

FORMATION OF PERSONALITY TRAITS OF ADOLESCENCES IN EDUCATION ENVIRONMENT

Narmin Farajova¹

Abstract: The educational environment significantly impacts the formation of personality features in adolescence. Schools can help adolescents develop into well-rounded, resilient, and capable individuals by fostering a supportive, inclusive, and stimulating atmosphere. Effective education policies and practices should consider the holistic development of pupils, addressing not just academic achievement but also social, emotional, and personal growth.

Keywords: education, adolescence, personality, school, environment, child

Introduction

Adolescents' development of personality traits in the classroom is a complex process influenced by various elements, including social interaction, academic experience, and extracurricular activities. Let us examine these components' roles in personality development in more detail:

1. Social exchanges—Peer connections: The large amount of time pupils spend with their peers shapes their social skills, self-confidence, and personalities. Negative peer relationships can result in issues like low self-esteem or behavioural problems, while positive peer relationships can promote healthy social development.

Teacher-pupil relationships: Understanding and supportive teachers can create a pleasant learning environment by encouraging pupils to develop self-confidence, resilience, and intellectual

¹ Master of Odlar Yurdu University, Baku, Azerbaijan

growth.

Family involvement: When parents participate in school activities and help with homework, they reinforce the importance of education and boost their adolescent's self-esteem and drive.

2. Experiences in academia

- Curriculum and pedagogy: A stimulating, inclusive, and demanding curriculum can pique pupils' interests and foster intellectual growth. Teaching strategies that promote creativity, problem-solving, and critical thinking aid in developing adolescents' cognitive and analytical abilities.

Evaluation and feedback: Fair evaluation procedures and constructive criticism promote personal growth. Pupils learn about goal setting, self-awareness, and the pursuit of constant development.

3. Extracurricular activities: Athletics and physical exercise: Playing sports fosters leadership, discipline, cooperation, and physical health. It can also bring one a feeling of achievement and community.

- Arts and cultural activities: Engaging in the performing arts, visual arts, music, and other artistic pursuits fosters emotional expression, creativity, and cultural awareness.

Clubs and organizations: Participating in clubs and pupil groups fosters responsibility, a feeling of community, and organizational skills in pupils.

4. The culture and atmosphere of schools

Diversity and inclusion: A school setting that encourages diversity and inclusion fosters empathy, respect, and acceptance in pupils. It also promotes an appreciation of various viewpoints

and cultural traditions.

Safety and support: Healthy personality development depends on a safe and encouraging learning environment in which pupils feel physically and emotionally secure. Pupils can now concentrate on their education and personal growth without worrying about prejudice or bullying.

5. The influence of media and technology

- Digital Literacy: By incorporating technology into the classroom, Pupils can acquire the digital literacy needed to function in today's society. It also promotes awareness of one's digital footprint and appropriate technology use.

Social media: Social media poses concerns, including cyberbullying and social comparison, but it also offers social contact and educational opportunities. Teachers can influence pupils to use social media responsibly and constructively.

6. Individual variations

- Personal interests and strengths: Adolescents can forge a strong sense of self and purpose by identifying and cultivating their interests and strengths.

Mental and emotional well-being: Schools can help pupils with their mental and emotional well-being by offering counselling services, stress reduction initiatives, and encouraging a positive work-life balance.

Character above IQ: According to Tough, success depends more on non-cognitive abilities than cognitive skills or IQ. Success depends more on character traits like self-control, perseverance, conscientiousness, and optimism (Paul Tough, 2012).

Po Bronson, who frequently collaborates with Ashley Merryman, has written extensively about the impact of education on teenagers: *New Thinking About Children.* Their observations

cast doubt on established knowledge about schooling and child development and highlight several important issues:

1. Praise and motivation: According to Bronson and Merryman, children's motivation and performance may suffer from excessive or inappropriate praise. They contend that elevating work over natural talent fosters a growth attitude in teenagers, helping them become more resilient and open to new challenges.

2. The Effect of sleep on learning: They emphasize how important sleep is for maintaining cognitive function and academic achievement. Teens who don't get enough sleep have been found to have memory, focus, and problem-solving difficulties, which makes it more difficult for them to do well in school. This research highlights the necessity for schools to consider starting teens' regular sleep cycles at a later date.

3. Emotional-social learning:

Bronson emphasizes the significance of socio-emotional learning (SEL) in the classroom. Teaching adolescents social skills like empathy, self-control, and contact with others can significantly impact their academic performance and general well-being. These abilities are essential for creating a safe learning environment and facing the challenges of puberty.

4. Inclusion and diversity: The work discusses the advantages of inclusive and varied learning environments. Adolescents exposed to many viewpoints and cultures are better able to think critically, solve problems, and show empathy. By improving their cultural competency and adaptability, they are also getting ready for a world that is becoming more interconnected.

5. The Function of Rivalry:

Bronson examines how competition affects learning environments and points out that while healthy competition can inspire students, too much pressure can cause stress and burnout. A balance must be struck to guarantee that competition spurs development without having a negative psychological impact.

These theories by Po Bronson and Ashley Merryman support a more deliberate and evidence-based approach to education reform by offering insightful information about how educational environments and practices affect teenage development (Po Bronson and Ashley Merryman, 2009).

Literature review

Fromm (1993; 1991) examines the relationship between high cultural development and multicultural values, noting their interrelatedness. He asserts that humanistic ideals are the ideal culture and are universally recognized. The author creates a single form that combines Eastern and Western philosophical and religious traditions. Examining the issue from this angle reveals that humanistic principles are removed from the person's setting and considered in the larger cultural framework.

Fromm (1993) asserts that “humanistic values have been introduced into practice from the sages of completely different societies, from theologians of medieval feudal society to the Renaissance [...]” These sages range from the Jewish tribes to the philosophy of the Greek city-state and the Roman Empire. The author lists these principles as loving one's family, seeking the truth, getting rid of one's ego, etc.

“Domination of nature, human exploitation, profitable trade, competition, etc. are becoming core values of industrial society and prevent humanistic values from becoming the creative force of human life,” observes Fromm (1991), focusing on the particulars of contemporary society. Studies

reveal that the comprehension of humanistic principles is almost synonymous with the overall significance, comprehension, and approval by the person. Furthermore, it generally complies with the guidelines used to define value.”

Titov (2003) utilizes humanistic values as synonyms for universal values and links them to universal values. Naturally, there are specific issues with this strategy. Humanistic principles, however, are indisputable human qualities. Relying on Titov’s (2003) notion leads to an apparent but unclear point. The absence of standards for identifying humanistic ideals is a methodological challenge.

The idea is that humanism is the first principle to be discussed when discussing “humanistic values”. Accepting humanism as a personality trait is feasible. Humanist personalities, it turns out, have humanistic principles. The meaning needs to be thoroughly explained and investigated. These, in our opinion, are distinct issues.

Bloymkin (1981) defines humanism as “a whole constellation of moral values” and views it as a moral and spiritual phenomenon. These principles include “human dignity,” honour, faith in and love for humanity, and concern for his happiness and well-being. The latter encompasses a variety of moral attributes, such as precision, kindness, care, delicacy, and sensitivity. Humanism and the acknowledgement of man as a person are closely associated. Individuals who embrace humanism as their guiding philosophy have high standards and the right to self-determination, freedom, and happiness. He tends to self-improvement and self-realization. The tenets of humanism shape humanistic values (Vakil, J. R, 2021; Jabbarov,2012; Jabbarov,2021; Jabbarov,2017).

What are the effects of education on the personality traits of adolescents?

Carol S. Dweck’s book *Mindset: The New Psychology of Success* explores how an individual’s mindset can significantly impact success and development. In the context of adolescence, Dweck argues that character formation during this critical period is greatly influenced by the adolescent’s “Fixed mindset” or “Growth mindset.”

Essential points about the formation of characteristics in adolescence:

1. Continuous thinking and mental development:

Fixed mindset: Pupils with a fixed mindset believe that their abilities and intelligence are static. They tend to avoid challenges, give up quickly, and think their efforts are in vain. This mindset can limit their potential and inhibit personal growth.

- Growth mindset: Those with a growth mindset believe their abilities and intelligence can improve through effort, learning, and persistence. They embrace challenges, persevere despite failure, and view effort as the path to mastery. This mindset fosters resilience and a love of learning.

2. Impact on learning and development:

Pupils with a growth mindset are more likely to encounter new challenges, seek out learning opportunities, and persevere despite difficulties. This positive attitude towards learning can lead to more excellent academic and personal success.

- In contrast, a fixed mindset can lead to fear of failure and reluctance to try new things, inhibiting growth and development during this formative period.

3. Definition and role of communication:

- Dweck emphasizes the importance of how praise and feedback are given. Praising effort, strategy, and progress rather than intelligence or talent encourages a growth mindset. This approach helps develop a love of learning and resilience in pupils.

- Feedback that focuses on improvement and learning processes can help adolescents view challenges as opportunities for growth rather than threats to their self-esteem.

4. Environmental impact:

The environments in which pupils grow up, such as school, home, and social environments, play an essential role in forming their mentality. Supportive environments that encourage learning from mistakes and evaluating efforts can foster a growth mindset.

-Teachers, parents, and peers who model intellectual development behaviours and attitudes can influence adolescents' thoughts positively.

5. Long term benefits:

- Developing a growth mindset during adolescence can have long-term benefits, including higher levels of achievement, greater resilience, and a more positive attitude toward lifelong learning.

- Adolescents with a growth mindset are better equipped to deal with the challenges of adulthood because they see failures as opportunities to learn and grow (Carol S. Dweck, 2012).

Daniel Goleman's book *Emotional Intelligence: Why It May Be More Important Than IQ* highlights the importance of emotional intelligence (EQ) in various aspects of life, including education and personal development. Goleman argues that the formation of essential characteristics in adolescence is significantly influenced by the educational environment in which EQ plays a decisive role.

Essential points regarding the formation of characteristics in the educational environment during adolescence:

1. Understanding emotional intelligence (EQ):

- Self-awareness: The ability to recognize and understand one's own emotions.
- Self-regulation: The ability to manage emotions healthily.
- Motivation: The desire to achieve goals with energy and persistence.
- Empathy: The ability to understand and share the feelings of others.
- Social skills: The ability to manage relationships and manage social complexities.

2. Impact on academic performance:

- Pupils with high EQ have better academic performance. They can cope with stress better, stay motivated, and focus better on their studies.

Emotional intelligence helps pupils build positive relationships with their peers and teachers, creating a supportive learning environment and improving educational outcomes.

3. Emotional and social development:

- The school environment is essential in developing adolescents' emotional and social skills. Activities that encourage teamwork, communication, and empathy can improve emotional intelligence.

- Programs that integrate social-emotional learning (SLE) into the curriculum help pupils develop skills such as conflict resolution, emotional regulation, and effective communication.

4. Influence of teachers and peers:

- Teachers with high emotional intelligence can create a more positive and exciting classroom environment. Their ability to understand and manage their own and their pupils' emotions can lead to better pupil-teacher relationships and a more conducive learning environment.

- Communication with peers is also essential. While positive peer relationships can increase

emotional and social development, negative interactions such as bullying can hinder the development of emotional intelligence.

5. Overcoming difficulties:

- Pupils face many challenges, including academic pressures, social dynamics and personal changes. It helps them meet these challenges more effectively by encouraging high EQ, resilience, adaptability and problem-solving skills.

- Schools that provide emotional support resources, such as counselling services and stress management programs, can help pupils develop better coping mechanisms.

6. Long term benefits:

- Improving emotional intelligence during adolescence has long-term benefits. It contributes to better mental health, stronger relationships, and tremendous personal and professional success.

- Pupils who learn to manage their emotions and develop strong social skills are better prepared for the complexities of adult life, including the workforce and interpersonal relationships.

7. Role of curriculum and extracurricular activities:

- Integrating emotional intelligence education into the curriculum through subjects such as health education, literature, and even physical education can provide pupils with a holistic understanding of EQ.

- Extracurricular activities such as sports, arts and clubs also allow pupils to experience real-life situations and develop emotional and social skills (Daniel Goleman, 1995).

William Stixrud and Ned Johnson's book *The Self-Managed Child: The Science and*

Emotions of Giving Your Children More Control Over Their Lives emphasizes the importance of autonomy and self-determination in adolescent development. The authors suggest that giving children more control over their lives can lead to better mental health, increased motivation, and improved overall development. We note essential points about the formation of adolescents in the educational environment from their point of view:

Significant moments in the formation of adolescence in education:

1. Autonomy and control:

- Adolescents need a sense of control over their lives to develop correctly. This control fosters the intrinsic motivation necessary for sustained commitment and success.

- In an educational context, allowing pupils to make choices about their learning can increase their motivation and engagement. This includes topics, projects, and even options in daily schedules.

2. Stress and mental health:

- High levels of stress and anxiety among pupils are often associated with a lack of control over their lives. Allowing more autonomy can reduce these stress levels, leading to better mental health.

- Schools can help by reducing unnecessary pressure and creating environments where pupils feel they have a say in their education.

3. Endurance and problem solving:

- When pupils are given more control, they develop more tolerance. Confronting problems and making decisions helps them learn to cope with failure.

-Educators can support this by encouraging a growth mindset in which mistakes are viewed as learning opportunities rather than failures.

4. Self-regulation and executive function:

- Supports the development of self-regulation and executive function skills such as autonomy, planning, decision-making and goal-setting.

- Allowing pupils to set goals and develop plans can strengthen these skills.

5. Parental and educational roles:

- Parents and educators should act as advisors rather than managers. This means providing guidance and support while allowing pupils to make their own decisions.

6. Internal motivation:

- Intrinsic motivation driven by personal interest and satisfaction is stronger and more permanent than extrinsic motivation based on reward and punishment.

- Educational strategies that tap into pupils' interests and passions can lead to deeper, more engaged learning.

7. Balanced approach to structure and freedom:

- While autonomy is significant, it must be balanced with appropriate structure and support. Too much freedom can be too much without guidance.

Educators should create a balanced environment where pupils can explore and make choices

within a framework that provides clear expectations and support.

8. Long term benefits:

Pupils who learn to take control of their lives are better prepared for adulthood. They are more self-confident and talented.

- Skills developed through autonomous learning, such as critical thinking, problem-solving, and self-management, are valuable in higher education and the workforce (William and Johnson, 2018).

Methodology

Design

Our research aims to determine pupils' personality characteristics. For this purpose, quantitative and qualitative analyses and a survey were used to evaluate personality traits.

Participants

The research was conducted on teenage pupils. A total of 40 pupils participated in the study. Of this population, 12 are boys and 28 are girls. The school administration and pupils were informed about the application of various methods, and their consent was obtained.

Instruments

A survey was used to evaluate personality traits in the research. The survey consists of the following scales:

The survey consisted of scales to assess emotional stability, social behaviour, motivation and academic goals, cognitive and learning styles, interests and extracurricular activities, and self-perception and future aspirations.

Table 1. Scale of assessment of questionnaire of personality traits:

Scale:
Emotional Stability
Social Behavior
Motivation and Academic Goals
Cognitive and Learning Styles
Interests and Extracurricular Activities
Self-Perception and Future Aspirations

Results

Our research aims to analyze the personality characteristics of pupils studying in educational institutions.

Tasks:

The research aims to determine the personality characteristics of Pupils studying in educational institutions.

This goal is stated in the following tasks:

1. To theoretically analyze the personality characteristics of Pupils studying in educational institutions;
2. To obtain information about the factors affecting the personality characteristics of adolescents studying in educational institutions;

3. To empirically examine the quantitative and qualitative characteristics of the personality traits of pupils studying in educational institutions.

During the research, scientific facts about the personality characteristics of pupils studying in educational institutions were systematized, and the analysis of the factors affecting these characteristics was empirically proven.

Hypothesis:

Our study hypothesizes that pupils’ personality traits affect their academic performance.

Table 2. Quantity of questionnaire of personality traits:

Scale:	High	Normal	Low
Emotional Stability	5	8	27
Social Behavior	11	13	16
Motivation and Academic Goals	17	15	8
Cognitive and Learning Styles	14	16	10
Interests and Extracurricular Activities	17	15	8
Self-Perception and Future Aspirations	19	14	7

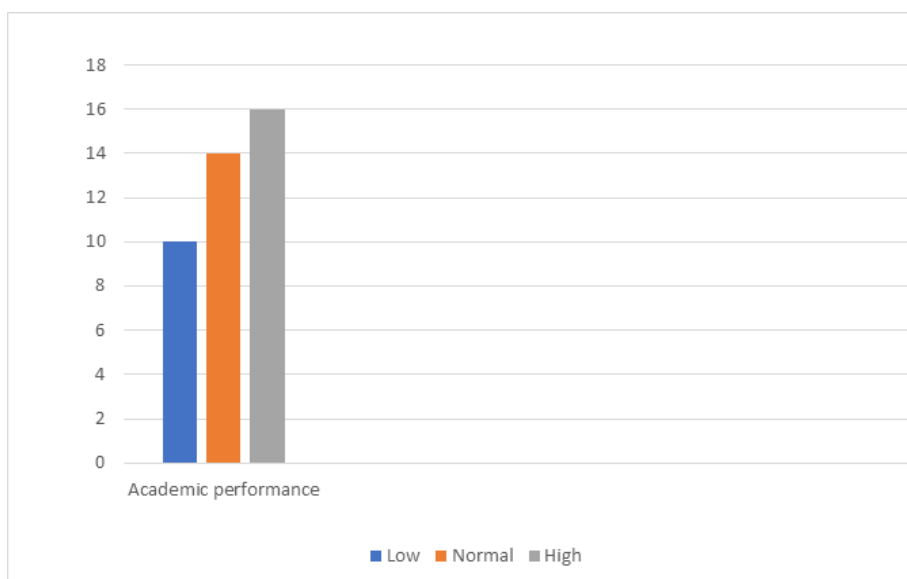


Fig 1. Academic performance of adolescents

During the research, pupils' grades were obtained and calculated through content analysis. According to the results obtained, pupils' academic indicators are high. When connected to personality traits, it is seen that pupils with high academic performance also have good levels of personality traits. This means that the hypothesis of our research is confirmed.

Discussion

It is evident from the research on the connection between teenage personality traits and academic success that particular personality qualities impact academic success. Among the essential conclusions and variables in this relationship are:

1. The five-factor personality model: Extraversion, agreeableness, self-control (conscientiousness), emotional stability (neuroticism), and openness to new experiences are the five primary qualities into which this paradigm divides personality. Research shows that emotional equilibrium and self-control (conscientiousness) positively correlate with academic achievement. While emotional balance refers to stability and stress management, self-control refers to self-discipline and goal-oriented behaviour.

2. There is a clear connection between adolescents' academic goals and motivations and their personality traits. For example, high levels of self-control and openness to experience are consistently linked to greater intrinsic motivation and the ability to set long-term goals.

3. The self-confidence (self-efficacy) and self-evaluation (self-worth) of adolescents strongly impact their academic performance. Higher self-efficacy and positive self-evaluation consistently lead to improved academic performance. These traits are closely associated with higher levels of extraversion and lower levels of neuroticism.

4. Effective stress management decisively influences emotional balance and stress

management.

5. Social support and relationships: Adolescents' social milieu and peer interactions significantly influence the correlation between academic achievement and personality traits. Extraverted and pleasant characteristics are advantageous for group work and social support. These are complex relationships that are unique to each person. There is no denying the importance of external factors like the education system, family support, and the surrounding environment on student achievement. Thus, it is indisputable that various strategies and multidisciplinary approaches are employed to comprehend the connection between personality qualities and academic success.

Conclusion

Our research shows a connection between teenage personality traits and academic success, and particular personality qualities impact academic success.

The Academic Performance and the Five-Factor Model

The Big Five, or Five-Factor Model (FFM) of personality, has five primary dimensions: neuroticism, conscientiousness, agreeableness, extraversion, and openness to new things. Academic achievement has been examined for each of these characteristics:

1. Conscientiousness: The most significant positive link with academic success is consistently demonstrated by this trait. Conscientious students are typically well-organized, accountable, and dynamic, so they can better manage their time, adhere to deadlines, and persevere in facing difficulties.

2. Openness to experience: This quality is associated with inventiveness, intellectual curiosity, and a willingness to try new things. Teenagers who have high levels of openness may be more likely to engage meaningfully with academic material and to have a greater interest in learning for its own sake.

3. Extraversion: Depending on the situation, there may or may not be a relationship between extraversion and academic achievement. While extroverted individuals may benefit from group projects and enthusiastic class participation, they could also get distracted by social activities.

4. Agreeableness: This quality entails cooperation, consideration, and empathy. Although conscientiousness and openness have a more direct impact on academic success, agreeableness can help foster strong interactions with peers and professors.

5. Neuroticism: Academic performance is typically harmed by high levels of neuroticism, which include emotional instability and anxiety. Anxiety and stress can make it difficult to focus and develop productive study habits.

Drive and Self-Control

Intrinsic motivation: When students learn for their own interests and enjoyment rather than in anticipation of benefits from outside sources, they are more likely to exhibit personality qualities like openness and conscientiousness. This kind of drive is frequently linked to more in-depth education and improved academic performance.

- **Self-Control:** In particular, conscientiousness is essential for self-regulation, which entails goal-setting, tracking development, and upholding discipline. Academic achievement requires the use of effective self-regulation techniques, particularly when dealing with lengthy assignments and tests.

Social and emotional aspects

- **Social skills:** Extraversion and agreeableness are traits that help improve social skills, which is advantageous in cooperative learning settings. Good relationships between students and teachers can boost engagement and foster a supportive learning environment.

Emotional stability: Students that exhibit low neuroticism are better able to control their

stress and anxiety. Students who are emotionally stable are better able to manage the demands of academic life and keep their attention on their studies.

Contextual and environmental factors

Even while personality qualities have a big impact on academic achievement, contextual circumstances also have a big impact:

- Family structure and financial standing: Regardless of personality features, supportive home circumstances and greater financial level frequently offer tools and encouragement that can improve academic achievement.

- School environment: The way personality traits affect academic results can also be influenced by the quality of the school environment, which includes peer connections, teacher assistance, and resources available.

The correlation found between teenage academic achievement and personality qualities emphasizes how crucial it is for educational environments to take individual differences into account. Although conscientiousness and receptivity to new experiences are highly correlated with improved academic performance, motivational, social, and emotional elements as well as contextual settings moderate personality's overall influence on education. Comprehending these characteristics can aid instructors in formulating tactics to assist every pupil, customizing methods to fulfill a range of requirements and optimize learning outcomes.

Reference

Aliyeva K.R., Cabbarov R.V. Socio-psychological issues of changing values in adolescents-youth in education. *Práxis Educacional*, 2020, 3(27), 578-590 p DOI: 10.22481/praxisedu.v16i37.6406

Carol S. Dweck. *Mindset: The New Psychology of Success*. Random House. 2016. 283 p. <https://>

advantage.com/wp-content/uploads/2023/02/Mindset-The-New-Psychology-of-Success-Dweck.pdf

Charles Duhigg. *The Power of Habit: Why We Do What We Do in Life and Business*. Random House. 2012. 386 p. https://ia803102.us.archive.org/35/items/CharlesDuhigg.ThePowerOfHabit_201808/Charles-Duhigg.The-Power-of-Habit.pdf

Daniel Goleman. *Emotional Intelligence: Why It Can Matter More Than IQ*. Batman Books. 1995. 386 p. <https://asantelim.wordpress.com/wp-content/uploads/2018/05/daniel-goleman-emotional-intelligence.pdf>

Daniel H. Pink. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books. 2009. 242 p. doi:<https://www.amazon.com/Drive-Surprising-Truth-About-Motivates/dp/1594484805>

Donald A. Schön. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. Jossey-Bass. 1987. 376 p. <https://www.daneshnamehicsa.ir/userfiles/file/Manabeh/Educating%20the%20reflective%20practitioner.pdf>

Jabbarov R.V.(2021). Psychological direction of the formation of multicultural values. *Revista on line de Política e Gestão Educacional*, 3 (1), 620-637 file:///C:/-Users/-ACER-/Down-loads/24_+ID+15003+RPGE.+Rashid_FT+(rev)%20(1).pdf

Jabbarov, R., Valiyeva Y., Nasirova N., Kazimova K. (2020). The creation of feedback in training as a mobilizing factor for the cognitive activity of students. *Revista de Investigación Apuntes Universitarios*. 10(1), 207 -221 DOI:<https://-doi.org/10.1-7162/au.v12i3.1107>

Jabbarov, R.V. (2017). Traumatic factors affecting the self-realization of students. *International Journal of Pharmaceutical sciences and Research*,46, 557: 2682-2690. DOI:- 10.13040-/IJPSR.0975-8232.8(6).2682-90

Jeffrey Jensen Arnett. *Adolescence and Emerging Adulthood: A Cultural Approach*. Prentice Hall. 2000.499 p. https://students.aiu.edu/submissions/profiles/resources/onlineBook/h4Y3s4_Adolescence_and_Emerging_Adulthood-_5th.pdf

Paul Tough. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Houghton Mifflin. 2012. 231 p. doi:<https://www.amazon.com/How-Children-Succeed-Paul-Tough/>

dp/0544104404

Po Bronson and Ashley Merryman. Nurture Shock: New Thinking About Children. Twelve. 2009. 352 p. doi: <https://www.amazon.com/NurtureShock-New-Thinking-About-Children/dp/0446504130>

Vakil, J. R. (2021). Psychological direction of the formation of multicultural values. Revista on line de Política e Gestão Educacional, 25(1), 620-637 p. <https://doi.org/10.22633/rpge.v25iesp.1.15003>

Valerie F. Reyna, Sandra B. Chapman, Michael R. Dougherty, and Jere Confrey. The Adolescent Brain: Learning, Reasoning, and Decision Making. American Psychological Association. 2012. 408 p. <https://www.apa.org/pubs/books/4318098>

William Stixrud and Ned Johnson. The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives. Viking. 2018. 384 p. Doi: <https://www.amazon.com/Self-Driven-Child-Science-Giving-Control/dp/0735222517>

Джаббаров, Р.В. (2012). «О принципах формирования мотивов самореализации в процессе обучения.» Вектор науки Тольяттинского государственного университета. Серия: Педагогика, психология 3: 125-127.