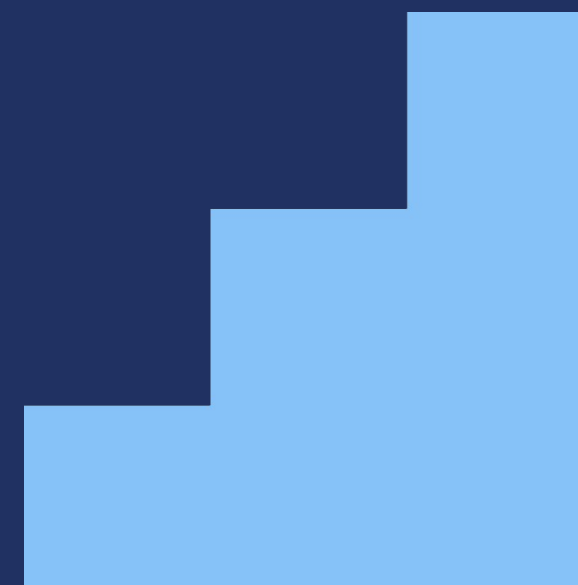


TITLE

“The development of personality within and outside the school community and its effect on personal success in adult life. Personality vs Identity”



OUTLINE

A research has been carried out in our school, with the participation of 100 respondents in response to a topic, within C Class book of English. The respondents filled in the questionnaires anonymously.

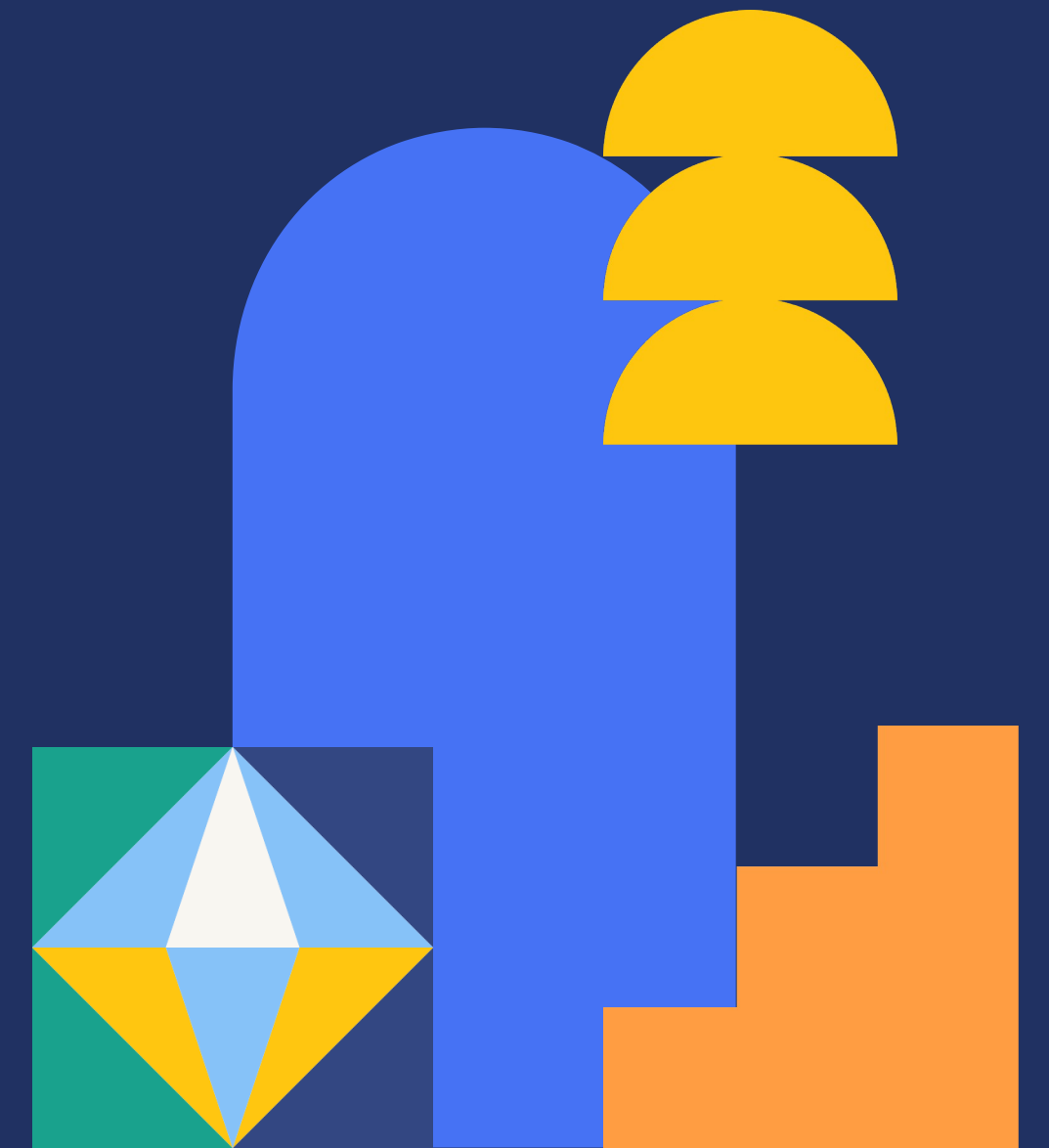
After that, the students involved, collected, examined and analysed relevant data.

Then, the research findings were reviewed and reported.





A research was carried out in our school by C Class students over a sample of 100 students mainly from C' Class and volunteers from A Class and B Class as well.



Presenting Results



QUESTION

Does school play an important/critical role in the development of teenage personality?



ANSWER

More than two thirds of the students asked believe that school plays a critical role



ANSWER

20% of them express the view that it is an undeniable fact.



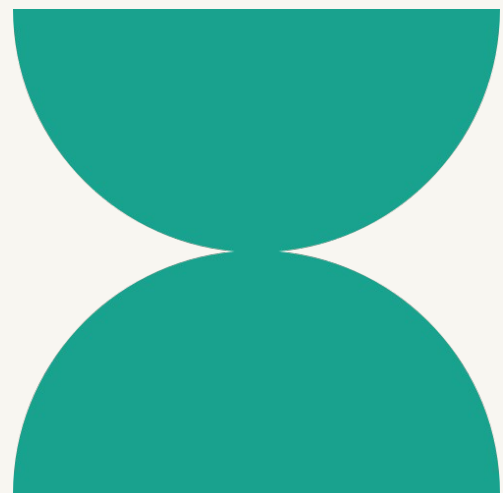
Results



Almost 70% (68%) think that interaction with other students affect the development of a student's personality more than all the other factors mentioned.



15% of the participants consider extracurricular activities of utmost importance.



Presenting Results

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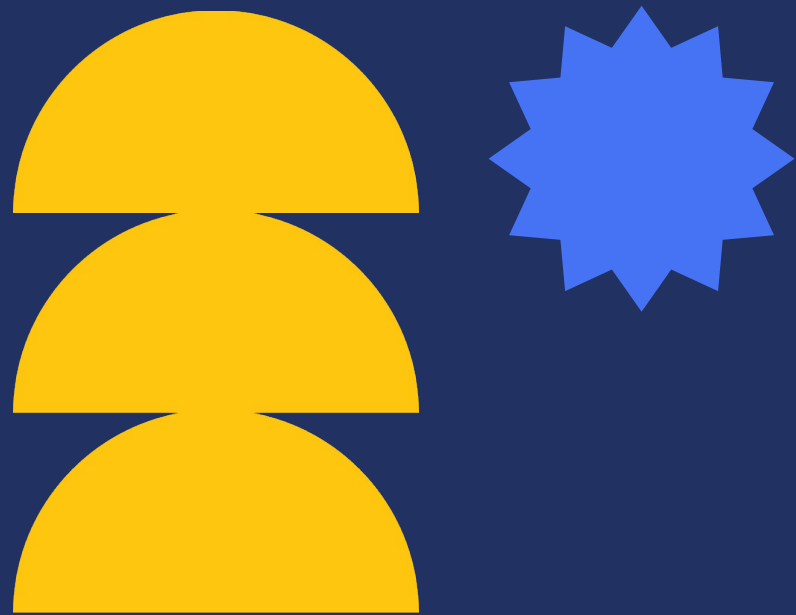
Three quarters (76%) have been or can be inspired by unconventional, friendly and communicative teachers who build up relations with them, organize interesting activities and generally convince them with their true intentions.

1

More than 90% of the respondents claim that interaction with teachers is significant, not the most defining though.

3

They admire those who show genuine interest and do not consider teaching a mere obligation.



Presenting Results



Teachers' personality and personal beliefs are valued highly and are truly inspiring. 30% appreciate some of their teachers' patience, unstoppable effort to cope with great difficulties during class time and function as a role model for them.

Teachers

About 28% of the students are negatively predisposed towards their teachers' work and some even express considerable scepticism over their intentions.



Presenting Results



The educational material

is considered quite influential for more than half of the students (60%)



More than half (58%) are pretty convinced that a great variety of subjects, such as Literature, History, Philosophy, Greek Language contribute to the development of their personality by guiding them to look at matters and life from different perspectives and become open minded.



About 25%, show preference to sciences and economics due to the fact that they help them with their studies or serve their career prospects.

Presenting Results

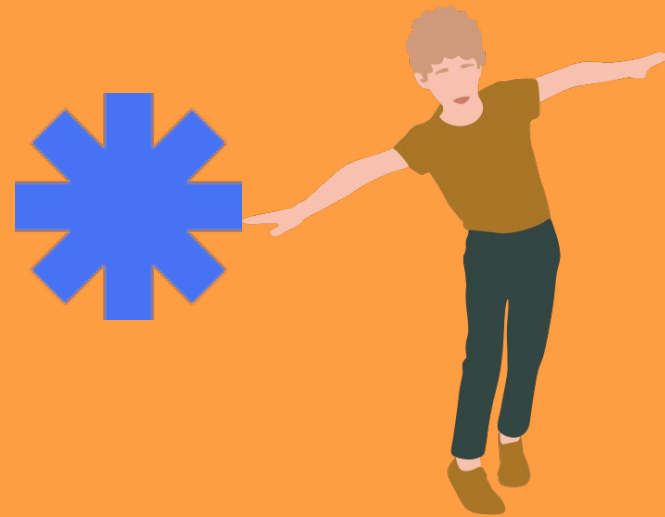
**School fails to help them
discover their unique
talents or skills according
to 70% of those asked.**



Presenting Results



PERSONALITY



36% are absolutely certain that school has assisted them towards building up a balanced personality.



64% of the respondents feel school didn't have a positive impact or contributed a little to their personal evolution and 20% of them are absolutely disillusioned with this condition.





Presenting Results

They mention that multiple tasks and a lot of anxiety hinder the process and make them pretty prejudiced towards their school.

A lot of stress, pressure and lack of free time have a negative impact on their personality, critical thinking, concentration and performance.

It is stated that extracurricular activities could reverse the situation with their self-quest and help them discover themselves, their talents and interests.



Presenting Results



That explains why about 50% of the students get involved in about 1- 5 school programmes


while 40% try to find a chance to take part in as many more school activities. Almost 10% do not wish to get involved in any extracurricular activities at all.



Presenting Results



In relation to which skills, values and personality qualities are effectively promoted at school,



72% of the students opt for communication skills, adaptability, decision making, resilience and respect



According to the 28% of the respondents, empathy is not successfully cultivated.

Additionally, patience, tolerance, time management and problem-solving skills are mentioned by about 10% of those asked.

Presenting Results

The response to the question whether their family environment defined the formation of their personality ...

ranges from enough up to a great extent for 82%, while 18% believe it influenced little or not at all. In particular...

...two respondents make clear references to their dysfunctional families.



Presenting Results

Almost two thirds, 70% claim that the social context affects personality development greatly.

One third expresses disappointment with society. It is difficult, if not impossible, to be beneficial towards developing a balanced personality as it is oppressive, restrictive, and disheartening,

even mentioned as a hostile environment by some.



Presenting Results

School teens express the opinion that humans must learn out of their experiences, friendship, different cultures etc.

It is remarkable that for some children, interaction is an obstacle as it is discouraging. Nevertheless, all agree that it should be positively influential.

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Presenting Results

Eventually, 77% claim that their family background contributed more to the development of a healthy personality rather than the social environment.

Nonetheless, 23% firmly believe that the social context was determining to a greater degree.



**SOCIAL
CONTEXT**



Presenting Results

The participants note that there are many factors that shape teenage personality apart from the school community such as

parental influence/family environment (50%), experiences (20%), childhood difficulties (30%), friends (25%), economic status (12%), social status (15%) and genetic background (25%).



**SOCIAL
CONTEXT**

Presenting Results

Most of them agreed that resilience, mental and psychological stamina have a positive impact on personal success in adult life.

Others also mention personal relations (23%), economic status and career success (19%), survival skills and adaptability (15%), friendship (4%). Moreover, there is reference to other factors such as resourcefulness, self-improvement, family support etc.



**PERSONAL
SUCCESS**

Presenting Results



**KEY TO
PERSONAL
SUCCESS**

- hard work (86%)**
- social/communicative skills (72%)**
- intelligence (64%)**
- personality (68%)**
- luck (36%)**
- belief system/ethics (38%)**
- money (4%).**

Presenting Results

Two thirds (66%) assume that identity is a combination of different personal, religious, social and moral qualities along with physical traits that make up who we are on the whole.

One third (34%) is pretty confused about its relation to personality. More specifically, 18% believe that personality and identity are not related at all and 16% think that identity is just a part of personality.



IDENTITY

Presenting Results

Finally, they come to the conclusion that psychological and social types of identity are really vital for human existence,

whereas sexual identity plays an important role for them, though, quite surprisingly, not so determining for their life.



IDENTITY