute to individual differences and help in understanding personality patterns.

1.4.7 Behaviorist Theory

Behaviorist Theory, associated with Skinner (1953), emphasizes that personality is shaped by environmental stimuli and reinforcement. According to this perspective, behaviors that are rewarded are likely to be repeated, while those that are punished are reduced. In children, consistent reinforcement, discipline, and learning experiences shape habits, attitudes, and overall personality development.

1.4.8 Ecological Systems Theory

Bronfenbrenner (1979) proposed that a child's personality develops within a complex system of relationships influenced by multiple environmental layers. These include the family, school, community, and broader societal context. Each system interacts with the others to shape the child's experiences and development. This theory highlights that personality is not developed in isolation but is influenced by various environmental factors over time.

1.5 FACTORS INFLUENCING PERSONALITY DEVELOPMENT IN CHILDREN

1.5. 1 Family Environment

The family is the primary agent of socialization and has a profound impact on personality development. Parenting styles, emotional support, and communication patterns shape children's attitudes and behaviours (Baumrind, 1991). A supportive family environment promotes confidence and emotional security.

1.5. 2 School Environment

Schools play a crucial role in personality development by providing opportunities for social interaction, learning, and participation. Classroom activities, co-curricular programs, and leadership opportunities help children develop communication skills, teamwork, and responsibility (Mager & Nowak, 2012).

1.5. 3 Peer Influence

Peer groups influence children's behaviour, attitudes, and self-concept. Positive peer interactions promote cooperation, empathy, and self-esteem, while negative experiences may affect emotional development (Rubin et al., 2006).

1.5. 4 Socio-Cultural Context

Cultural values, traditions, and societal norms influence personality development by shaping children's beliefs and behaviours. Vygotsky (1978) emphasized that learning and development are deeply rooted in social and cultural contexts.

1.5.5 Media and Technology

Media and technology have a significant influence on children's personality development. Exposure to television, social media, and digital platforms shapes children's attitudes, values, and behaviors. Positive content can promote learning, creativity, and awareness, while excessive or inappropriate exposure may lead to aggression, reduced social interaction, and attention issues. Guided and balanced use of media helps in fostering healthy personality traits (Anderson & Bushman, 2001).

1.5.6 Physical Environment

The physical environment, including living conditions, neighborhood, and access to resources, plays an important role in shaping personality. A safe, stimulating, and resource-rich environment encourages exploration, learning, and social interaction. In contrast, deprived or unsafe environments may hinder emotional and social development. The surroundings in which children grow up significantly influence their behavior and overall personality (Bronfenbrenner, 1979).

1.5.7 Economic Status

Socio-economic status affects access to education, nutrition, healthcare, and opportunities for development. Children from economically stable backgrounds often have better access to learning resources and extracurricular activities, which support personality growth. Conversely, economic challenges may create stress and limit opportunities, influencing confidence and social behavior (Conger & Donnellan, 2007).

1.5.8 Parenting Style

Parenting style plays a crucial role in shaping children's personality. Authoritative parenting, characterized by warmth and discipline, promotes independence, self-confidence, and social competence. In contrast, authoritarian or neglectful parenting may lead to anxiety, low self-esteem, or behavioral issues. Consistent guidance and emotional support contribute to healthy personality development (Baumrind, 1991).

1.5.9 Educational Opportunities and Experiences

Access to quality education and diverse learning experiences significantly contributes to personality development. Opportunities such as participation in debates, sports, cultural activities, and leadership roles enhance confidence, communication skills, and creativity. Experiential learning environments encourage children to explore their potential and develop a well-rounded personality (Eccles & Roeser, 2011).

1.6 ROLE OF EXPERIENTIAL AND PARTICIPATORY LEARNING IN PERSONALITY DEVELOPMENT

Experiential learning plays a significant role in developing personality by allowing children to learn through direct experience. Kolb (1984) stated that learning occurs through active participation and reflection. Activities such as group discussions, leadership roles, and participatory governance provide opportunities for children to develop confidence, decision-making ability, and problem-solving skills.

Participatory activities in schools, such as student leadership programs, encourage children to express their ideas, take responsibility, and engage in collaborative decision-making. These experiences enhance self-confidence,

communication skills, and social awareness, contributing to overall personality development (Westheimer & Kahne, 2004).

1.7 INDICATORS OF PERSONALITY DEVELOPMENT IN CHILDREN

Personality development in children can be assessed through observable traits and behaviours. Key indicators include:

1.7.1 Self-confidence and self-esteem

Self-confidence and self-esteem are fundamental indicators of personality development in children. A child with healthy self-esteem believes in their abilities, expresses ideas without fear, and approaches new tasks with optimism. Such children are more willing to take initiative, accept challenges, and learn from failures. Positive reinforcement from parents and teachers, along with successful experiences, helps in building a strong sense of self-worth and confidence (Harter, 2012).

1.7.2 Leadership qualities

Leadership qualities in children are reflected through their ability to guide peers, take responsibility, and organize group activities. Children who demonstrate leadership often show initiative, problem-solving skills, and the ability to influence others positively. They are capable of making decisions in group settings and encourage participation among peers, indicating a well-developed personality and social maturity (Northouse, 2019).

1.7.3 Communication skills

Effective communication skills are essential for expressing thoughts, feelings, and ideas clearly. Children with good communication abilities can articulate their needs, listen actively, and engage in meaningful conversations. These skills enhance their social interactions and help in building relationships. Both verbal and non-verbal communication play a crucial role in shaping a child's personality and confidence (Lightfoot, Cole, & Cole, 2018).

1.7.4 Decision-making ability

Decision-making ability refers to a child's capacity to think critically, evaluate options, and make appropriate choices. Children who exhibit this skill can

solve problems independently and take responsibility for their actions. This ability develops through guided experiences, opportunities for choice-making, and encouragement to think logically, contributing significantly to personality development (Santrock, 2020).

1.7.5 Emotional stability

Emotional stability is an important indicator of how well a child can manage emotions such as anger, fear, and happiness. Emotionally stable children can cope with stress, adapt to changes, and maintain a balanced emotional state. They demonstrate resilience and are less likely to be overwhelmed by negative experiences. Supportive environments and emotional guidance play a key role in developing this trait (Goleman, 1995).

1.7.6 Social responsibility

Social responsibility reflects a child's awareness of social norms, values, and their role in society. Children who are socially responsible show respect for others, follow rules, and contribute positively to their community. They develop empathy, fairness, and a sense of duty, which are essential components of a well-rounded personality (Berk, 2017).

1.7.7 Cooperation and teamwork

Cooperation and teamwork are evident when children work harmoniously with others to achieve common goals. Such children share ideas, respect different opinions, and contribute actively in group activities. These skills promote social adjustment, mutual respect, and collective success, indicating strong interpersonal development (Johnson & Johnson, 2009).

1.8 PERSONALITY DEVELOPMENT IN THE CONTEXT OF STUDENT PARLIAMENT

Personality development refers to the process through which children acquire and refine their behavioral patterns, emotional responses, social skills, and attitudes that define their individuality. In the context of student parliament, personality development is enhanced through active participation in democratic processes, leadership roles, and collaborative decision-making. These experiences provide children with opportunities to express themselves, take responsibility, and develop confidence (Santrock, 2018).

Student parliament acts as a practical platform where children engage in real-life situations that require communication, negotiation, and leadership. Such experiential learning environments significantly influence the development of personality traits such as self-confidence, responsibility, and social awareness (Kolb, 1984).

1.9 ROLE OF STUDENT PARLIAMENT IN PERSONALITY DEVELOPMENT

1.9.1 Development of Leadership Skills

Participation in student parliament enables children to take up leadership roles such as ministers, representatives, or committee members. These roles help students learn how to lead, organize, and manage group activities effectively. Leadership experiences contribute to the development of confidence, initiative, and responsibility among children (Mager & Nowak, 2012).

1.9.2 Enhancement of Communication Skills

Student parliament provides opportunities for students to engage in debates, discussions, and presentations. These activities improve their verbal and non-verbal communication skills. Effective communication is a key component of personality development, as it helps children express their ideas clearly and interact confidently with others (Vygotsky, 1978).

1.9.3 Development of Decision-Making Ability

Through participation in parliamentary activities, children learn to analyse situations, consider different perspectives, and make informed decisions. Decision-making skills are essential for personality development, as they enhance critical thinking and problem-solving abilities (Piaget, 1952).

1.9.4 Promotion of Social Responsibility

Student parliament encourages students to take responsibility for school-related issues and community activities. This involvement fosters a sense of social responsibility and civic awareness. According to Westheimer and Kahne (2004), participation in democratic activities helps students develop a commitment to social responsibility and active citizenship.

1.9.5 Development of Self-Confidence

Active participation in student parliament enhances students' self-confidence by providing opportunities to speak in front of others, express opinions, and take initiative. As students successfully perform their roles and responsibilities, they develop a sense of achievement and self-belief. This increased confidence positively influences their overall personality and academic performance (Bandura, 1997).

1.9.6 Improvement of Teamwork and Cooperation

Student parliament activities require collaboration among members to plan and execute programs. Working together in committees and groups helps students understand the importance of cooperation, mutual respect, and shared responsibility. These experiences strengthen interpersonal relationships and contribute to the development of a cooperative and adaptable personality (Johnson & Johnson, 2009).

1.9.7 Development of Problem-Solving Skills

In student parliament, students often encounter challenges related to school management and student welfare. Addressing these issues helps them develop problem-solving skills by identifying problems, analysing causes, and suggesting practical solutions. This process enhances critical thinking and prepares them to handle real-life situations effectively (Dewey, 1938).

1.9.8 Enhancement of Emotional Intelligence

Participation in student parliament helps students understand and manage their emotions while interacting with peers. They learn empathy, self-regulation, and interpersonal sensitivity, which are essential components of emotional intelligence. These skills enable students to maintain healthy relationships and exhibit balanced behaviour (Goleman, 1995).

1.9.9 Development of Democratic Values

Student parliament serves as a platform for practicing democratic principles such as equality, justice, and participation. Students learn to respect diverse opinions, follow rules, and engage in fair decision-making processes. This exposure nurtures democratic values and helps in shaping responsible and ethical personalities (Dewey, 1916).

1.9.10 Development of Organizational Skills

Through planning events, managing responsibilities, and coordinating activities, students develop organizational skills. They learn time management, task allocation, and effective execution of plans. These skills are essential for personal and professional success and contribute significantly to personality development (Eccles & Roeser, 2011).

1.10 THEORETICAL BASIS FOR PERSONALITY DEVELOPMENT THROUGH STUDENT PARLIAMENT

1.10.1 Social Learning Theory

Bandura (1977) emphasized that children learn behaviours through observation and imitation. In student parliament, children observe peers and leaders, adopt positive behaviours, and develop social skills. Reinforcement through recognition and feedback further strengthens these behaviours.

1.10.2 Experiential Learning Theory

Kolb (1984) proposed that learning occurs through experience and reflection. Student parliament provides a platform for experiential learning where students actively participate in governance, thereby enhancing their personality traits such as confidence, leadership, and teamwork.

1.10.3 Psychosocial Development Theory

Erikson (1963) highlighted that children develop a sense of competence and identity through social interactions. Participation in student parliament helps children successfully navigate stages such as industry versus inferiority, leading to the development of self-confidence and competence.

1.10.4 Constructivist Theory

Constructivist Theory, proposed by Piaget (1952), emphasizes that children actively construct knowledge through interaction with their environment. In student parliament, learners engage in discussions, problem-solving, and decision-making, which promote active learning. This process enhances critical thinking, autonomy, and confidence, thereby contributing to personality development.

1.10.5 Socio-Cultural Theory

Vygotsky (1978) emphasized the importance of social interaction and collaborative learning in development. Student parliament provides opportunities for guided participation, peer interaction, and learning within a social context. These interactions help children develop communication skills, social competence, and a sense of responsibility, all of which are essential for personality growth.

1.10.6 Democratic Education Theory

Dewey (1916) proposed that education should prepare individuals for participation in democratic society. Student parliament reflects democratic principles such as participation, equality, and shared decision-making. Through this process, students develop civic responsibility, leadership, and respect for diverse opinions, which shape their personality and character.

1.10.7 Humanistic Learning Theory

Humanistic theorists like Rogers (1961) emphasized self-directed learning and personal growth. Student parliament provides a supportive environment where students are encouraged to express themselves, take initiative, and realize their potential. This fosters self-confidence, self-awareness, and a positive self-concept.

1.10.8 Multiple Intelligences Theory

Gardner (1983) proposed that children possess multiple forms of intelligence, such as interpersonal, intrapersonal, and linguistic intelligence. Student parliament activities engage these intelligences by promoting communication, leadership, and self-reflection. This holistic engagement supports the development of diverse personality traits.

1.10.9 Moral Development Theory

Kohlberg (1981) emphasized that moral reasoning develops through stages based on experiences and social interaction. Participation in student parliament allows children to engage in ethical decision-making, understand fairness, and practice justice. This contributes to the development of moral values and ethical personality traits.

1.11 KEY PERSONALITY TRAITS DEVELOPED THROUGH STUDENT PARLIAMENT

Participation in student parliament contributes to the development of various personality traits, including:

1.11.1 Self-Confidence

Active participation in discussions and leadership roles enhances students' confidence and self-esteem (Bandura, 1997).

1.11.2 Leadership and Initiative

Students learn to take initiative, guide others, and manage responsibilities effectively.

1.11.3 Communication Skills

Regular interaction and public speaking improve clarity of expression and interpersonal communication.

1.11.4 Teamwork and Cooperation

Working in groups fosters cooperation, mutual respect, and the ability to work collaboratively.

1.11.5 Decision-Making and Problem-Solving Skills

Students develop the ability to think critically and make informed decisions.

1.11.6 Emotional Stability

Handling responsibilities and challenges helps children develop emotional control and resilience (Goleman, 1995).

1.12 EDUCATIONAL SIGNIFICANCE OF STUDENT PARLIAMENT IN PERSONALITY DEVELOPMENT

Student parliament plays a crucial role in promoting holistic education by integrating academic learning with practical experiences. It provides a democratic environment where students can practice leadership, develop social skills, and understand civic responsibilities. Schools that encourage student participation in governance create opportunities for children to become active learners and responsible citizens (Mager & Nowak, 2012).

Moreover, student parliament bridges the gap between theoretical knowledge and real-life application. It fosters a sense of belonging and participation among students, which positively influences their personality development and overall growth.

1.13 SIGNIFICANCE OF THE STUDY

The present study titled “*Personality Development of Children Involved in the Student Parliament: A Study in Ayankulam Village*” holds considerable importance in the field of education, particularly in understanding how participatory and democratic practices within schools contribute to the holistic development of children.

Firstly, this study is significant as it highlights the role of student parliament as an effective educational strategy for fostering personality development among children. In traditional classrooms, emphasis is often placed on academic achievement, while opportunities for leadership, communication, and decision-making may be limited. This study brings attention to how student parliament provides a platform for experiential learning, thereby contributing to the development of essential personality traits such as self-confidence, responsibility, and leadership (Kolb, 1984).

Secondly, the study contributes to the understanding of child development in a rural context, specifically in Ayankulam village. Rural students may have fewer opportunities for exposure to participatory learning experiences compared to their urban counterparts. By focusing on this setting, the study provides insights into how structured school-based initiatives like student parliament can bridge this gap and promote equitable personality development among children (Santrock, 2018).

Thirdly, the study is important for teachers and school administrators, as it offers practical implications for improving teaching-learning practices. It emphasizes the need to incorporate student-centered and activity-based approaches in schools. The findings may guide educators in organizing student parliament activities more effectively to enhance students’ social skills, communication abilities, and leadership qualities (Mager & Nowak, 2012).

Furthermore, the study holds significance for policymakers and educational planners. It provides empirical evidence on the value of democratic

participation in schools and its impact on personality development. This can support the inclusion of student parliament and similar co-curricular activities in school curricula and educational policies aimed at holistic development.

In addition, the study contributes to the theoretical understanding of personality development by linking it with experiential learning and social interaction. It supports the views of educational theorists who emphasize learning through participation and interaction, thereby reinforcing the importance of democratic practices in education (Vygotsky, 1978).

Finally, the study is beneficial for students themselves, as it underlines the importance of active participation in school governance. It encourages children to take initiative, express their ideas, and become responsible citizens. The development of such qualities is essential not only for individual growth but also for the progress of society as a whole (Westheimer & Kahne, 2004).

In conclusion, this study is significant as it provides valuable insights into the role of student parliament in shaping the personality of children, especially in a rural context. It contributes to educational practice, policy formulation, and the overall understanding of holistic child development.

1.14 STATEMENT OF THE PROBLEM

“Personality Development of Children Involved in the Student Parliament:

A Study in Ayankulam Village”

Personality development is a crucial aspect of a child’s overall growth, encompassing cognitive, emotional, social, and behavioral dimensions that shape an individual’s identity and future success. In the context of school education, developing essential personality traits such as self-confidence, leadership, communication skills, decision-making ability, and social responsibility is as important as academic achievement. However, in rural areas like Ayankulam Village, opportunities for the holistic development of children are often limited due to lack of exposure, inadequate co-curricular activities, and minimal platforms for active participation in school governance and social interaction.

In many traditional classroom settings, the focus remains predominantly on rote learning and examination-oriented teaching, leaving little scope for the

development of personality-related competencies. As a result, children may lack confidence, leadership qualities, and effective communication skills, which are essential for their personal and social growth. The absence of structured opportunities for participation and experiential learning further restricts children from exploring their potential and developing a well-rounded personality.

The Student Parliament serves as an innovative educational approach that provides children with a platform to actively engage in democratic practices within the school environment. Through participation in student governance, children assume various roles and responsibilities that require them to interact, collaborate, make decisions, and solve problems. Such experiences are expected to enhance key aspects of personality development, including self-confidence, leadership ability, communication skills, emotional stability, and social awareness.

This study aims to examine the personality development of children involved in the Student Parliament in Ayankulam Village by assessing changes in their behavioral patterns, attitudes, and interpersonal skills. The research will particularly focus on how participation in student parliament influences the development of leadership qualities, communication competence, teamwork, responsibility, and decision-making skills among children.

Through a systematic and analytical approach, this study seeks to determine whether active involvement in student parliament significantly contributes to the holistic personality development of children. The findings of this research will provide valuable insights into the effectiveness of participatory and experiential learning methods in rural school settings. Furthermore, it will offer practical implications for educators, school administrators, and policymakers on promoting student-centered activities that support personality development. Ultimately, the study aims to highlight the role of schools as vital institutions in nurturing confident, responsible, and socially competent individuals.

1.15 OPERATIONAL DEFINITIONS OF KEY TERMS

Personality Development of Children Involved in the Student Parliament: A Study in Ayankulam Village

Personality Development

Personality development refers to the process through which an individual's patterns of thinking, feeling, and behaving are formed and refined over time. It involves the growth of emotional, social, cognitive, and moral characteristics that shape a person's unique identity and behavior. This development is influenced by both internal factors, such as temperament, and external factors, such as family, school, and social experiences (Santrock, 2018).

In the present study, personality development refers to the observable and measurable changes in the behavioral, emotional, and social characteristics of children resulting from their participation in the Student Parliament. It includes the development of traits such as self-confidence, leadership skills, communication ability, decision-making, social responsibility, and emotional stability, which are assessed through structured tools like observation schedules and rating scales.

Student Parliament

The Student Parliament refers to a structured student-led body within a school that simulates a democratic governance system. It consists of elected student representatives who participate in decision-making, leadership activities, and school governance. In this study, the Student Parliament serves as a platform for students to engage in discussions, propose policies, and take responsibility for various initiatives related to school and community development. The effectiveness of Student Parliament will be assessed based on students' participation, leadership roles, and engagement in civic-related activities.

Ayankulam Village

Ayankulam Village is a rural settlement in the Palayankottal Block of Tirunelveli District, Tamil Nadu, India. The village has limited educational infrastructure, with only one government-aided primary school, and faces challenges related to civic engagement, literacy, and access to public services. In this study, Ayankulam Village represents the contextual setting where the research is conducted, focusing on how rural students' participation in the Student Parliament influences their civic responsibility and engagement with community issues.

1.16 OBJECTIVES OF THE STUDY

1. To study the level of personality development of children involved in the student parliament.
2. To study the level of personality development of children involved in the student parliament with respect to all background variables.
3. To find out the significant difference between male and female in personality development of children involved in the student parliament.
4. To find out the significant difference between Tamil and English medium in personality development of children involved in the student parliament.
5. To find out the significant difference between Government and Government – Aided in personality development of children involved in the student parliament.
6. To find out the significant difference between nuclear and joint family in personality development of children involved in the student parliament.
7. To find out the significant difference between average and above average academic performance in personality development of children involved in the student parliament.
8. To find out the significant difference between yes and no participation in other extracurricular activities in personality development of children involved in the student parliament.
9. To find out the significant difference between yes and no exposure to value education programs in personality development of children involved in the student parliament.
10. To find out the significant difference among VI & VII Std, VIII & IX Std and X Std in personality development of children involved in the student parliament.
11. To find out the significant difference among less than 1 years, 1-2 years and more than 2 years in personality development of children involved in the student parliament.
12. To find out the significant difference among leader, minister, committee member and general member role in personality development of children involved in the student parliament.

13. To find out the significant difference association between age in personality development of children involved in the student parliament.
14. To find out the significant difference association between parents' monthly income in personality development of children involved in the student parliament.

1.17 NULL HYPOTHESIS

1. The level of personality development of children involved in the student parliament is moderate.
2. The level of personality development of children involved in the student parliament with respect to all background variable is moderate.
3. There is no significant difference between male and female in personality development of children involved in the student parliament.
4. There is no significant difference between Tamil and English medium in personality development of children involved in the student parliament.
5. There is no significant difference between Government and Government – Aided in personality development of children involved in the student parliament.
6. There is no significant difference between nuclear and joint family in personality development of children involved in the student parliament.
7. There is no significant difference between average and above average academic performance in personality development of children involved in the student parliament.
8. There is no significant difference between yes and no participation in other extracurricular activities in personality development of children involved in the student parliament.
9. There is no significant difference between yes and no exposure to value education programs in personality development of children involved in the student parliament.
10. There is no significant difference among VI & VII Std, VIII & IX Std and X Std in personality development of children involved in the student parliament.
11. There is no significant difference among less than 1 years, 1-2 years and more than 2 years in personality development of children involved in the student parliament.

12. There is no significant difference among leader, minister, committee member and general member role in personality development of children involved in the student parliament.
13. There is no significant difference association between age in personality development of children involved in the student parliament.
14. There is no significant difference association between parents' monthly income in personality development of children involved in the student parliament.

1.18 LIMITATIONS OF THE STUDY

Limitations in research refer to factors that are beyond the researcher's control and may affect the validity, reliability, or generalizability of the findings. These constraints may arise due to time limitations, financial constraints, sample size, or data collection procedures. Additionally, limitations may include biases in responses, measurement errors, or external variables that influence the outcomes (Creswell & Creswell, 2018). In the present study, the following limitations have been identified:

- The study is confined to a small sample of 26 students, which limits the generalization of the findings beyond the selected group in Ayankulam Village.
- The findings are restricted to children involved in the Student Parliament in a rural setting and may not be applicable to students in urban schools or different socio-cultural contexts.
- Personality development is influenced by multiple factors such as family environment, peer interaction, media exposure, and individual differences, which cannot be fully controlled within the scope of this study.
- The study primarily relies on selected dimensions of personality development, and it may not cover all aspects of personality comprehensively.
- The duration of the study is limited, which may not fully capture long-term changes in personality development among children.

1.19 DELIMITATIONS OF THE STUDY

Delimitations refer to the boundaries intentionally set by the researcher to define the scope and focus of the study. These are within the control of the

researcher and help in making the study more specific and manageable (Creswell & Creswell, 2018). The present study is delimited as follows:

- The study is confined to Ayankulam Village in Tirunelveli District and does not cover other rural or urban areas.
- The study focuses only on children who are involved in the Student Parliament and does not include students who are not part of such activities.
- The study is limited to selected dimensions of personality development such as self-confidence, leadership skills, communication ability, decision-making, social responsibility, and emotional stability.
- The study is restricted to a specific number of participants (26 students), making it limited in scope.
- The study adopts a quantitative approach using structured tools and does not include qualitative methods such as interviews or case studies.
- The duration of the study is limited to a specific period and does not examine long-term effects of Student Parliament on personality development.

1.20 Conclusion

Personality development in children is a dynamic and holistic process shaped by cognitive, emotional, social, and environmental influences. Theoretical perspectives such as psychosocial development, social learning, and experiential learning provide a strong foundation for understanding how children's personality evolves through interaction and experience. Family, school, peer groups, and cultural context play a crucial role in nurturing and shaping these developmental aspects.

In the context of the present study, the Student Parliament emerges as an effective educational platform that promotes experiential and participatory learning. By engaging children in leadership roles, decision-making processes, and collaborative activities, it contributes significantly to the development of essential personality traits such as self-confidence, communication skills, responsibility, and social awareness.

Therefore, fostering personality development through structured and meaningful school-based initiatives is essential for preparing children to become confident, responsible, and socially competent individuals. This study attempts to explore and establish the role of Student Parliament in enhancing the personality development of children in Ayankulam Village, thereby contributing to the broader goal of holistic education.

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature plays a crucial role in educational research as it provides a comprehensive understanding of previous research conducted in the area of study. It helps the researcher to identify existing knowledge, research gaps, and methodological approaches adopted by earlier scholars. Studies related to student participation in democratic school structures, student councils, youth parliament, and civic engagement programs have demonstrated that such activities contribute significantly to the personality development of children.

Personality development among school children involves the growth of self-confidence, leadership skills, communication ability, emotional stability, social responsibility, and democratic values. Participation in student parliament programs allows students to experience democratic processes, develop leadership abilities, and actively participate in decision-making within the school environment. Such experiences enable children to build confidence, improve interpersonal relationships, and develop responsible citizenship.

The present section reviews relevant foreign and Indian studies related to student leadership, civic engagement, and personality development among school students.

2.2 PURPOSE OF THE REVIEW OF RELATED LITERATURE

- To provide a theoretical foundation for the present study by identifying relevant concepts, theories, and models related to personality development and student parliament.
- To understand previous research findings related to personality development among children and the role of participatory activities in education.

- To identify the relationship between variables such as student parliament participation and personality development.
- To help the researcher refine the research problem and focus on specific aspects of the study.
- To assist in the formulation of objectives and hypotheses based on existing research evidence.
- To identify the research gap by analyzing what has already been studied and what remains unexplored, especially in rural contexts like Ayankulam Village.
- To provide guidance in selecting appropriate research methodology, tools, and techniques for data collection and analysis.
- To avoid duplication of previous studies and ensure originality in research work.
- To develop a conceptual framework for the study by linking theory with practice.

2.3 IMPORTANCE OF THE REVIEW OF RELATED LITERATURE

- It helps in gaining a comprehensive understanding of the topic and its various dimensions.
- It strengthens the academic quality and credibility of the research by supporting it with established studies.
- It enables the researcher to build upon existing knowledge rather than starting from scratch.
- It provides insights into different perspectives, findings, and conclusions related to the study.
- It helps in identifying key variables and factors influencing personality development in children.
- It assists in developing appropriate research tools such as questionnaires, rating scales, or tests.

- It supports the interpretation and discussion of findings by comparing them with previous studies.
- It enhances the researcher's critical thinking and analytical skills.
- It helps in establishing the significance and need for the present study, especially in a specific context like rural education.
- It acts as a foundation for further research and contributes to the advancement of knowledge in the field of education.

2.4 FOREIGN STUDIES

Lincoln, Patel, Binder, and Liang (2024) conducted a qualitative study to examine how civic engagement programs influence adolescents' sense of purpose and personal development. The study involved participants from the Climate Leaders Fellowship program and used interviews and reflective journals as the main sources of data. The researchers found that students who participated in civic engagement activities developed stronger leadership qualities, social responsibility, and commitment to community welfare. The program encouraged students to think critically about social issues and work collaboratively to address them. The findings indicated that civic participation contributes significantly to personality development by strengthening students' confidence, moral values, and civic awareness.

Siegel-Stechler, Price, and Medina (2024) conducted a study on the role of student voice in schools and its influence on civic participation among adolescents. The researchers analyzed data collected from high school students across different educational institutions. The study found that students who were given opportunities to express their opinions and participate in school decision-making developed higher levels of confidence and civic responsibility. These students were also more likely to participate in community activities and democratic processes in adulthood. The study concluded that encouraging student voice in schools contributes to the development of leadership skills and positive personality traits.

Perets, Davidovitch, and Lewin (2025) conducted research on leadership self-efficacy among adolescent girls in Israeli schools. The study used qualitative interviews to understand how school experiences influence students' leadership abilities. The findings showed that students who were

involved in leadership roles such as student councils and school committees demonstrated higher levels of confidence, independence, and decision-making ability. The study emphasized that providing leadership opportunities within schools helps students develop positive self-concept and enhances their personality development.

Shalabayev, Xembayeva, Antikeyeva, and Kudarova (2025) conducted a quasi-experimental study to analyze the role of student self-government in developing managerial and leadership potential among students. The study compared students who actively participated in student governance activities with those who did not. The results indicated that students involved in self-government demonstrated better organizational skills, communication abilities, and leadership qualities. The study concluded that participation in student governance is an effective strategy for developing personality traits such as responsibility, confidence, and problem-solving ability.

Arcalas, Lardizabal, and Alvarez (2024) investigated civic-minded leadership among student leaders in educational institutions. The researchers used qualitative methods, including interviews and focus group discussions with student leaders. The study revealed that students involved in student governance activities developed a strong sense of responsibility, teamwork, and service orientation. These students demonstrated higher levels of empathy and commitment to social welfare. The findings suggest that leadership opportunities within educational institutions significantly contribute to the development of civic-minded personalities.

Torres and Jackson (2025) conducted research among high school students to examine how participation in civic engagement programs influences awareness of global issues. The study found that students who participated in school-based civic programs demonstrated greater awareness of social problems, stronger critical thinking skills, and increased sense of responsibility. Participation in such programs also helped students develop communication and leadership abilities. The study concluded that civic education programs contribute significantly to the holistic development of students' personalities.

Yildirim and Kaya (2022) conducted a quantitative study to identify factors predicting global civic engagement among secondary school students. The

researchers used survey methods to collect data from students participating in civic activities and multicultural programs. The findings revealed that students who actively participated in civic engagement activities demonstrated greater empathy, leadership skills, and social responsibility. The study highlighted the importance of providing students with opportunities to participate in democratic and multicultural activities for their overall personality development.

Johnson and Campbell (2023) conducted a study to examine leadership development among primary school students through structured leadership programs. The research involved observation and survey methods to analyze the impact of leadership training activities on students' behavior. The findings revealed that students who participated in leadership programs developed higher levels of confidence, independence, and decision-making ability. The study emphasized that early exposure to leadership opportunities plays a vital role in shaping positive personality traits among children.

Smith and Brown (2022) conducted research on the influence of student council participation on personality development among adolescents. The study used a comparative research design to analyze differences between students who participated in student councils and those who did not. The results showed that student council members demonstrated higher levels of communication skills, teamwork ability, and self-discipline. The study concluded that student councils serve as an effective platform for developing leadership qualities and interpersonal skills among students.

Anderson and Johnson (2023) conducted a study on the influence of school leadership programs on students' personal and social development. The researchers collected data from secondary school students participating in leadership programs and analyzed their behavior through questionnaires and interviews. The findings revealed that students involved in leadership activities demonstrated improved interpersonal relationships, stronger self-confidence, and better decision-making ability.

García and Torres (2024) conducted research on participatory governance in Spanish schools. The study explored how student participation in school governance structures influences personality development. The findings revealed that students who actively participated in school decision-making

processes developed stronger leadership skills, civic awareness, and democratic values.

Williams and Carter (2022) conducted a study on the role of student clubs and extracurricular leadership activities in the personality development of secondary school students in the United Kingdom. The main objective of the study was to examine whether participation in school clubs, student leadership groups, and co-curricular organizations contributes to the social and psychological development of adolescents. The researchers adopted a descriptive survey method and collected data from a sample of 300 secondary school students from different educational institutions. Data were collected through questionnaires, observation schedules, and interviews with teachers and student leaders. The results revealed that students who actively participated in clubs such as debate clubs, social service groups, and student councils demonstrated significantly higher levels of self-confidence, leadership ability, and communication skills compared to students who did not participate in such activities. The study also found that involvement in group activities encouraged cooperation, teamwork, and the ability to work with peers from diverse backgrounds. Students participating in leadership roles were able to express their opinions more effectively and displayed better social interaction skills. The researchers concluded that extracurricular leadership activities provide valuable opportunities for students to develop interpersonal relationships, problem-solving abilities, and self-esteem, thereby contributing significantly to their overall personality development.

Chen and Li (2023) conducted a study to investigate the impact of leadership experiences on the emotional and social development of adolescents in Chinese secondary schools. The purpose of the study was to understand how leadership roles in schools influence students' emotional intelligence and social behavior. The researchers used a mixed-method research design involving both quantitative surveys and qualitative interviews. The sample consisted of 250 secondary school students who held leadership positions such as class monitors, club leaders, and student council representatives. The findings revealed that students who held leadership positions demonstrated higher levels of emotional intelligence, including empathy, self-regulation, and social awareness. These students were better able to manage interpersonal relationships, resolve conflicts among peers, and communicate effectively

with teachers and classmates. The study also indicated that leadership experiences helped students develop responsibility, self-discipline, and confidence. The researchers concluded that providing leadership opportunities within schools plays a vital role in enhancing students' emotional and social competencies, which are essential components of personality development.

Ahmed and Khan (2024) examined the role of student participation in school decision-making processes in Pakistan and its influence on students' leadership and civic skills. The study aimed to analyze how democratic participation within the school environment affects students' attitudes, leadership abilities, and social awareness. The researchers adopted a survey method and collected data from 200 secondary school students who were members of student councils and school committees. Data were collected through questionnaires and group discussions. The findings indicated that students who actively participated in decision-making processes within the school developed greater confidence, leadership ability, and a stronger sense of responsibility toward their school community. These students were more willing to express their opinions and participate in discussions related to school activities and policies. The study also revealed that democratic participation helped students develop critical thinking skills and a sense of social responsibility. The researchers concluded that participatory school governance helps students understand democratic values and contributes significantly to the development of leadership qualities and positive personality traits.

Siegel-Stechler, Hayat, and Medina (2025) conducted a study to examine the influence of school climate on youth civic engagement and leadership development among high school students in the United States. The main objective of the research was to explore how supportive school environments and opportunities for participation influence students' civic attitudes and leadership skills. The researchers used a large-scale survey design and collected data from more than 1,000 high school students across different regions. The findings revealed that students who perceived their school environment as supportive, inclusive, and participatory were more likely to develop civic confidence and leadership abilities. Schools that encouraged open communication, student voice, and participation in decision-making processes helped students develop a sense of belonging and responsibility

toward their community. The study also found that students who experienced democratic practices within the school environment were more likely to participate in civic activities such as community service, volunteering, and student governance. The researchers concluded that a positive school climate plays an important role in promoting civic engagement and fostering leadership qualities among adolescents.

2.5 INDIAN STUDIES

Kumar and Sharma (2023) conducted a study to examine the impact of student parliament programs on the leadership development and democratic values of secondary school students in Delhi. The purpose of the study was to evaluate whether participation in student parliament activities influences students' communication skills, decision-making ability, and leadership qualities. The researchers adopted a descriptive survey method and collected data from 250 students who were actively involved in school parliament activities. Data were gathered through questionnaires, interviews, and observation of parliament sessions. The findings indicated that students who participated in student parliament demonstrated improved leadership skills, greater confidence in expressing their ideas, and better communication abilities. The study also revealed that student parliament activities helped students understand democratic processes such as discussion, debate, and collective decision-making. Students developed a sense of responsibility toward their school and community. The researchers concluded that student parliament programs provide practical experiences that help students develop democratic attitudes and leadership qualities.

Reddy and Rao (2022) conducted a study on civic education programs implemented in secondary schools in Andhra Pradesh. The purpose of the study was to analyze how civic education activities influence students' personality traits such as social responsibility, confidence, and interpersonal skills. The researchers used a survey method and collected data from 200 secondary school students participating in civic education programs. The findings revealed that students who were actively involved in civic activities such as community service, awareness campaigns, and school governance demonstrated higher levels of social responsibility and self-confidence. The study also showed that participation in civic education programs improved students' ability to work cooperatively with peers and develop positive

attitudes toward society. The researchers concluded that civic education plays an important role in shaping responsible and socially aware individuals.

Singh and Kaur (2024) conducted a study on leadership development through student council activities in secondary schools in Punjab. The objective of the research was to investigate how student leadership roles influence students' personality development. The researchers used a descriptive research design and collected data from 180 students who were members of student councils. The findings indicated that students who held leadership positions demonstrated improved decision-making ability, communication skills, and teamwork. These students were more confident in interacting with teachers and peers and were able to organize school activities effectively. The study concluded that student councils provide a platform for students to develop leadership abilities and interpersonal skills, which contribute significantly to their personality development.

Das and Mishra (2023) conducted research on the influence of co-curricular leadership activities on the personality development of secondary school students in Odisha. The researchers used a survey method to collect data from students participating in activities such as debates, cultural clubs, and student organizations. The results revealed that students who participated in these activities developed greater creativity, self-confidence, and leadership qualities. The study also found that involvement in co-curricular activities encouraged students to take initiative, collaborate with peers, and develop problem-solving abilities. The researchers concluded that co-curricular leadership activities play a significant role in enhancing the personality traits of students.

Patel and Mehta (2022) conducted a study on democratic participation in schools in Gujarat. The objective of the study was to examine how involvement in school governance influences students' civic awareness and problem-solving skills. The researchers used questionnaires and interviews to collect data from 150 secondary school students. The findings revealed that students involved in school governance activities developed better civic awareness and were more capable of addressing school-related problems through discussion and cooperation. The study emphasized that democratic participation within the school environment helps students understand the importance of responsibility and collaboration.

Thomas and Joseph (2023) conducted a study on school leadership programs in Kerala to examine their impact on students' personality development. The research involved a sample of 200 secondary school students participating in leadership training programs. The findings revealed that leadership activities improved students' communication skills, emotional maturity, and cooperative behaviour. Students who participated in leadership programs were more confident and capable of organizing school events and activities.

Chatterjee and Ghosh (2024) conducted a study to examine the role of student clubs in promoting personality development among secondary school students in West Bengal. The primary objective of the study was to analyse how participation in various school clubs such as cultural clubs, debate clubs, literary clubs, and social service groups influences the personal and social growth of students. The researchers adopted a descriptive survey method and selected a sample of 220 secondary school students from different government and private schools in the region. Data were collected through questionnaires, observation schedules, and interviews with both teachers and student participants. The results of the study revealed that students who actively participated in club activities demonstrated higher levels of self-confidence, creativity, and leadership ability compared to students who were not involved in such activities. Participation in debate clubs helped students improve their public speaking and critical thinking skills, while cultural clubs enhanced their creativity and self-expression. Social service clubs also encouraged students to develop empathy and a sense of social responsibility toward the community. The study concluded that student clubs provide meaningful opportunities for experiential learning and contribute significantly to the development of interpersonal skills, leadership qualities, and overall personality growth among students.

Iyer and Krishnan (2022) conducted research on participatory learning environments in Tamil Nadu schools to examine how democratic classroom practices influence the personality development of students. The main objective of the study was to understand the impact of teaching strategies such as group discussions, collaborative learning, peer interaction, and student leadership roles within the classroom. The researchers employed a descriptive research design and selected a sample of 200 secondary school students from several schools in Tamil Nadu. Data were collected using questionnaires,

classroom observations, and teacher interviews. The findings indicated that classrooms that encouraged student participation, open discussion, and cooperative learning created a positive learning environment that supported students' personal growth. Students exposed to participatory learning environments demonstrated stronger leadership abilities, improved communication skills, and a greater sense of social responsibility. The study also revealed that democratic classroom practices helped students develop confidence in expressing their opinions and fostered mutual respect among peers. The researchers concluded that participatory learning approaches play an important role in shaping students' personalities and preparing them to become responsible and active members of society.

Verma and Gupta (2023) conducted a study on civic engagement programs among secondary school students in Uttar Pradesh. The purpose of the study was to analyse the impact of community service activities, social awareness campaigns, and civic education programs on students' personality development. The researchers adopted a survey research design and collected data from 180 secondary school students who were actively involved in civic engagement initiatives such as environmental awareness programs, community service projects, and health awareness campaigns. Data were gathered using structured questionnaires and interviews with students and teachers. The results revealed that participation in civic engagement programs significantly enhanced students' leadership ability, communication skills, and awareness of community issues. Students who participated in these programs developed a stronger sense of responsibility toward society and demonstrated greater empathy and cooperation when working with others. The study also found that civic engagement activities helped students develop problem-solving skills and encouraged them to take initiative in addressing social problems. The researchers concluded that civic engagement programs provide valuable opportunities for experiential learning and play a vital role in shaping socially responsible and confident individuals.

Nair and Pillai (2024) conducted research on youth parliament programs implemented in schools across India to examine their influence on students' leadership development and democratic awareness. The main objective of the study was to evaluate how participation in youth parliament activities contributes to students' communication skills, leadership qualities, and

understanding of democratic processes. The researchers used a descriptive survey method and selected a sample of 210 secondary school students who were actively involved in youth parliament activities. Data were collected through questionnaires, observation of parliament sessions, and interviews with teachers and student participants. The findings revealed that students who participated in youth parliament activities developed strong public speaking skills and gained confidence in expressing their views on social and political issues. The study also indicated that these activities helped students understand the functioning of democratic institutions and the importance of discussion, debate, and collective decision-making. Students involved in youth parliament programs also demonstrated improved leadership ability and greater interest in civic participation. The researchers concluded that youth parliament programs serve as an effective educational tool for promoting democratic values and leadership qualities among students.

Sharma and Kulkarni (2023) conducted a study on leadership development through school parliament programs in Maharashtra. The objective of the research was to investigate the role of school parliament activities in developing leadership and communication skills among secondary school students. The researchers adopted a survey method and selected a sample of 190 students who were members of school parliament committees. Data were collected through questionnaires, interviews, and observation of parliamentary meetings conducted within schools. The findings indicated that students participating in school parliament activities demonstrated improved communication skills, higher levels of self-confidence, and better organizational abilities. The study also revealed that students developed a deeper understanding of democratic processes such as discussion, debate, and consensus building. Participation in school parliament activities helped students learn how to take responsibility, work collaboratively with peers, and manage school events and activities effectively. The researchers concluded that school parliament programs provide practical learning experiences that significantly contribute to students' leadership development and personality growth.

Raj and Lakshmi (2024) examined student leadership programs implemented in secondary schools in Karnataka to understand their impact on students' personality development. The purpose of the study was to analyse how

leadership roles such as class representatives, club leaders, and student council members influence students' confidence and decision-making ability. The researchers used a descriptive research design and collected data from 175 secondary school students involved in leadership roles. Data were gathered through questionnaires and interviews with students and teachers. The findings revealed that students holding leadership positions demonstrated greater self-confidence, improved decision-making ability, and stronger interpersonal skills compared to students who were not involved in leadership activities. These students were also more capable of organizing school events, resolving conflicts among peers, and communicating effectively with teachers and classmates. The study concluded that leadership programs provide valuable opportunities for students to develop essential life skills and contribute positively to their personality development.

Banerjee and Dutta (2023) conducted a study on the role of student councils in promoting civic values and responsibility among secondary school students in West Bengal. The main objective of the study was to examine how participation in student governance influences students' attitudes toward leadership and social responsibility. The researchers selected a sample of 160 students who were members of student councils in various schools. Data were collected through questionnaires, interviews, and observation of student council meetings. The findings revealed that students participating in student councils demonstrated greater awareness of civic responsibilities and developed a stronger sense of accountability toward their school community. These students also exhibited improved leadership skills, teamwork ability, and problem-solving skills. The study concluded that student councils serve as an important platform for promoting democratic values and encouraging active participation in school governance.

Prakash and Yadav (2022) conducted research on extracurricular leadership activities among secondary school students in Uttar Pradesh. The objective of the study was to analyze how participation in extracurricular activities such as debates, sports leadership roles, and cultural programs contributes to students' personality development. The researchers used a survey research design and collected data from 200 secondary school students who participated in various extracurricular activities. The findings revealed that students involved in these activities demonstrated significant improvement in public speaking ability,

teamwork skills, and self-confidence. The study also showed that participation in extracurricular leadership activities helped students develop organizational skills and the ability to work collaboratively with peers. The researchers concluded that extracurricular activities provide valuable opportunities for students to explore their talents and develop essential personality traits.

Subramanian and Devi (2024) conducted a study on participatory school activities in Tamil Nadu to examine their influence on students' personality development. The purpose of the research was to analyze how participation in student parliament, student councils, and other participatory activities contributes to the development of leadership qualities among students. The researchers adopted a descriptive research design and collected data from 210 secondary school students participating in student parliament programs. Data were collected through questionnaires and interviews with students and teachers. The findings indicated that students who participated in student parliament activities demonstrated improved leadership skills, cooperative behaviour, and better interpersonal relationships. These students were more confident in expressing their ideas and showed greater responsibility in carrying out assigned tasks. The study concluded that participatory school activities play an important role in developing students' leadership potential and preparing them to become responsible citizens.

2.6 CRITICAL REVIEW OF THE STUDIES

The review of related studies indicates that participation in democratic school activities such as student councils, youth parliament, and leadership programs plays an important role in shaping the personality development of students. Both foreign and Indian studies highlight that such activities contribute to the development of leadership skills, confidence, communication ability, social responsibility, and civic awareness among students.

However, most of the studies have focused on urban educational institutions or higher education contexts. Very few studies have examined the impact of student parliament activities on the personality development of children in rural school settings. Particularly in Tamil Nadu villages, there is limited research investigating how student parliament participation influences personality traits among school children. Therefore, the present study aims to

fill this gap by examining the personality development of children involved in student parliament activities in Aayankulam village.

METHODOLOGY

3.1 INTRODUCTION

Research methodology constitutes the backbone of any scientific investigation, as it provides a systematic framework for collecting, analysing, and interpreting data in order to achieve the objectives of the study. This chapter outlines the procedures and techniques adopted by the researcher to examine the socio-economic effects of industrialization in the Thoothukudi district from 1980 to 2020. It ensures that the study is conducted in a logical, reliable, and valid manner, thereby enhancing the credibility of the findings. The primary purpose of this chapter is to describe the overall research design and justify the methods selected for the study. It explains how the research problem has been approached, the type of data required, and the tools and techniques used for data collection and analysis. In order to capture both historical trends and present-day realities, the study adopts a descriptive and analytical research design. This approach enables the researcher to present a comprehensive understanding of the transformations that have occurred in the socio-economic structure of the region due to industrial growth.

This chapter also discusses the sources of data used in the study, which include both primary and secondary data. Primary data have been collected directly from respondents through structured questionnaires, interviews, and field observations, ensuring first-hand information about the impact of industrialization. Secondary data have been gathered from government reports, census data, research articles, books, and other published and unpublished sources to provide a broader contextual background. Furthermore, the chapter explains the sampling design, including the size of the sample, sampling techniques, and selection criteria for respondents. It also details the tools and instruments used for data collection, along with their reliability and validity. Statistical techniques employed for data analysis, such as percentage analysis, mean, standard deviation, and hypothesis testing, are also presented to demonstrate how the data have been systematically interpreted.

In addition, ethical considerations and limitations of the study are briefly addressed to ensure transparency and academic integrity. By clearly outlining the methodology, this chapter provides a foundation for understanding how the research findings have been derived and supports the overall objectives of the study. In summary, this chapter serves as a roadmap for the research process, explaining each step involved in conducting the study and ensuring that the investigation is both systematic and scientifically sound.

3.2 METHOD OF THE STUDY

The present study adopts the survey method as the primary method of investigation, as it is widely used in social science research to collect information about respondents' opinions, behaviours, and experiences. This method is suitable for understanding the real-life impact of Student Parliament on the personality development of children. Data were collected systematically from selected students using structured tools such as questionnaires and interviews. The questionnaire included both closed-ended questions for quantitative analysis and open-ended questions to gather detailed responses. This approach helped in obtaining reliable and meaningful data. The survey method is advantageous as it allows the collection of data from a group of respondents within a limited time and cost, and helps in identifying patterns and relationships. Although there may be limitations such as response bias, necessary precautions were taken to ensure accuracy and reliability. Overall, the survey method proved effective in achieving the objectives of the study.

3.3 AREA OF THE STUDY

The present study is conducted in Ayankulam village, a rural area with limited educational resources, making it suitable to examine the impact of Student Parliament on children's personality development. The study focuses on upper primary and secondary school students participating in Student Parliament activities such as leadership and decision-making. Since opportunities for personality development are relatively limited in rural areas, this study helps to understand the role of such activities in enhancing students' personal and social skills.

3.4 POPULATION OF THE STUDY

The population of the present study includes all upper primary and secondary school children in Ayankulam village who are involved in Student Parliament activities. It consists of both boys and girls from different socio-economic backgrounds studying in selected schools.

These students include those participating as leaders, ministers, members, and others associated with Student Parliament activities, generally in the age group of 10 to 16 years. This population forms the basis for selecting the sample for the study.

3.5 SAMPLE FOR THE STUDY

The sample for the present study consists of 30 children selected from upper primary and secondary schools in Ayankulam village where Student Parliament activities are implemented. The sample includes both boys and girls who are involved in various roles such as leaders, ministers, and members.

The sample was selected using a combination of purposive sampling and simple random sampling. Initially, students actively involved in Student Parliament were identified purposively. From this group, 30 students were selected randomly to ensure equal opportunity and reduce bias.

These students belong to different socio-economic backgrounds and are generally in the age group of 10 to 16 years. The selected sample is considered adequate to study the impact of Student Parliament on personality development.

3.6 DISTRIBUTION OF THE SAMPLE

TABLE – 3.1

DISTRIBUTION OF THE SAMPLE - GENDER

Gender	Number	Percentage
Male	13	43.30
Female	17	56.70
Total	30	100

It is inferred from the above table that the sample consisted of 43.3% of male children and 56.7% of female children. The data is shown in figure 3.1.

FIGURE 3.1
DISTRIBUTION OF THE SAMPLE - GENDER

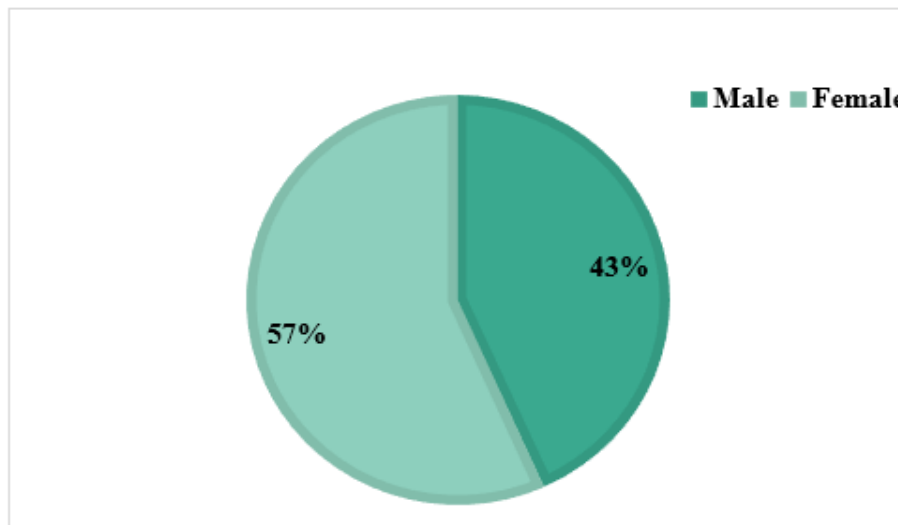
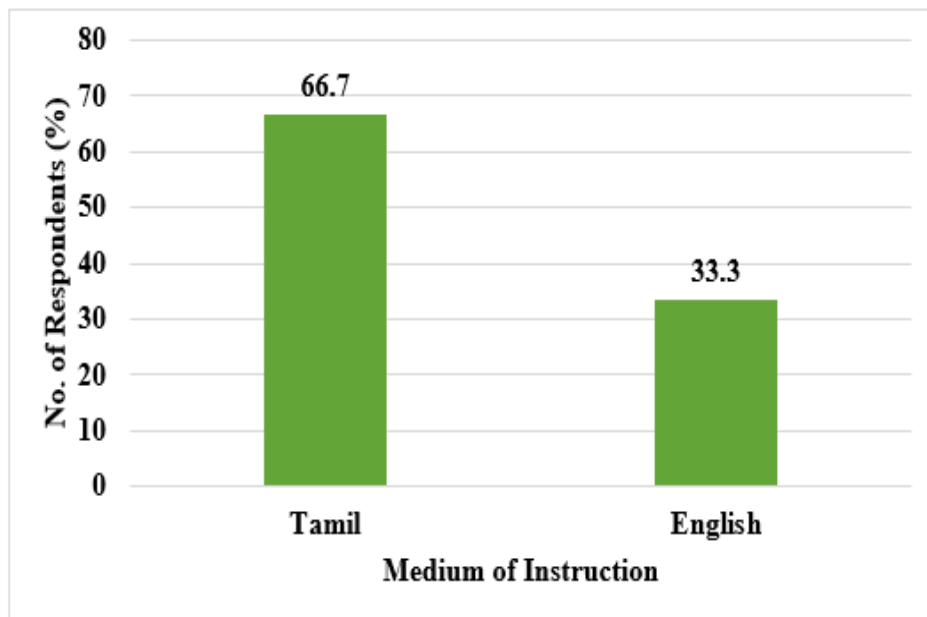


TABLE 3.2
DISTRIBUTION OF THE SAMPLE – MEDIUM OF INSTRUCTION

Medium of Instruction	Number	Percentage
Tamil	20	66.70
English	10	33.30
Total	30	100

It is inferred from the above table that the sample consisted of 66.7% of children belongs to Tamil medium, and 33.3% of children belongs to English medium. The data is shown in figure 3.2.

FIGURE 3.2**DISTRIBUTION OF THE SAMPLE – MEDIUM OF INSTRUCTION****TABLE.3.3****DISTRIBUTION OF THE SAMPLE – TYPE OF SCHOOL**

Type of School	Number	Percentage
Government	10	33.30
Government - Aided	20	66.7
Total	30	100

It is inferred from the above table that the sample consisted of 33.3% of Government school children and 66.7% of Government - Aided school children. The data is shown in figure 3.3.

FIGURE 3.3
DISTRIBUTION OF THE SAMPLE – TYPE OF SCHOOL

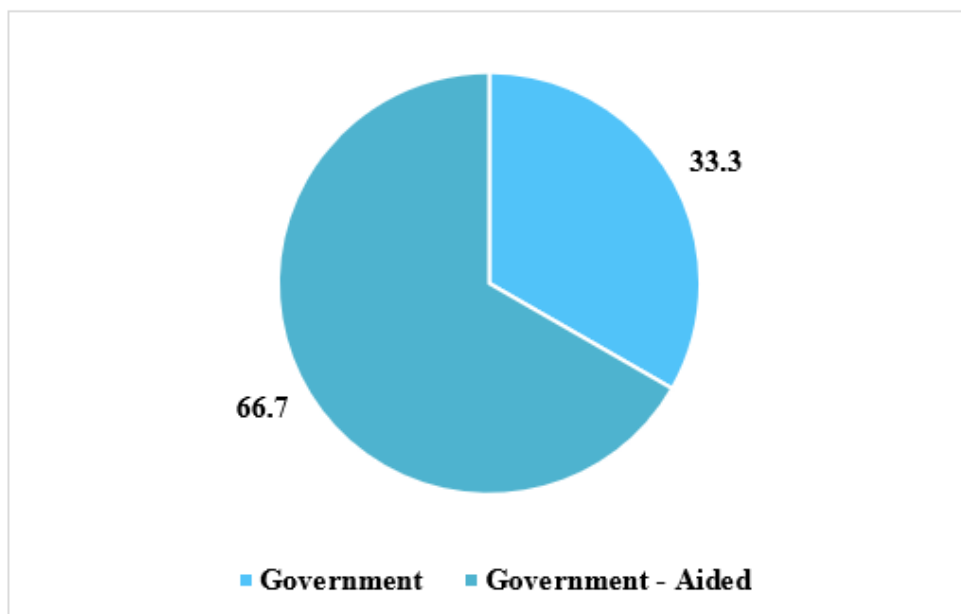


TABLE 3.4
DISTRIBUTION OF THE SAMPLE – TYPE OF FAMILY

Type of Family	Number	Percentage
Nuclear	24	80.0
Joint	6	20.0
Total	30	100

It is inferred from the above table that the sample consisted of 80% nuclear family, and 20% joint family. The data is shown in figure 3.4.

FIGURE 3.4
DISTRIBUTION OF THE SAMPLE – TYPE OF FAMILY

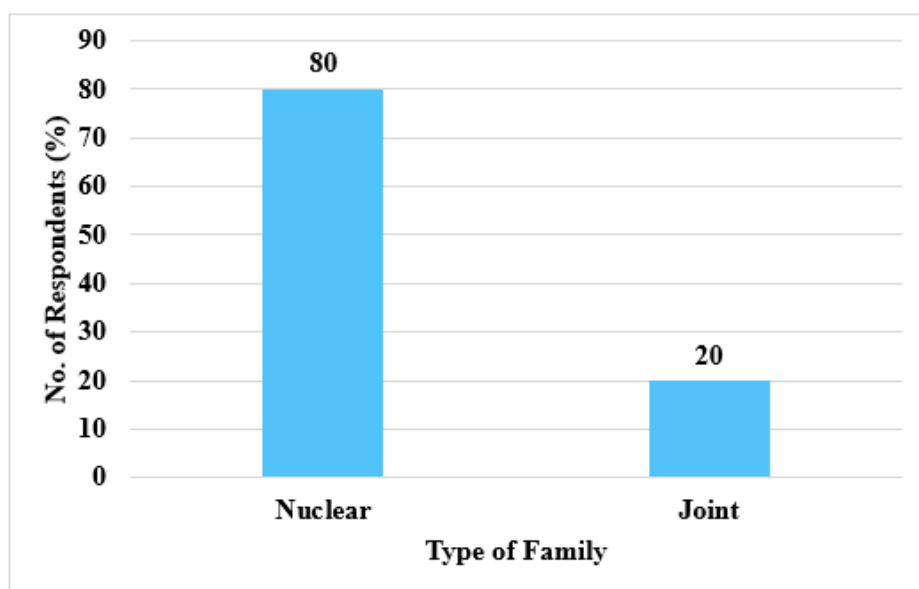


TABLE.3.5
DISTRIBUTION OF THE SAMPLE – ACADEMIC PERFORMANCE

Academic Performance	Number	Percentage
Average	16	53.3
Above Average	14	46.7
Total	30	100

It is inferred from the above table that the sample consisted of 53.3% of average academic performance, and 46.7% of above average academic performance. The data is shown in figure 3.5.

FIGURE 3.5
DISTRIBUTION OF THE SAMPLE – ACADEMIC PERFORMANCE

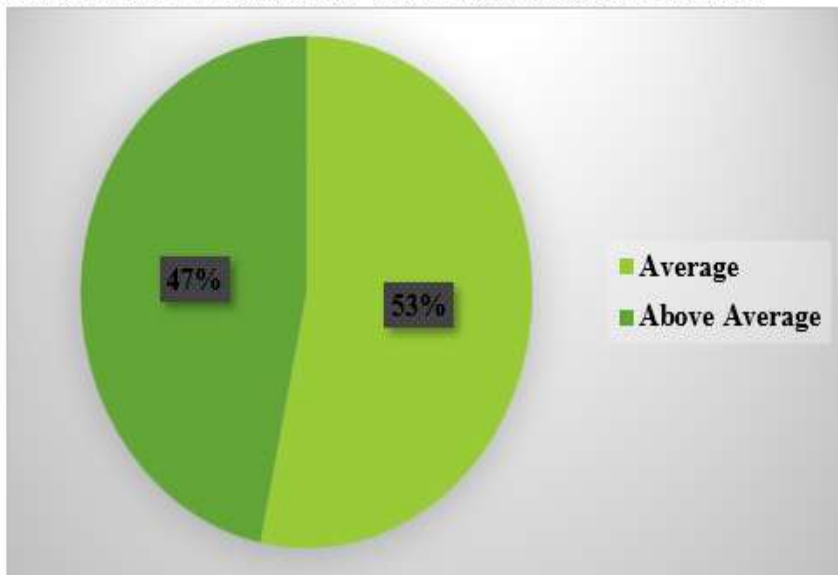


TABLE.3.6
DISTRIBUTION OF THE SAMPLE – PARTICIPATION IN OTHER EXTRACURRICULAR ACTIVITIES

Participation in Other Extracurricular Activities	Number	Percentage
Yes	17	56.7
No	13	43.3
Total	30	100

It is inferred from the above table that the sample consisted of 56.7% participation in other extracurricular activities, and 43.3% not participation in extracurricular activities. The data is shown in figure 3.6.

FIGURE 3.6
DISTRIBUTION OF THE SAMPLE – PARTICIPATION IN OTHER
EXTRACURRICULARACTIVITIES

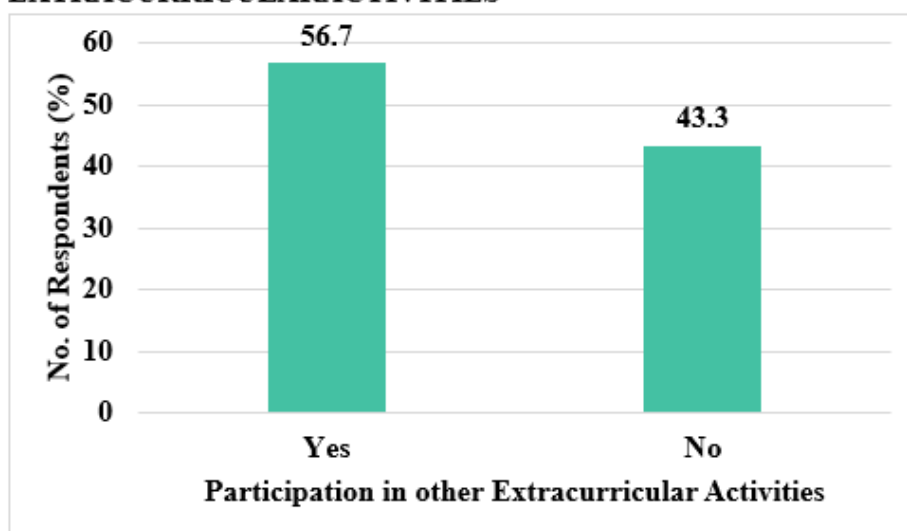


TABLE 3.7
DISTRIBUTION OF THE SAMPLE – EXPOSURE TO VALUE
EDUCATION PROGRAMS

Exposure to Value Education Programs	Number	Percentage
Yes	13	43.3
No	17	56.7
Total	30	100

It is inferred from the above table that the sample consisted of 43.3% have exposure to value education programs and 56.7% have no exposure to value education programs. The data is shown in figure 3.7.

FIGURE 3.7
DISTRIBUTION OF THE SAMPLE – EXPOSURE TO VALUE EDUCATION PROGRAMS

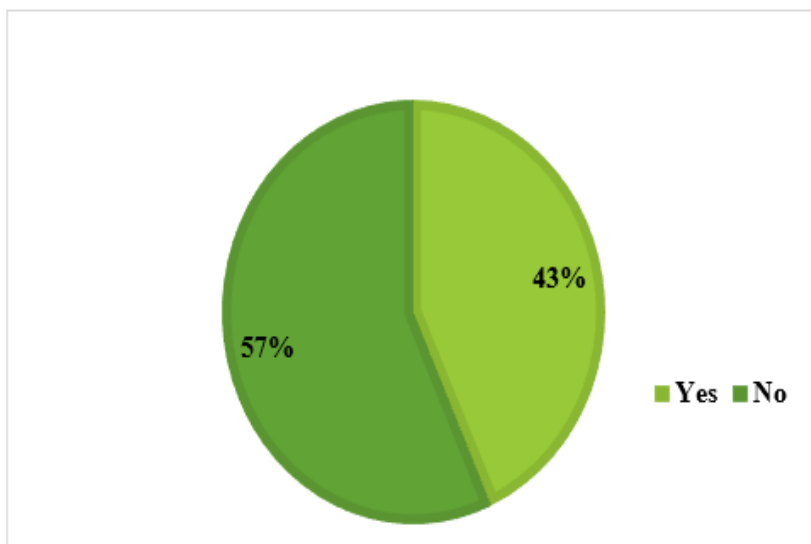


TABLE 3.8
DISTRIBUTION OF THE SAMPLE - CLASS

Class	Number	Percentage
VI & VII Std	14	46.7
VIII & IX Std	12	40.0
X Std	4	13.3
Total	30	100

It is inferred from the above table that the sample consisted of 46.7% VI & VII Std class, 40% VII & IX Std class and 13.3% of X Std class. The data is shown in figure 3.8.

FIGURE 3.8
DISTRIBUTION OF THE SAMPLE - CLASS

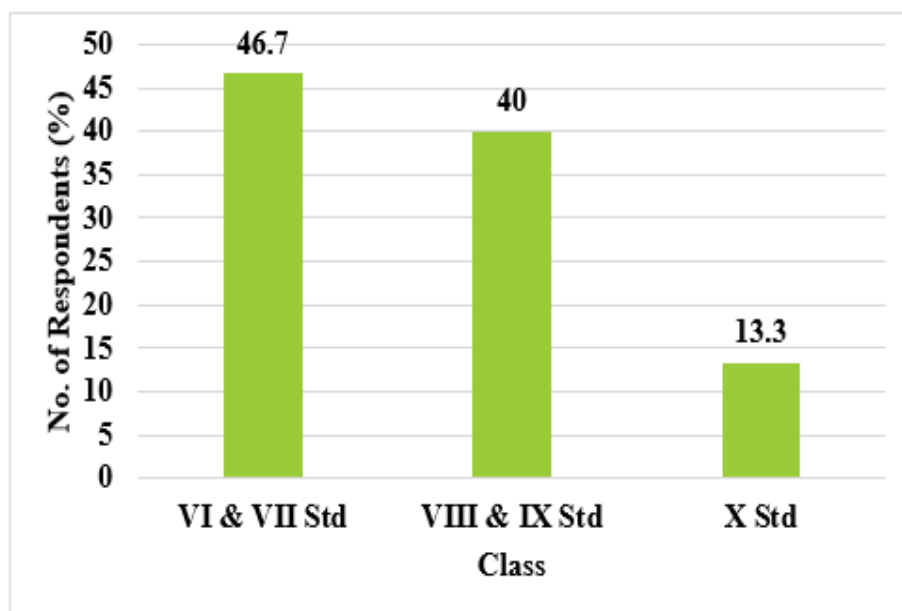


TABLE 3.9
DISTRIBUTION OF THE SAMPLE – YEARS OF PARTICIPATION IN STUDENT PARLIAMENT

Years of Participation in Student Parliament	Number	Percentage
Less than 1 year	9	30.0
1 – 2 years	18	60.0
More than 2 years	3	10.0
Total	30	100

It is inferred from the above table that the sample consisted of 30% less than 1 year of participation in student parliament, 60% 1-2 years of participation in student parliament and 10% more than 2 years of participation in student parliament. The data is shown in figure 3.9.

FIGURE 3.9
DISTRIBUTION OF THE SAMPLE – YEARS OF PARTICIPATION IN STUDENT PARLIAMENT

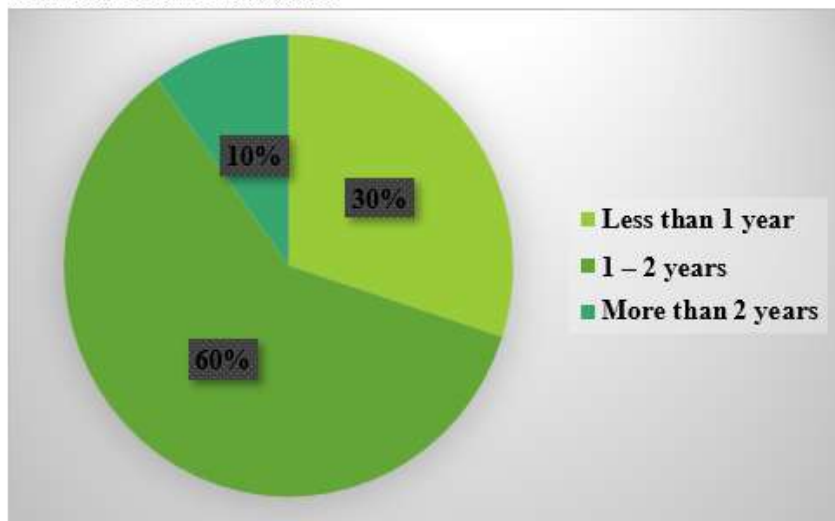


TABLE 3.10
DISTRIBUTION OF THE SAMPLE – ROLE IN STUDENT PARLIAMENT

Role in Student Parliament	Number	Percentage
Leader	4	13.3
Minister	17	56.7
Committee Member	4	13.3
General Manager	5	16.7
Total	30	100

It is inferred from the above table that the sample consisted of 13.3% leader role, 56.7% minister role, 13.3% committee member role and 16.7% general manager role. The data is shown in figure 3.10.

FIGURE 3.10
DISTRIBUTION OF THE SAMPLE – ROLE IN STUDENT PARLIAMENT

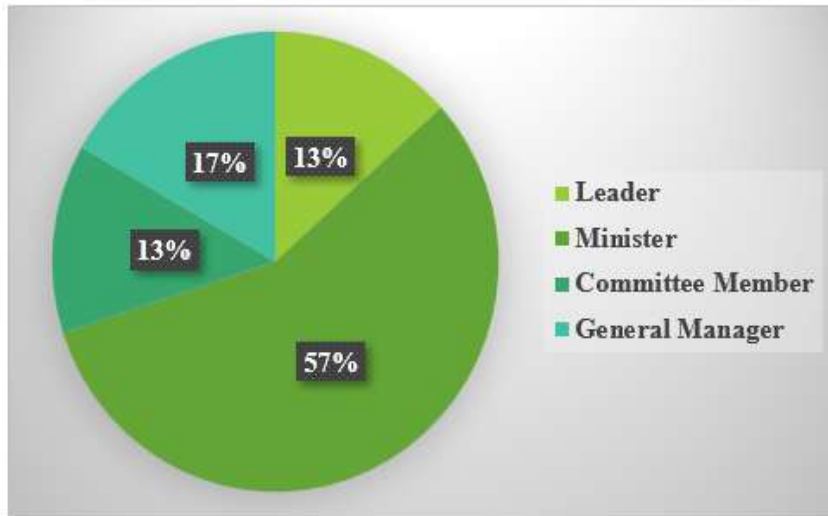


TABLE 3.11
DISTRIBUTION OF THE SAMPLE - AGE

Age	Number	Percentage
11 & 12 Years	11	36.7
13 & 14 Years	12	40.0
15 & above Years	7	23.3
Total	30	100

It is inferred from the above table that the sample consisted of 36.7% age 11 & 12 years, 40% age 13 & 14 years and 23.3% age 15 & above years. The data is shown in figure 3.11.

FIGURE 3.11
DISTRIBUTION OF THE SAMPLE - AGE

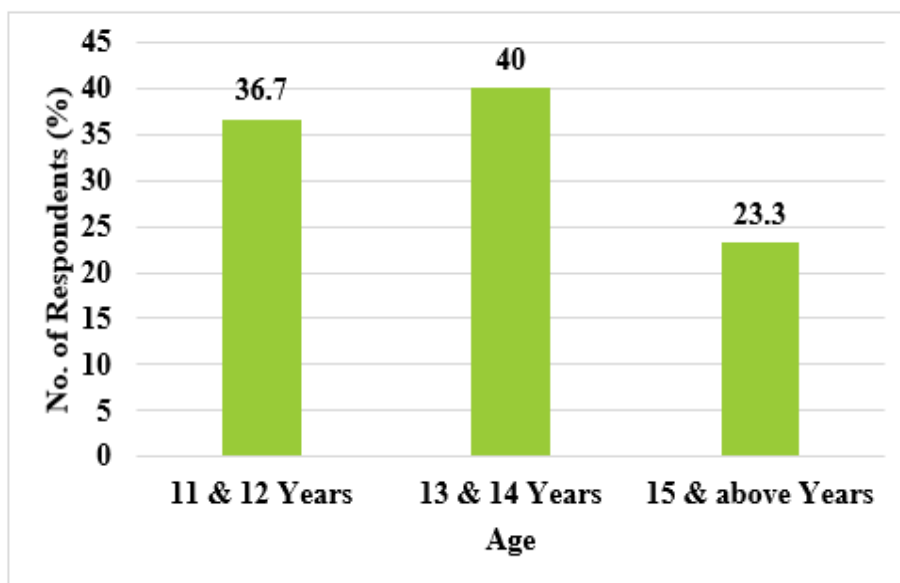


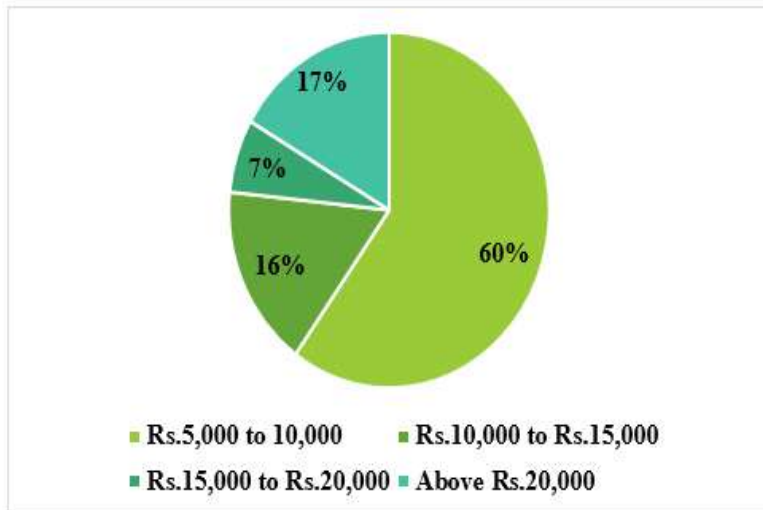
TABLE 3.12
DISTRIBUTION OF THE SAMPLE –
PARENTS’ MONTHLY INCOME

Parents’ Monthly Income	Number	Percentage
Rs.5,000 to 10,000	18	60.0
Rs.10,000 to Rs.15,000	5	16.7
Rs.15,000 to Rs.20,000	2	6.7
Above Rs.20,000	5	16.7
Total	30	100

It is inferred from the above table that the sample consisted of 60% those parents’ monthly income is Rs.5,000 to Rs.10,000, 16.7% those parents’ monthly income is Rs.10,000 to Rs.15,000, 6.7% those parents’ monthly income is Rs.15,000 to Rs.20,000 and 16.7% those parents’ monthly income is above Rs.20,000. The data is shown in figure 3.12.

FIGURE 3.12

DISTRIBUTION OF THE SAMPLE – PARENTS' MONTHLY INCOME



3.7 BACKGROUND VARIABLES IN THE STUDY

1. Gender : Male / Female
2. Medium of Instruction : Tamil / English
3. Type of School : Government / Government – Aided
4. Type of Family : Nuclear / Joint
5. Academic Performance : Average / Above Average
6. Participation in Other Extracurricular Activities: Yes / No
7. Exposure to Value Education Program: Yes / No
8. Class : VI & VII std / VIII & IX std / X std
9. Years of Participation in Student Parliament : Less than 1 year / 1-2 years / More than 2 years
10. Role in Student Parliament: Leader / Minister / Committee Member / General Member
11. Age: 11 & 12 years / 13 & 14 years / 15 & Above years

12. Parents' Monthly Income : Rs. 5,000 to Rs.10,000 / Rs.10,000 to Rs.15,000 / Rs.15,000 to Rs.20,000 / Above Rs.20,000

3.8 TOOL USED FOR THE STUDY

Personality Development Scale for Children (PDSC) used to collect the data.

3.9 DESCRIPTION OF TOOL

PERSONALITY DEVELOPMENT SCALE FOR CHILDREN (PDSC)

Personality Development Scale for Children (PDSC) which was constructed and validated by the investigators.

3.10 CONSTRUCTION OF THE TOOL

The Personality Development Scale for Children (PDSC) was constructed by the investigator to measure the level of personality development among school children. For this purpose, an extensive review of related literature, books, and previous research studies was undertaken to gain a clear understanding of personality development in children. Based on this, an initial pool of 40 statements was prepared. The items were framed in simple and clear language suitable for school students. Care was taken to include both positive and negative statements to minimize response bias. After careful examination and refinement, some items were modified and a few were discarded. Finally, 30 statements were selected to constitute the final form of the tool. The tool is designed in a dichotomous format with response options "Yes" and "No".

3.10.1 PILOT STUDY

A pilot study was conducted to test the feasibility, clarity, and suitability of the tool. The preliminary draft of the tool was administered to a sample of 30 students drawn from a population similar to that of the main study. The purpose of the pilot study was to identify ambiguous or confusing items, check the appropriateness of language, and estimate the reliability of the tool. Based on the responses of the students and feedback received, necessary modifications were made. Some statements were simplified, reworded, or removed to improve clarity and effectiveness.

3.10.2 ITEM ANALYSIS

Item analysis was carried out to select the most appropriate items for the final tool. The extreme group method was adopted for this purpose. The respondents were arranged in order based on their total scores, and the top 27 percent and bottom 27 percent were identified as the high and low groups respectively. Each item was then analysed using the t-test to determine its discriminating power. Items that showed significant differences between the high and low groups were retained, while those that did not meet the required criteria were eliminated. After item analysis, 30 items were finalized for the tool.

S. No	Item No	t-value (Discriminating Power)	Decision
1	Item 1	2.85	Retained
2	Item 2	2.64	Retained
3	Item 3	3.10	Retained
4	Item 4	1.45	Rejected
5	Item 5	3.42	Retained
6	Item 6	3.05	Retained
7	Item 7	2.58	Retained
8	Item 8	2.91	Retained
9	Item 9	2.47	Retained
10	Item 10	3.26	Retained
11	Item 11	2.98	Retained
12	Item 12	2.62	Retained
13	Item 13	3.50	Retained

S. No	Item No	t-value (Discriminating Power)	Decision
14	Item 14	1.32	Rejected
15	Item 15	2.76	Retained
16	Item 16	3.08	Retained
17	Item 17	2.35	Retained
18	Item 18	3.21	Retained
19	Item 19	2.69	Retained
20	Item 20	2.88	Retained
21	Item 21	3.33	Retained
22	Item 22	2.54	Retained
23	Item 23	2.93	Retained
24	Item 24	2.60	Retained
25	Item 25	3.12	Retained
26	Item 26	2.41	Retained
27	Item 27	3.06	Retained
28	Item 28	2.57	Retained
29	Item 29	2.84	Retained
30	Item 30	2.95	Retained
31	Item 31	1.89	Rejected
32	Item 32	2.52	Retained

S. No	Item No	t-value (Discriminating Power)	Decision
33	Item 33	1.76	Rejected
34	Item 34	3.00	Retained
35	Item 35	2.28	Rejected
36	Item 36	1.54	Rejected
37	Item 37	2.90	Retained
38	Item 38	2.36	Retained
39	Item 39	1.68	Rejected
40	Item 40	3.18	Retained

3.10.3 VALIDITY OF THE TOOL

The validity of the tool was established through content validity and face validity. For establishing content validity, the tool was submitted to experts in the field of education and psychology. They examined the items for relevance, clarity, adequacy, and appropriateness in measuring personality development among children. Based on their suggestions and recommendations, necessary corrections and modifications were made. Face validity was also ensured, as the tool appears to measure what it intends to measure and is appropriate for the target group.

3.10.4 RELIABILITY OF THE TOOL

The reliability of the tool was established using the test-retest method and the split-half method. In the test-retest method, the tool was administered to the same group of students twice with an interval of two weeks. The scores obtained from both administrations were correlated, and a reliability coefficient of 0.82 was obtained, indicating high reliability. In the split-half method, the items were divided into two equal halves using the odd-even method. The scores of the two halves were correlated and corrected using the

Spearman-Brown prophecy formula. The reliability coefficient obtained was 0.79, which indicates that the tool is reliable and consistent.

3.10.5 SCORING PROCEDURE

The scoring procedure of the tool is simple and objective. Each item has two possible responses, “Yes” and “No”. For positive statements, a response of “Yes” is awarded one mark and “No” is given zero. For negative statements, the scoring is reversed, where “Yes” is given zero and “No” is given one mark. The total score is obtained by summing the scores of all the 30 items. The maximum possible score is 30 and the minimum possible score is zero.

3.10.6 INTERPRETATION OF SCORES

Based on the total score obtained by the respondents, the level of personality development is classified into three categories. Scores ranging from 0 to 10 indicate low personality development, scores from 11 to 20 indicate moderate personality development, and scores from 21 to 30 indicate high personality development. This classification helps in meaningful interpretation and analysis of the results.

3.10.7 ADMINISTRATION OF THE TOOL

The tool was administered to the students in a classroom setting under the direct supervision of the investigator. Prior to administration, clear and simple instructions were given to the students. They were asked to read each statement carefully and respond by marking either “Yes” or “No”. The students were assured that there were no right or wrong answers and that their responses would be kept confidential. They were encouraged to answer honestly. The average time taken to complete the tool was approximately 15 to 20 minutes.

3.11 STATISTICAL TECHNIQUES USED

- i) Percentage analysis
- ii) t-test
- iii) F test
- iv) Chi-square test

3.12 CONCLUSION

The project's methodology, the data collection method, and the statistical techniques employed are discussed in this chapter. The data analysis and the interpretations are discussed in the succeeding chapter.

ANALYSIS AND INTERPRETATIONS OF DATA

4.1. INTRODUCTION

Analysis and interpretation of data constitute a crucial phase in any research study, as they provide meaningful insights into the problem under investigation. After the systematic collection of data, it becomes essential to organize, analyze, and interpret the data in a logical and scientific manner in order to arrive at valid conclusions. The present study aims to examine the level of personality development among school children and to understand the effectiveness of the selected variables in influencing personality development.

The data collected through the Personality Development Scale for Children (PDSC) were carefully coded, tabulated, and analyzed using appropriate statistical techniques. Both descriptive and inferential statistics were employed to analyze the data. Descriptive statistics such as mean, standard deviation, and percentage analysis were used to describe the general characteristics of the sample and the overall level of personality development. Inferential statistics such as the t-test and correlation analysis were used to test the formulated hypotheses and to determine the significance of differences and relationships among variables.

For the purpose of analysis, the data were classified and organized based on relevant variables such as gender, type of school, locality, and other background factors wherever applicable. Tables were systematically prepared to present the data in a clear and concise manner. Each table is followed by a detailed interpretation to explain the findings in relation to the objectives and hypotheses of the study.

The analysis has been carried out in accordance with the objectives of the study and the hypotheses framed earlier. Appropriate statistical tools were selected based on the nature of the data and the requirements of the study. The level of significance was fixed at 0.05 for testing the hypotheses.

Thus, this chapter presents a systematic analysis and interpretation of the data collected from the respondents, leading to meaningful findings and conclusions regarding the personality development of school children.

4.2. PERCENTAGE ANALYSIS

The level of personality development of children involved in the student parliament is moderate.

Table 4.1

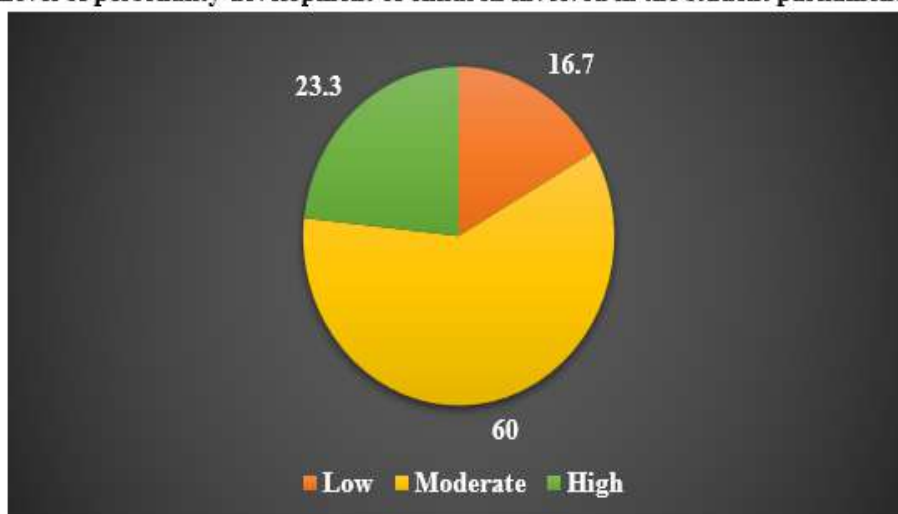
Level of personality development of children involved in the student parliament

Variable		Low		Moderate		High	
		No.	%	No.	%	No.	%
Personality Development of Children		5	16.7	18	60	7	23.3

It is inferred from the above table that 16.7%, 60% and 23.3% of children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

Figure 4.1.

Level of personality development of children involved in the student parliament



The level of personality development of children involved in the student parliament with respect to all background variable is moderate.

Table 4.2

Level of personality development of children involved in the student parliament with respect to all background variable

Background Variable	Category	No.	Low		Moderate		High	
			No.	%	No.	%	No.	%
Gender	Male	13	4	30.8	5	38.5	4	30.8
	Female	17	1	5.9	13	76.5	3	17.6
Medium of Instruction	Tamil	20	3	15	13	65	4	20
	English	10	2	20	5	50	3	30
Type of School	Government	10	2	20	5	50	3	30
	Government - Aided	20	3	15	13	65	4	20
Type of Family	Nuclear	24	3	12.5	15	62.5	6	25
	Joint	6	2	33.3	3	50	1	16.7
Academic Performance	Average	16	4	25	10	62.5	2	12.5
	Above Average	14	1	7.1	8	57.1	5	35.7

Participation in Other Extracurricular Activities	Yes	17	4	23.5	9	52.9	4	23.5
	No	13	1	7.7	9	69.2	3	23.1
Exposure to Value Education Programs	Yes	13	1	7.7	9	69.2	3	23.1
	No	17	4	23.5	9	52.9	4	23.5
Class	VI & VII Std	14	1	7.1	8	57.1	5	35.7
	VIII & IX Std	12	3	25	9	75	0	0
	X Std	4	1	25	1	25	2	50
Years of Participation in Student Parliament	Less than 1 year	9	1	11.1	6	66.7	2	22.2
	1 – 2 years	18	3	16.7	11	61.1	4	22.2
	More than 2 years	3	1	33.3	1	33.3	1	33.3
Role in Student Parliament	Leader	4	0	0	2	50	2	50
	Minister	17	4	23.5	8	47.1	5	29.4
	Committee Member	4	0	0	4	100	0	0
	General Manager	5	1	20	4	80	0	0
Age	11 & 12 Years	11	1	9.1	7	63.6	3	27.3
	13 & 14 Years	12	3	25	7	58.3	2	16.7
	15 & above Years	7	1	14.3	4	57.1	2	28.6
Parents' Monthly Income	Rs.5,000 to 10,000	18	1	5.6	11	61.1	6	33.3
	Rs.10,000 to Rs.15,000	5	0	0	5	100	0	0
	Rs.15,000 to Rs.20,000	2	1	50	1	50	0	0
	Above Rs.20,000	5	3	60	1	20	1	20

It is inferred from the above table that 30.8%, 38.5% and 30.8% of male children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 5.9%, 76.5% and 17.6% of female children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 15%, 65% and 20% of Tamil medium children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 20%, 50% and 30% of English medium children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 20%, 50% and 30% of Government school children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 15%, 65% and 20% of Government aided school children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 12.5%, 62.5% and 25% of nuclear family children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 33.3%, 50% and 16.7% of joint family children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 25%, 62.5% and 12.5% of average academic performance children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 7.1%, 57.1% and 35.7% of above average academic performance children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 23.5%, 52.9% and 23.5% of participation in other extracurricular activities children have low, moderate, and high levels in personality development of children involved in the student

parliament, respectively. It is inferred from the above table that 7.7%, 69.2% and 23.1% of no participation in other extracurricular activities children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 7.7%, 69.2% and 23.1% have exposure to value education programs children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 23.5%, 52.9% and 23.5% have no exposure to value education programs children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 7.1%, 57.1% and 35.7% VI std & VII std children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 25%, 75% and 0% VIII std & IX std children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 25%, 25% and 50% X std children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 11.1%, 66.7% and 22.2% less than 1 year of participation in student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 16.7%, 61.1% and 22.2% 1-2 years of participation in student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 33.3%, 33.3% and 33.3% more than 2 years of participation in student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 0%, 50% and 50% leader role in student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 23.5%, 47.1% and 29.4% minister role in

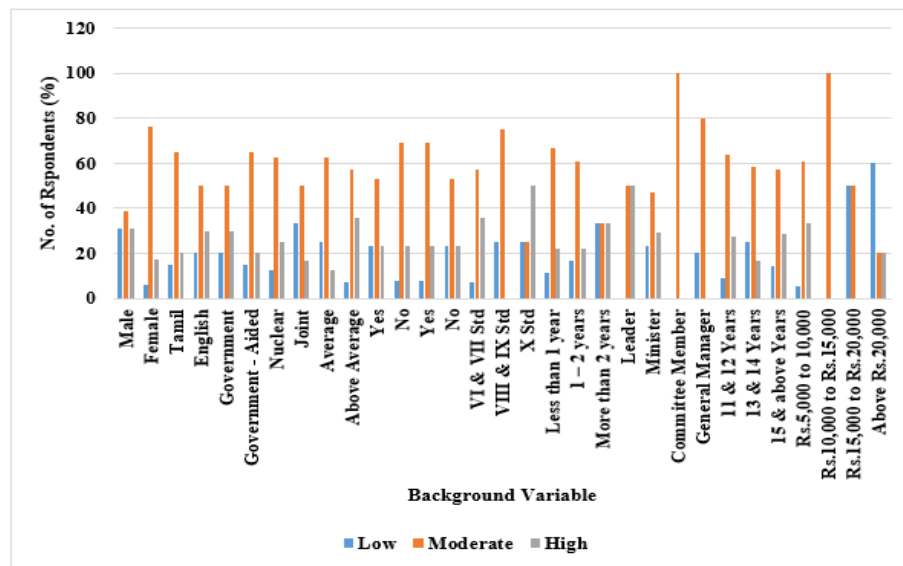
student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 0%, 100% and 0% committee member role in student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 20%, 80% and 0% general member role in student parliament children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 9.1%, 63.6% and 27.3% age 11 & 12 years' children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 25%, 58.3% and 16.7% age 13 & 14 years' children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 14.3%, 57.1% and 28.6% age 15 & above years' children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

It is inferred from the above table that 5.6%, 61.1% and 33.3% those parents' monthly income is Rs.5,000 to Rs.10,000 children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 0%, 100% and 0% those parents' monthly income is Rs.10,000 to Rs.15,000 children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 50%, 50% and 0% those parents' monthly income is Rs.15,000 to Rs.20,000 children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively. It is inferred from the above table that 60%, 20% and 20% those parents' monthly income is above Rs.20,000 children have low, moderate, and high levels in personality development of children involved in the student parliament, respectively.

Figure 4.2.

Level of personality development of children involved in the student parliament



4.3 DIFFERENTIAL ANALYSIS

Null Hypothesis 1

There is no significant difference between male and female in personality development of children involved in the student parliament.

Table 4.3

Difference between male and female in personality development of children

Variable	Gender	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Male	13	59.08	4.013	2.709	S
	Female	17	57.71	2.829		

From the above table, it is inferred that the calculated 't' value is greater than table value (1.96 at 5% level of significance). Hence, the null hypothesis is rejected at 5% significance level. There is significant difference between male and female in personality development of children involved in the student parliament.

Null Hypothesis 2

There is no significant difference between Tamil and English medium in personality development of children involved in the student parliament.

Table 4.4

Difference between Tamil and English medium in personality development of children

Variable	Medium of Instruction	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Tamil	20	57.55	2.139	0.373	NS
	English	10	57.20	2.936		

From the above table, it is inferred that the calculated 't' value is less than table value (1.96 at 5% level of significance). Hence, the null hypothesis is accepted at 5% significance level. There is no significant difference between Tamil and English medium in personality development of children involved in the student parliament.

Null Hypothesis 3

There is no significant difference between Government and Government – Aided in personality development of children involved in the student parliament.

Table 4.5

Difference between Government and Government – Aided in personality development of children

Variable	Type of School	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Government	10	57.70	2.452	0.426	NS
	Government - Aided	20	57.30	2.408		

From the above table, it is inferred that the calculated 't' value is less than table value (1.96 at 5% level of significance). Hence, the null hypothesis is accepted at 5% significance level. There is no significant difference between Government and Government – Aided in personality development of children involved in the student parliament.

Null Hypothesis 4

There is no significant difference between nuclear and joint family in personality development of children involved in the student parliament.

Table 4.6

Difference between nuclear and joint family in personality development of children

Variable	Type of Family	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Nuclear	24	59.67	3.200	2.073	S
	Joint	6	57.50	4.082		

From the above table, it is inferred that the calculated 't' value is greater than table value (1.96 at 5% level of significance). Hence, the null hypothesis is rejected at 5% significance level. There is significant difference between nuclear and joint family in personality development of children involved in the student parliament.

Null Hypothesis 5

There is no significant difference between average and above average academic performance in personality development of children involved in the student parliament.

Table 4.7

Difference between average and above average academic performance in personality development of children

Variable	Academic Performance	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Average	16	57.25	2.408	0.443	NS
	Above Average	14	57.64	2.437		

From the above table, it is inferred that the calculated 't' value is less than table value (1.96 at 5% level of significance). Hence, the null hypothesis is accepted at 5% significance level. There is no significant difference between average and above average academic performance in personality development of children involved in the student parliament.

Null Hypothesis 6

There is no significant difference between yes and no participation in other extracurricular activities in personality development of children involved in the student parliament.

Table 4.8

Difference between yes and no participation in other extracurricular activities in personality development of children

Variable	participation in Other Extracurricular Activities	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Yes	17	57.24	2.705	0.535	NS
	No	13	57.69	1.974		

From the above table, it is inferred that the calculated 't' value is less than table value (1.96 at 5% level of significance). Hence, the null hypothesis is accepted at 5% significance level. There is no significant difference between yes and no participation in other extracurricular activities in personality development of children involved in the student parliament.

Null Hypothesis 7

There is no significant difference between yes and no exposure to value education programs in personality development of children involved in the student parliament.

Table 4.9

Difference between yes and no exposure to value education programs in personality development of children

Variable	Exposure to Value Education Programs	N	Mean	<u>S.D</u>	Calculated t Value	Remarks 5% level
Personality Development of Children	Yes	13	57.92	2.060	1.014	NS
	No	17	57.06	2.609		

From the above table, it is inferred that the calculated 't' value is less than table value (1.96 at 5% level of significance). Hence, the null hypothesis is accepted at 5% significance level. There is no significant difference between yes and no exposure to value education programs in personality development of children involved in the student parliament.

Null Hypothesis 8

There is no significant difference among VI & VII Std, VIII & IX Std and X Std in personality development of children involved in the student parliament.

Table 4.10

Difference among VI & VII Std, VIII & IX Std and X Std in personality development of children

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Personality Development of Children	Between	5.982	7	1.569	2.571	S
	Within	10.685	22	1.486		

[For 7, 22 degrees of freedom at 5 % level of significance, the table value 'F' is 2.41]

It is inferred from the above table that the calculated 'F' value is greater than the table value, so there is significant difference among VI & VII Std, VIII & IX Std and X Std in personality development of children involved in the student parliament. Hence, the null hypothesis is rejected.

Null Hypothesis 9

There is no significant difference among less than 1 years, 1-2 years and more than 2 years in personality development of children involved in the student parliament.

Table 4.11

Difference among less than 1 years, 1-2 years and more than 2 years in personality development of children

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Personality Development of Children	Between	1.973	7	0.282	0.702	NS
	Within	8.827	22	0.401		

[For 7, 22 degrees of freedom at 5 % level of significance, the table value 'F' is 2.41]

It is inferred from the above table that the calculated 'F' value is less than the table value, so there is no significant difference among less than 1 years, 1-2 years and more than 2 years in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.

Null Hypothesis 10

There is no significant difference among leader, minister, committee member and general member role in personality development of children involved in the student parliament.

Table 4.12

Difference among leader, minister, committee member and general member role in personality development of children

Variable	Source	Sum of Squares	Df	Mean Square Value	Calculated Value	Remarks at 5% level
Personality Development of Children	Between	8.857	7	1.265	1.761	NS
	Within	15.810	22	0.719		

[For 7, 22 degrees of freedom at 5 % level of significance, the table value 'F' is 2.41]

It is inferred from the above table that the calculated 'F' value is less than the table value, so there is no significant difference among leader, minister, committee member and general member role in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.

4.4 ASSOCIATION ANALYSIS

Null Hypothesis 11

There is no significant association between age in personality development of children involved in the student parliament.

Table 4.13**Association between age in personality development of children**

Variable	Degrees of freedom	Calculated Value of 'χ^2'	Table Value of 'χ^2'	Remarks at 5% Level
Personality Development of Children	4	1.326	9.49	NS

It is inferred from the above table that the calculated ' χ^2 ' value is less than the table value at 5% level of significance, so there is no significant association between age in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.

Null Hypothesis 12

There is no significant association between parents' monthly income in personality development of children involved in the student parliament.

Table 4.14**Association between parents' monthly income in personality development of children**

Variable	Degrees of freedom	Calculated Value of 'χ^2'	Table Value of 'χ^2'	Remarks at 5% Level
Personality Development of Children	4	14.266	12.592	S

It is inferred from the above table that the calculated ' χ^2 ' value is greater than the table value at 5% level of significance, so there is significant association between parents' monthly income in personality development of children involved in the student parliament. Hence, the null hypothesis is rejected.

4.4 CONCLUSION

The investigator applied percentage analysis, ANOVA test, Duncan test, chi-square test, and correlation analysis. The statistical analysis is given in this chapter. The findings, interpretations, recommendations, and suggestions for further research are to be discussed in the next chapter.

FINDINGS, INTERPRETATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the major findings obtained from the analysis of data collected to examine the impact of student parliament on enhancing civic responsibility among school students in Ayankulam Village. The results reveal significant variations in students' civic awareness, practices related to public health and hygiene, responsible use of social media, and development of social skills with respect to variables such as gender, type of school, parental education, and age. A comparison between pre-test and post-test scores indicates that the implementation of student parliament has contributed to noticeable improvements in students' civic engagement, awareness, and socially responsible behaviour.

The findings are further interpreted to provide meaningful insights into the patterns observed in the data, thereby explaining how participation in student parliament influences students' attitudes and behaviours. These interpretations are supported by existing educational theories that emphasize experiential learning and participatory practices as effective means of promoting civic competence among learners (Kolb, 1984; Westheimer & Kahne, 2004).

Based on the findings and their interpretations, the chapter offers practical recommendations for various stakeholders, including teachers, school administrators, parents, government authorities, and the wider community. These suggestions aim to strengthen the implementation and effectiveness of student parliament as a tool for fostering civic responsibility and active citizenship among students.

Finally, the chapter concludes by proposing directions for future research, encouraging further exploration into student-led governance, democratic participation in schools, and their broader impact on student development and educational outcomes.

5.2 FINDINGS

- There is significant difference between male and female in personality development of children involved in the student parliament. Comparing the mean score male is better than female in personality development.
- There is no significant difference between Tamil and English medium in personality development of children involved in the student parliament.
- There is no significant difference between Government and Government – Aided in personality development of children involved in the student parliament.
- There is significant difference between nuclear and joint family in personality development of children involved in the student parliament. Comparing the mean score nuclear family plays better role in personality development of the children.
- There is no significant difference between average and above average academic performance in personality development of children involved in the student parliament.
- There is no significant difference between yes and no participation in other extracurricular activities in personality development of children involved in the student parliament.
- There is no significant difference between yes and no exposure to value education programs in personality development of children involved in the student parliament.
- There is significant difference among VI & VII Std, VIII & IX Std and X Std in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.
- There is no significant difference among less than 1 years, 1-2 years and more than 2 years in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.
- There is no significant difference among leader, minister, committee member, and general member role in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.
- There is no significant association between age in personality development of children involved in the student parliament. Hence, the null hypothesis is accepted.

- There is significant association between parents' monthly income in personality development of children involved in the student parliament. Hence, the null hypothesis is rejected.

5.3 INTERPRETATIONS

- The present study reveals a significant difference between male and female students in personality development, with male students scoring higher. This difference may be attributed to variations in socialization and participation patterns, where boys are often encouraged to take leadership roles, express ideas openly, and engage actively in decision-making processes, thereby enhancing their confidence and leadership skills. In contrast, girls may have comparatively fewer opportunities or may hesitate to participate actively due to social or cultural influences. Similar findings have been reported in recent studies, which indicate that male students tend to show higher participation and assertiveness in interactive learning environments, contributing to personality development (Aguillon et al., 2020). Additionally, gender-based perceptions of leadership roles may further influence the development of such traits among children (Charafeddine et al., 2023).
- Similarly, no significant difference was found between Tamil and English medium students in personality development. This suggests that personality traits such as confidence, leadership, and social skills are not dependent on the medium of instruction but are largely influenced by experiential and participatory learning opportunities. Activities like student parliament enable students to develop essential life skills irrespective of language barriers (Kolb, 1984).
- The study also revealed no significant difference between students studying in government and government-aided schools. This finding implies that the effectiveness of student parliament in enhancing personality development is consistent across different types of schools, possibly due to similar curricular structures and opportunities for student participation. Participatory school practices have been found to influence student development irrespective of institutional differences (Westheimer & Kahne, 2004).
- The present study reveals a significant difference between students from nuclear and joint families in personality development, with children from

nuclear families scoring higher. This may be attributed to the greater independence, autonomy, and decision-making opportunities often experienced in nuclear family settings, which can enhance self-confidence, leadership qualities, and communication skills. In such environments, children may receive more individual attention and encouragement to express their ideas, thereby supporting personality growth. In contrast, children in joint families may experience more collective decision-making and shared responsibilities, which might limit individual expression to some extent. Similar findings have been reported in research, which indicates that family environment and parenting patterns significantly influence children's personality development and social behavior (Santrock, 2018; Smetana, 2017).

- The results also show that there is no significant difference between students with average and above-average academic performance. This suggests that personality development through student parliament is independent of academic achievement, as such activities focus on developing leadership, communication, and social skills among all students (Mager & Nowak, 2012).
- Likewise, no significant difference was observed between students who participate in other extracurricular activities and those who do not. This may be because student parliament itself provides sufficient opportunities for interaction, leadership, and personal growth, thereby minimizing the additional influence of other activities (Kolb, 1984). In the same way, the lack of significant difference between students with and without exposure to value education programs indicates that student parliament activities inherently promote values such as responsibility, cooperation, and respect, reducing the separate impact of formal value education (Westheimer & Kahne, 2004).
- The finding of the present study indicates that there is a significant difference among students of VI & VII, VIII & IX, and X standards in personality development of children involved in the student parliament. This suggests that personality traits such as confidence, leadership, and decision-making ability tend to vary across different class levels. As students progress to higher classes, they gain more maturity, experience, and exposure to participatory activities, which may enhance their personality development. Older students, particularly those in higher

grades, are likely to have better opportunities to take up leadership roles and engage in decision-making processes, thereby strengthening their social and emotional competencies. Developmental theories also support this view, emphasizing that personality and social skills improve with age and experience due to increased cognitive and social maturity (Erikson, 1963; Santrock, 2018).

- In addition, no significant difference was found based on the number of years of participation in student parliament. This implies that even short-term involvement in participatory activities can contribute meaningfully to personality development, as experiential learning emphasizes the quality of experience rather than duration (Kolb, 1984). Similarly, the absence of significant difference among students holding different roles such as leader, minister, committee member, and general member indicates that all roles offer opportunities for engagement, responsibility, and interaction, thereby contributing equally to personality development. Collaborative learning environments ensure that all participants benefit from shared experiences (Vygotsky, 1978).
- The study also shows no significant association between age and personality development, which may be due to the uniform nature of activities provided through student parliament that influence students similarly across age groups (Santrock, 2018). However, a significant association was found between parents' monthly income and personality development. This may be because students from higher-income families often have greater access to educational resources, exposure, and supportive environments that enhance their confidence, communication skills, and social awareness. Socio-economic status has been identified as a key factor influencing child development and personality formation (Bradley & Corwyn, 2002).

5.4 RECOMMENDATIONS

Recommendations for Teachers

- Actively guide and mentor students in participatory activities such as student parliament, ensuring equal opportunities for all learners to develop leadership skills.

- Integrate life skill education, especially fear coping strategies and decision-making skills, into regular classroom teaching through discussions, role plays, and real-life examples.
- Create a supportive and non-judgmental classroom environment where students feel safe to express their fears, opinions, and ideas.
- Identify students who experience difficulty in managing fear and provide timely guidance, counselling, or referrals when necessary.
- Encourage collaborative learning activities that promote confidence, critical thinking, and problem-solving abilities.

Recommendations for School Management

- Organize regular workshops, seminars, and training programmes focusing on emotional well-being, fear management, and decision-making skills.
- Establish counselling services within the institution to support students in handling stress, anxiety, and fear-related issues.
- Promote co-curricular and extracurricular activities such as debates, leadership programmes, and student parliament to enhance students' confidence and social skills.
- Provide a conducive school environment that fosters open communication, inclusivity, and psychological safety.
- Encourage teachers to adopt innovative teaching strategies that support holistic development of students.

Recommendations for Families

- Create a positive and supportive home environment where children feel comfortable sharing their fears and concerns.
- Encourage open communication and actively listen to children without criticism or judgment.
- Guide children in making decisions by allowing them to think independently while offering appropriate support.

- Avoid overprotection and instead help children gradually face challenges to build resilience and confidence.
- Model positive coping strategies and problem-solving behaviours for children to learn from.

Recommendations for Government

- Introduce policies that emphasize the development of emotional intelligence, fear coping mechanisms, and decision-making skills in the school curriculum.
- Provide training programmes for teachers on student mental health, counselling techniques, and life skill education.
- Ensure the availability of trained school counsellors in all educational institutions.
- Support research and initiatives related to adolescent mental health and well-being.
- Allocate funds for organizing awareness programmes, workshops, and student development activities in schools.

Recommendations for the Community

- Promote awareness programmes on adolescent mental health, fear management, and responsible decision-making.
- Encourage community participation in school activities that foster leadership and social responsibility among students.
- Provide safe and supportive spaces for adolescents to express themselves and engage in constructive activities.
- Collaborate with schools to organize campaigns, seminars, and outreach programmes for holistic youth development.
- Act as positive role models and mentors to guide adolescents in building confidence and resilience.

5.5 EDUCATIONAL IMPLICATIONS

The implementation of the student parliament as an intervention programme has significant educational implications, particularly in enhancing the

personality development of children in school settings. The following points highlight its impact on the educational system and student growth:

Holistic Personality Development

- Participation in student parliament nurtures overall personality development, including self-confidence, emotional stability, and interpersonal skills.
- It provides opportunities for students to explore their strengths, overcome inhibitions, and develop a positive self-concept.

Enhancement of Leadership Qualities

- Student parliament encourages students to take up leadership roles, thereby fostering qualities such as responsibility, initiative, and accountability.
- Students learn to lead, organize, and manage activities effectively, preparing them for future roles in society.

Improvement in Communication and Social Skills

- Active involvement in discussions, debates, and decision-making processes improves students' communication skills.
- It promotes teamwork, cooperation, and the ability to interact effectively with peers and teachers.

Development of Decision-Making and Problem-Solving Skills

- Student parliament provides a platform for students to analyse issues, think critically, and make informed decisions.
- It enhances problem-solving abilities by engaging students in real-life school and community-related situations.

Promotion of Emotional Maturity and Confidence

- Students learn to manage emotions, face challenges, and handle responsibilities with confidence.
- Regular participation reduces fear and hesitation, helping students become more assertive and self-assured.

Encouragement of Democratic Values and Responsibility

- Student parliament instils democratic values such as equality, justice, and respect for others' opinions.
- It encourages students to become responsible individuals who actively contribute to their school and society.

Strengthening Teacher-Student Interaction

- Teachers act as facilitators, guiding students in their activities, which leads to better understanding and rapport.
- The learning environment becomes more interactive, participatory, and student-cantered.

Increased Student Engagement in School Activities

- Students become more actively involved in school programmes, leading to higher motivation and participation.
- It fosters a sense of belonging and ownership towards the school environment.

Support for Inclusive Education

- Student parliament ensures equal participation of students from different backgrounds, promoting inclusivity.
- It helps in bridging gaps related to gender, socio-economic status, and academic ability.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

Research in the area of personality development through student parliament is vast and continuously evolving. The present study opens avenues for further exploration in related dimensions. The following topics are suggested for future research:

- “Effectiveness of Student Parliament in Enhancing Personality Development Among School Students: A Quasi-Experimental Study”
- “A Longitudinal Study on the Impact of Student Parliament on Self-Confidence and Leadership Skills Among Rural School Children”

- “Gender Differences in Personality Development Through Student Parliament Participation: A Comparative Study”
- “Students’ Perception of Self-Development Through Participation in Student Parliament: A Phenomenological Study”
- “The Role of Teachers in Promoting Personality Development Through Student Parliament: A Case Study”
- “Parental Influence on Personality Development of Children Involved in Student Parliament: A Correlational Study”
- “Impact of Student Parliament on Emotional Intelligence Among School Students: A Mixed-Methods Study”
- “Relationship Between Participation in Student Parliament and Academic Achievement Among School Students”
- “Implementation of Student Parliament at Primary Level and Its Effect on Early Personality Development: An Action Research”
- “Role of Student Parliament in Enhancing Peer Relationships and Reducing Behavioural Problems Among School Students”

These studies can further explore different dimensions of personality development such as emotional intelligence, leadership, social skills, and academic outcomes, thereby enriching the existing body of knowledge.

5.7CONCLUSION

Education plays a vital role in shaping the personality of children and preparing them to become responsible and confident individuals in society. The findings of the present study clearly indicate that participation in student parliament has a significant positive impact on the personality development of children in Ayankulam village. The comparison between pre-test and post-test scores reveals notable improvement in various aspects such as self-confidence, leadership qualities, social skills, communication abilities, and decision-making skills after the implementation of the student parliament programme.

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APPENDICES
TOOL OF THE STUDY

**"PERSONALITY DEVELOPMENT OF CHILDREN INVOLVED IN THE
STUDENT PARLIAMENT:
A STUDY IN AYANKULAM VILLAGE"**

1. Gender : ☐ Male ☐ Female
பாலினம் : ☐ ஆண் ☐ பெண்
2. Age : ☐ 11 & 12 ☐ 13 & 14 ☐ 15 & Above
வயது : ☐ 11 & 12 ☐ 13 & 14 ☐ 15 & அதற்கு மேல்
3. Class : ☐ VI & VII Std ☐ VIII & IX Std ☐ X Std
வகுப்பு : ☐ வகுப்பு VI & VII ☐ வகுப்பு VIII & IX ☐ வகுப்பு X
4. Medium of Instruction : ☐ Tamil ☐ English
பயிற்சி மொழி : ☐ தமிழ் ☐ ஆங்கிலம்
5. Type of School : ☐ Government ☐ Government -Aided பள்ளியின்
வகை : ☐ அரசு பள்ளி ☐ அரசு உதவி பெறும் பள்ளி
6. Type of Family : ☐ Nuclear ☐ Joint
குடும்ப வகை : ☐ சிறு குடும்பம் ☐ கூட்டு குடும்பம்
7. Parents' Monthly Income: ☐ 5000 to 10000 ☐ 10000 to 15000 ☐ 15000
to 20000 ☐ above 20000
பெற்றோரின் மாத வருமானம் ☐ 5000 to 10000 ☐ 10000 to 15000 ☐
15000 to 20000 ☐ ₹20000 மற்றும் அதிகம்
8. Years of Participation in Student Parliament : ☐ Less than 1 yr ☐ 1-2 yrs
☐ More than 2 years
- மாணவர் பாராளுமன்றத்தில் பங்கேற்ற ஆண்டுகள் : ☐ 1 ஆண்டிற்கு
குறைவாக ☐ 1-2 ஆண்டுகள் ☐ 2 ஆண்டுகளுக்கு மேல்
9. Role in Student Parliament : ☐ Leader ☐ Minister ☐ Committee Member ☐
General Member
மாணவர் பாராளுமன்றத்தில் வகிக்கும் பதவி : ☐ தலைவர் ☐
அமைச்சர் ☐ குழு உறுப்பினர் ☐ பொதுப்பொறுப்பாளர் /
உறுப்பினர்

10.Academic Performance : ☐ Below Average ☐ Average ☐
Above Average

கல்வி செயல்திறன் : ☐ சராசரிக்குக் குறைவானது ☐ சராசரி ☐
சராசரிக்கு மேற்பட்டது

11.Participation in Other Extracurricular Activities : ☐ Yes ☐ No
பிற இணை பாடத்திட்ட செயல்பாடுகளில் பங்கேற்பு : ☐ ஆம் ☐
இல்லை

13. Exposure to Value Education Programs : ☐ Yes ☐ No

14. மதிப்புக் கல்வி நிகழ்ச்சிகளில் பங்கேற்றதா? :
☐ ஆம் ☐ இல்லை

Read each statement carefully and ask yourself if it applies to your situation. Answer Yes or No to reflect on your learning barriers (ஒவ்வொரு குறிப்பரைக்கும் கவனமாக படித்து உங்கள் நிலைமையைப் பொருத்து "ஆம்" அல்லது "இல்லை" என்பதைக் குறிக்கவும்.)

Sl.No	STATEMENTS	YES	NO
1.	I confidently lead discussions during student parliament meetings. நான் மாணவர் பாராளுமன்றக் கூட்டங்களில் நம்பிக்கையுடன் விவாதங்களை வழிநடத்துகிறேன்.	YES	NO
2.	I motivate other students to participate in school activities. பள்ளி செயல்பாடுகளில் பங்கேற்க மற்ற மாணவர்களை ஊக்குவிக்கிறேன்.	YES	NO
3.	I take initiative in organizing school programs. பள்ளி நிகழ்ச்சிகளை ஒழுங்குபடுத்த முனைப்படன் செயல்படுகிறேன்.	YES	NO
4.	I guide my peers in completing assigned tasks. ஒப்படைக்கப்பட்ட பணிகளை நிறைவேற்ற என் தோழர்களுக்கு வழிகாட்டுகிறேன்.	YES	NO
5.	I feel comfortable representing students before teachers and authorities. ஆசிரியர்கள் மற்றும் நிர்வாகத்தினரிடம் மாணவர்களை பிரதிநிதித்துவப்படுத்துவதில் நிம்மதியாக உணர்கிறேன்.	YES	NO
6.	I do not feel proud of being a member of the student parliament. மாணவர் பாராளுமன்ற உறுப்பினராக இருப்பதில் நான் பெருமை உணரவில்லை.	YES	NO
7.	I believe in my ability to perform my responsibilities effectively. எனக்கு ஒப்படைக்கப்பட்ட பொறுப்புகளை திறம்பட நிறைவேற்றும் திறன் எனக்குள்ளது என்று நம்புகிறேன்.	YES	NO
8.	I am confident while speaking in front of a large group. பெரிய குழுவின் முன் பேசும்போது நான் நம்பிக்கையுடன் இருக்கிறேன்.	YES	NO
9.	I handle criticism without losing confidence. விமர்சனங்களை எதிர்கொள்ளும் போது என்	YES	NO

	நம்பிக்கையை இழக்காமல் இருக்கிறேன்.		
10.	I feel capable of handling challenging situations. சவாலான சூழ்நிலைகளை சமாளிக்கும் திறன் எனக்குள்ளது என்று உணர்கிறேன்.	YES	NO
11.	I express my ideas clearly during meetings. கூட்டங்களில் என் கருத்துகளை தெளிவாக வெளிப்படுத்துகிறேன்.	YES	NO
12.	I do not listen carefully to others before responding. பதிலளிக்கும் முன் பிறர் கருத்துகளை கவனமாக கேட்பதில்லை.	YES	NO
13.	I respect different opinions during discussions. விவாதங்களின் போது மாறுபட்ட கருத்துகளை மதிக்கிறேன்.	YES	NO
14.	I communicate student concerns effectively to teachers. மாணவர்களின் பிரச்சினைகளை ஆசிரியர்களிடம் திறம்பட தெரிவிக்கிறேன்.	YES	NO
15.	I use appropriate language while addressing gatherings. கூட்டங்களை அணுகும் போது பொருத்தமான மொழியை பயன்படுத்துகிறேன்.	YES	NO
16.	I feel responsible for maintaining discipline in school. பள்ளியில் ஒழுங்கை பேணுவது எனது பொறுப்பு என்று உணர்கிறேன்.	YES	NO
17.	I actively participate in community service activities. சமூக சேவை செயல்பாடுகளில் துரிதமாக பங்கேற்கிறேன்.	YES	NO
18.	I am not aware of my rights and duties as a student citizen. மாணவர் குடிமகனாக என் உரிமைகள் மற்றும் கடமைகள் குறித்து விழிப்பணர்வு இல்லை.	YES	NO
19.	I encourage others to follow school rules. பள்ளி விதிகளை பின்பற்ற மற்றவர்களை ஊக்குவிக்கிறேன்.	YES	NO

20.	I show concern for social and environmental issues in my village. என் கிராமத்தில் உள்ள சமூக மற்றும் சுற்றுச்சூழல் பிரச்சினைகளில் அக்கறை காட்டுகிறேன்.	YES	NO
21.	I cooperate well with other parliament members. மற்ற பாராளுமன்ற உறுப்பினர்களுடன் நல்ல ஒத்துழைப்பை செயல்படுகிறேன்.	YES	NO
22.	I respect the roles and responsibilities of my teammates. என் குழு உறுப்பினர்களின் பங்கு மற்றும் பொறுப்புகளை மதிக்கிறேன்.	YES	NO
23.	I contribute actively during group tasks. குழு பணிகளில் சுறுசுறுப்பாக பங்களிக்கிறேன்.	YES	NO
24.	I do not help resolve conflicts among members. உறுப்பினர்களுக்கிடையிலான மாண்பாடுகளை தீர்க்க உதவவில்லை.	YES	NO
25.	I value collective decisions taken by the group. குழுவால் எடுக்கப்படும் கூட்டு முடிவுகளை மதிக்கிறேன்.	YES	NO
26.	I analyze problems carefully before making decisions. முடிவெடுக்கும் முன் பிரச்சினைகளை கவனமாக ஆய்வு செய்கிறேன்.	YES	NO
27.	I consider different viewpoints before arriving at a conclusion. ஒரு முடிவிற்கு வருவதற்கு முன் பல்வேறு கருத்துகளை பரிசீலிக்கிறேன்.	YES	NO
28.	I suggest practical solutions to school-related issues. பள்ளி தொடர்பான பிரச்சினைகளுக்கு நடைமுறை தீர்வுகளை முன்வைக்கிறேன்.	YES	NO
29.	I remain calm while solving difficult problems. கடினமான பிரச்சினைகளை தீர்க்கும் போது அமைதியாக இருக்கிறேன்.	YES	NO
30.	I do not take responsibility for the decisions I make. நான் எடுக்கும் முடிவுகளுக்கு பொறுப்பு ஏற்கவில்லை.	YES	NO

PHOTOS







Rev. Sr. Dr. L. VASANTHI MEDONA
M.Sc., M.Ed., NET., Ph.D., SDTB
PRINCIPAL
Assistant Professor of Mathematics



Tmt. Dr. A. Jeya Sudha
M.A., M.Ed., M.Phil., Ph.D., NET.,
Vice Principal,
Assistant Professor of History



Rev. Sr. L. Arul Suganthi Agnes
M.A.(Soc.), M.A(His.), M.Ed.,
M.Phil., NET.,
Assistant Professor of Education



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