INTERNATIONAL JOURNAL OF SOCIAL SCIENCES BULLETIN
ISSN: (E) 3007-1917 (P) 3007-1909
Volume 4, Issue 3, 2026

IMPACT OF MODERN EDUCATIONAL PRACTICES ON PERSONALITY DEVELOPMENT

Paree Gull[*1], Kinza[2], Noor-ul-Ain[3], Daud Afzal[4]

[*1,2,3,4]Department of Psychology, GIFT University Gujranwala

[*1]pareegullimran@gmail.com

Corresponding Author: *
Paree Gull
DOI:https://doi.org/10.5281/zenodo.22673748

Received	Accepted	Published
17 January 2026	02 March 2026	16 March 2026

ABSTRACT

This study examines the impact of modern educational practices on students' personality development, focusing on traits such as self-confidence, adaptability, empathy, leadership, and social competence. The purpose was to explore how contemporary pedagogical approaches contribute to both cognitive and socio-emotional growth. A sequential exploratory mixed-methods design was adopted. In Phase 1, qualitative data were collected through semi-structured interviews with students, teachers, and the school principal in an institution implementing activity-based learning, project-based learning, digital integration, and student-centered strategies. Thematic analysis of interview transcripts generated 14 themes, including Critical and Analytical Growth, Holistic Learner Development, and Confidence and Communication Mastery. In Phase 2, these themes were transformed into an item pool for a structured questionnaire, which was reviewed by a subject matter expert and pilot tested for clarity, validity, and reliability. Results indicated that modern teaching strategies significantly foster both cognitive and socio-emotional aspects of personality development. These findings align with Erikson's Psychosocial Development Theory, Bandura's Social Learning Theory, and Humanistic Learning Theories, which highlight the role of environmental and experiential learning in shaping personality. The study concludes that modern pedagogical practices play a vital role in cultivating well-rounded learners with critical thinking, ethical values, and collaborative skills. Implications for educators, curriculum designers, and policymakers are discussed, offering a framework for integrating innovative teaching strategies to support holistic personality development.

Keywords: *modern education, personality development, student-centered learning, activity-based learning, project-based learning, digital integration, socio-emotional development*

Introduction

Background of the Study

In the 21st century, education is no longer confined to traditional chalk-and-talk methods. Modern education integrates activity-based learning, project-based tasks, digital tools, and student-centered approaches to create an environment where learners actively construct knowledge. These strategies aim not only to transfer academic content but also to develop personality traits such as self-confidence, adaptability, empathy, leadership, and social competence.

As the demands of society evolve, schools must prepare students for dynamic roles that require emotional intelligence, critical thinking, and collaborative skills.The present study is based on the premise that modern education is not only about delivering knowledge but also about shaping students' personalities. The purpose is to investigate how these modern teaching strategies influence personality traits in real school settings.

Variables of the Study

Independent Variable (IV): Modern education (activity-based learning, project-based learning, digital integration, student-centered approaches) Dependent Variable (DV): Personality development (self-confidence, adaptability, empathy, leadership, social competence)

Importance of the Study

This study is significant as it provides empirical evidence on how modern teaching strategies impact holistic personality development. It can assist educators in refining instructional practices, guide parents in selecting effective learning environments, and help policymakers align educational reforms with learners' developmental needs.

Justification

Participants were selected using purposive sampling to ensure relevance and credibility. Inclusion criteria required students to be enrolled for at least one year in a modern education school, teachers actively applying modern strategies, and the founder or principal. Exclusion criteria included students enrolled for less than a year, teachers relying solely on rote learning, and former school staff.

Research Gaps

Existing literature focuses heavily on academic outcomes, while less attention is given to personality traits. Many studies explore individual strategies, such as digital learning or project-based tasks, but do not holistically examine their combined effect. This study bridges that gap by integrating multiple strategies and examining their cumulative impact.

Literature Review

Relevant Theories Supporting the Study

Erikson's Psychosocial Development Theory

Erikson (1963) proposed that during the stage of Industry vs. Inferiority (ages 6–12), achievement in school builds self-confidence, whereas in Identity vs. Role Confusion (ages 12–18), social interactions and new experiences shape identity. Modern strategies such as projects, debates, and group work encourage teamwork, adaptability, and self-concept formation.

Bandura's Social Learning Theory

Bandura (1977) emphasized that learners acquire behaviors and values by observing role models. Through teacher modeling and peer interaction, traits such as cooperation, discipline, and leadership develop.

Humanistic Theory (Carl Rogers & Abraham Maslow)

Humanistic theorists emphasized self-actualization and personal growth (Maslow, 1943; Rogers, 1969). Student-centered teaching enhances creativity, self-expression, and self-esteem, fostering holistic development.

Literature on Independent Variable (Modern Education)

Research indicates that activity-based learning improves retention and engagement (Prasad & Patil, 2018), project-based learning fosters problem-solving skills (Thomas, 2000), digital integration expands access to resources and collaboration (Vogt & Roblin, 2012), and student-centered approaches increase motivation and autonomy (Cornelius-White, 2007).

Literature on Dependent Variable (Personality Development)

Studies link personality development with educational experiences that build social competence, adaptability, and emotional regulation (John & Srivastava, 1999). Modern education's emphasis on interactive, reflective, and collaborative learning positively influences self-confidence, empathy, and leadership skills (Robinson, 2010).

Research Methodology

Research Design and Rationale

This study adopted a sequential exploratory mixed-methods design comprising two phases. Phase 1 involved semi-structured interviews, coded to identify 14 thematic categories. Phase 2 converted these themes into questionnaire items, reviewed by a subject-matter expert, and piloted to ensure clarity, validity, and reliability. This design allows rich qualitative insights to inform measurable quantitative instruments.

Topic Selection
The topic, "Impact of Modern Education on Personality Development," was chosen because modern strategies—activity-based, project-based, digital integration, and student-centered approaches—play a key role in shaping personality traits.

Preliminary Literature Review
Classical theories (Erikson, Bandura, Rogers, Maslow) and recent empirical studies on modern pedagogy were reviewed to refine the research focus and operationalize IV and DV.

Problem Statement and Objectives
Traditional education emphasizes academics, with limited evidence on personality outcomes. This study explores the effect of modern educational strategies on self-confidence, adaptability, empathy, leadership, and social competence.

Sampling Strategy
Purposive sampling recruited participants from a school implementing modern methods: 5–8 students enrolled for at least one year, 2–4 teachers using modern strategies, and 1 principal.

Ethical Considerations
Formal permission was obtained, and participants were informed about purpose, confidentiality, and withdrawal rights. Written consent was secured.

Data Collection (Qualitative Phase)
Semi-structured interviews (20–30 minutes) were conducted in quiet settings, audio-recorded, with field notes maintained. Data collection continued until thematic saturation.

Data Analysis (Qualitative Phase)
Interviews were transcribed verbatim and open-coded. Similar codes were grouped into categories, forming 14 themes. Peer debriefing and checklist review ensured internal consistency, external differentiation, clear definitions, and anchor quotes.

Instrument Development (Quantitative Phase)
Qualitative themes were transformed into measurable items using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), with 3–4 items per theme. Content validation was performed by a subject-matter expert (I-CVI ≥ .78). A pilot study with 20–30 participants refined wording, and reliability was evaluated (Cronbach's $\alpha \geq .70$).

Final Questionnaire Preparation
The instrument included clear instructions, a clean layout, and a brief demographic section (grade level, years of schooling, optional gender).

Data Management
All audio files, transcripts, and questionnaire versions were securely stored, with participants assigned pseudonyms.

Trustworthiness of Qualitative Data
Credibility: Member checking and anchor quotes
Dependability: Audit trail of coding
Confirmability: Reflexive notes to reduce bias
Transferability: Thick contextual descriptions

Research Gaps
Integrated evidence on personality outcomes of combined modern strategies is limited. Empirical work on values, empathy, and leadership readiness in school contexts is scarce. Insights on equity and digital divide effects at school level are limited. Few studies exist on mixed-methods instrument development in Pakistan/South-Asian settings.

Results

Table: Participant Statements and Corresponding Codes

Participant no	Significant statement	Codes
Student A	Modern teaching strategies	Collaborative learning Visual pedagogy
Student B	Comfort expressing ideas	Communication ease Psychological safety

Student C	Creativity activities	Inquiry skills Divergent Thinking
Student D	Group work	Team skills Perspective Taking
Student E	Difference from traditional schools	Student-Centered Innovation orientation Competency Building
Teacher A	Modern teaching methods	Applied projects Constructivist Approach Digital pedagogy
Teacher A	Communication & teamwork	Kinesthetic learning Interpersonal respect Verbal competence
Teacher A	Creativity & critical thinking	Critical analysis Applied Thinking, Information skepticism
Teacher B	Student response to methods	Motivational engagement Memory retention Concept clarity
Teacher B	Challenges in modern pedagogy	Resource constraint Digital Divide Ability variance
Teacher B	Measuring personality development	Leadership Trait Presentation confidence
Teacher B	Difference from traditional teaching	Learner Autonomy Analytical skills
Principal	Inspiration for modern strategies	Analytical growth, Innovation focus, Emotional competence, Ethical Values Civic Responsibility
Principal	Vision Motto	Balanced competence, Self-Assurance

Table : Themes and Codes Identified Through Thematic Analysis

Theme	Codes
1. Practical Teaching for Real-Life Thinking	Teacher encouragement; applied pedagogy; applied projects; visual pedagogy; applied thinking
2. Clear Understanding and New Ideas	Memory retention; concept clarity; innovation focus
3. Better Critical and Analytical Thinking	Critical analysis; analytical skills; analytical growth
4. Learning by Building Skills	Constructivist approach; competency building
5. Learning and Taking Ownership of Skills	Inquiry skills; skills training; skills embedding; ownership skills; leadership skills
6. Working and Learning Together	Collaborative learning; team skills
7. Learning Good Values and Social Responsibility	Ethical values; civic responsibility; empathic capacity
8. Building Confidence and Communication Skills	Confidence growth; presentation confidence; verbal competence; communication; emotional competence
9. Overall Personal Growth	Whole-person growth; self-assurance; self-efficacy growth; student-centered

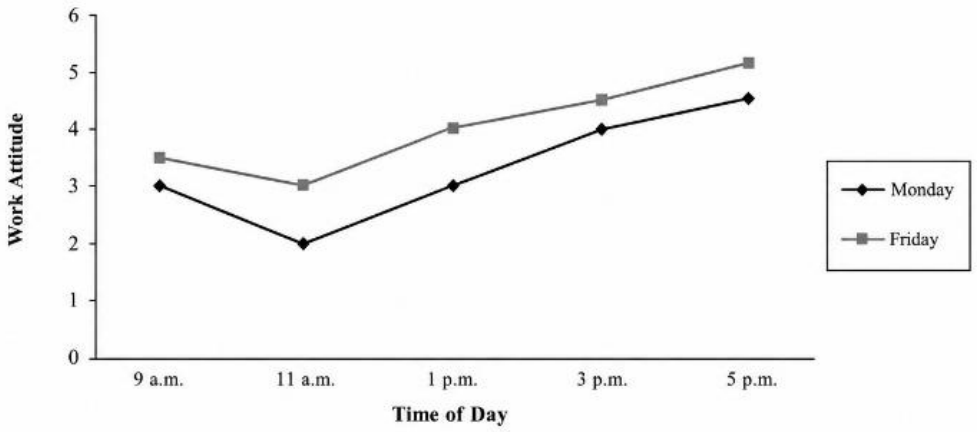
10. Creative Thinking and Seeing New Perspectives	Divergent thinking; perspective taking	
11. Using Technology and Bridging the Digital Gap	Digital divide; digital pedagogy	
12. Positive Classroom Environment and Teacher Growth	Positive climate; professional development	
13. Leading and Guiding Effectively	Strategic leadership; instructional support; implementation monitoring	
14. Staying Motivated and Learning Independently	Long-term retention; learning motivation; learner autonomy; motivational engagement	

Note. Codes represent the key concepts identified from the thematic analysis of the interview data.

Thematic Map

Figure 1

Changes in Work Attitude as a Function of Day and Time



Note. This figure demonstrates the elements of a prototypical figure. A general note to a figure appears first and contains information needed to understand the figure, including definitions of abbreviations (see Sections 7.15 and 7.26) and the copyright attribution for a reprinted or adapted figure (see Section 7.7).

[a] A *specific note* explains a particular element of the figure and appears in a separate paragraph below any general notes.

[b] Subsequent specific notes follow in the same paragraph (see Section 7.26).

[c] A *probability note* (for *p* values) appears as a separate paragraph below any specific notes; subsequent probability notes follow in the same paragraph (see Section 7.26).

Source. Adapted from the *Publication Manual of the American Psychological Association* (7th ed., 2020).

The study revealed that modern teaching strategies have a significant and multidimensional influence on personality development by integrating practical, cognitive, social, and motivational elements into the learning process. Applied pedagogy, such as project-based tasks and visual methods, allows students to connect theoretical knowledge to real-world contexts and develop adaptive thinking, enhancing problem-solving confidence. Clear concept delivery and memory retention activities provide a cognitive foundation, fostering innovation and intellectual risk-taking. Inquiry-based learning and analytical tasks promote critical reasoning, which strengthens independent judgment, a key component of self-reliance. Constructivist approaches and skill-embedding activities empower learners to take ownership of their growth, establishing a direct link between active participation and increased accountability, leadership readiness, and resilience.

Collaborative learning structures cultivate teamwork and empathy, while ethics- and value-based lessons foster civic responsibility, ensuring that students emerge as socially conscious individuals. Confidence-building opportunities, including public speaking and presentations,

reduce communication anxiety and enhance emotional regulation and persuasive ability. A student-centered environment addresses the whole person—intellect, emotions, and social identity—producing balanced and adaptable individuals. Creativity-focused strategies and exposure to multiple viewpoints foster flexible thinking and openness, while technology integration equips learners with essential digital skills; however, disparities in access highlight the need for equity.

Furthermore, a positive classroom climate supported by ongoing teacher development sustains motivation and engagement. Strong instructional leadership ensures consistent implementation of these strategies, creating an institutional culture that reinforces both teacher and student growth. Approaches that promote long-term retention, learner autonomy, and motivational engagement prepare students for lifelong learning, demonstrating that systematic application of modern teaching strategies not only transfers academic knowledge but also shapes the personal attributes required for success in the twenty-first century.

Discussion

This study examined how modern educational practices shape personality development in school learners using a two-phase design, comprising qualitative exploration followed by instrument development.

Literature Review

Erikson's psychosocial stages explain how achievement and social roles contribute to self-concept and identity formation. Bandura's social learning theory clarifies how teacher and peer behaviors cultivate cooperation and leadership. Humanistic perspectives (Rogers, 1969; Maslow, 1943) support student-centered growth, emphasizing creativity, autonomy, and self-esteem. Contemporary research on project- and activity-based learning, as well as digital learning, links these strategies to increased engagement, problem-solving abilities, and collaboration.

Methods

Purposive sampling was conducted in a school implementing modern pedagogical strategies. Semi-structured interviews were held with students, teachers, and the principal. Transcriptions were thematically analyzed, generating fourteen themes. These themes informed the development of a Likert-type item pool, which underwent review by subject matter experts and pilot testing to refine items and assess reliability.

Results

Findings indicate that applied and student-centered pedagogies enhance conceptual clarity and innovation, develop critical and analytical thinking, and promote competency and ownership of learning. Collaborative settings fostered teamwork, empathy, and social responsibility, whereas structured presentations and dialogues improved confidence, communication, and emotional regulation. Integration of digital tools expanded learning opportunities but also highlighted disparities in access, emphasizing the need for equity. A supportive classroom climate, alongside ongoing teacher professional development, sustained engagement, and strategic instructional leadership ensured consistent implementation. Overall, learners demonstrated sustained motivation and autonomy, suggesting that modern educational strategies meaningfully contribute to multiple personality traits aligned with twenty-first-century demands.

Comparison With Previous Research

The findings of the present study are largely consistent with previous research on modern educational practices and personality development. The participants reported that applied projects, visual pedagogy, and real-life learning enhanced conceptual clarity, retention, critical thinking, and problem-solving abilities. This finding supports Thomas (2000), who emphasized that project-based learning develops problem-solving and active learning skills. Similarly, the present finding that activity-based learning improves engagement and memory retention is consistent with the literature reviewed in this study, which associates activity-based approaches with improved retention and engagement. The finding that student-cantered teaching promotes motivation, autonomy, and self-confidence also corresponds with Cornelius-White (2007), whose meta-analysis found positive effects of learner-cantered teacher–

student relationships on students' learning and development.

The present study also found that collaborative learning contributed to teamwork, empathy, communication, and social responsibility. These findings are consistent with Bandura's (1977) Social Learning Theory, which proposes that students develop behaviours and values through observation, modelling, and interaction with teachers and peers. The participants' reports of increased confidence, leadership, respectful interaction, and cooperation further support this perspective. In addition, the finding that student-cantered and interactive learning promotes creativity, self-expression, autonomy, and self-assurance is consistent with Rogers (1969) and Maslow (1943), who emphasized personal growth, self-actualization, and the development of the whole person through supportive learning environments.

The findings concerning personality development are also compatible with John and Srivastava (1999), who linked personality development with educational experiences involving social competence, adaptability, and emotional regulation. In the present study, students and teachers described improvements in confidence, communication, empathy, leadership, and interpersonal interaction. Similarly, Robinson (2010) associated interactive, reflective, and collaborative educational experiences with positive development of self-confidence, empathy, and leadership. Thus, the present findings extend previous research by showing that these outcomes may emerge together when several modern pedagogical practices—rather than a single teaching strategy—are implemented within the same educational environment.

At the same time, the present study identified an important issue that adds nuance to previous findings: digital integration can expand learning opportunities, but unequal access to technology may create a digital divide. Teachers in the present study specifically identified limited resources and unequal access to technology as challenges. This finding is consistent with the study's literature review, which highlights the role of digital integration in expanding access to resources and collaboration, while the present findings emphasize that these benefits depend partly on equitable access. Overall, the findings both support and extend previous research by demonstrating that practical learning, collaboration, student autonomy, creativity, communication, values, and digital integration can collectively contribute to cognitive and socio-emotional aspects of personality development.

Conclusion

The present study concludes that modern educational practices play an important role in students' holistic personality development. The findings indicate that activity-based learning, project-based learning, digital integration, collaborative learning, and student-centered approaches contribute not only to academic learning but also to the development of confidence, communication, critical thinking, creativity, empathy, leadership, adaptability, social responsibility, and learner autonomy. The study further highlights that a supportive classroom environment, teacher professional development, and effective instructional leadership are important for successfully implementing these practices. At the same time, unequal access to technology and limited resources may restrict the benefits of digital learning for some students. Overall, modern education appears to be most effective when cognitive development is integrated with social, emotional, practical, and personal growth.

Practical Implications

Teachers should implement project cycles, peer feedback, reflection logs, and structured presentations to foster confidence and collaboration. School leaders are encouraged to invest in teacher professional development, ensure equitable access to resources, and monitor implementation fidelity. Parents and the broader community should support learning environments that prioritize personality growth alongside academic achievement.

Limitations

The single-school context and small qualitative sample limit the generalizability of the findings. Furthermore, the questionnaire is still under development and requires broader validation.

Future Research

Future studies should include larger, multi-school samples, test the questionnaire's reliability and validity, and examine potential moderating variables such as gender, grade level, and device access.

Summery

The present study examined the impact of modern educational practices on students' personality development, with particular attention to cognitive, social, emotional, and personal growth. Using a sequential exploratory mixed-methods design, the study first explored the experiences and perceptions of students, teachers, and the school principal through semi-structured interviews. Thematic analysis of the qualitative data resulted in 14 interconnected themes, reflecting the ways in which modern educational practices contribute to students' overall development. These themes included practical teaching for real-life thinking, clear understanding and new ideas, critical and analytical thinking, skill development and ownership, collaborative learning, social responsibility, confidence and communication, overall personal growth, creativity and new perspectives, digital integration, positive classroom environment, educational leadership, and independent learning and motivation.

The findings demonstrate that modern education extends beyond the transmission of academic knowledge and creates opportunities for students to develop important personal and interpersonal characteristics. Applied and project-based learning enabled students to connect theoretical concepts with real-life situations, which supported practical thinking, problem-solving, and confidence. Similarly, inquiry-based and analytical activities encouraged students to question information, examine situations from different perspectives, and develop independent judgment. These findings suggest that when students actively participate in the learning process, they are provided with greater opportunities to develop cognitive skills alongside personal responsibility and self-efficacy.

The study also highlighted the importance of collaborative and socially oriented learning experiences. Group activities and teamwork encouraged students to communicate, listen to others, respect different viewpoints, and work toward shared goals. At the same time, value-based and ethical learning contributed to empathy, civic responsibility, and respectful social behavior. Confidence-building activities, particularly presentations, discussions, and opportunities to express opinions, were associated with greater communication confidence and emotional competence. These findings indicate that personality development occurs not only through individual learning but also through meaningful interactions with teachers and peers.

Another important finding was the contribution of creativity, student autonomy, and technology to students' development. Creativity-focused activities and exposure to different perspectives encouraged flexible and divergent thinking, while student-centered practices promoted learner autonomy, motivation, and ownership of learning. Digital tools expanded opportunities for accessing information and engaging with learning materials; however, the findings also identified unequal access to technology as an important challenge. Therefore, the benefits of digital integration may not be equally experienced by all learners unless schools provide appropriate resources and equitable opportunities.

The findings further demonstrated that teachers and school leadership play a central role in sustaining modern educational practices. A positive classroom climate, teacher professional development, instructional support, and monitoring of implementation contributed to consistent application of innovative teaching strategies. The principal's responses also emphasized the importance of preparing students not only for academic achievement but also for real-life challenges, moral responsibility, practical skills, and social contribution. Thus, personality development appears to be supported by a broader educational environment in which teaching practices, teacher development, leadership, and institutional values work together.

In the second phase of the study, the 14 qualitative themes were transformed into questionnaire items, providing a foundation for the development of a structured instrument for assessing modern educational practices and personality development. This sequential

process allowed the participants' experiences and perspectives to directly contribute to the development of the quantitative instrument. The instrument was subsequently reviewed by a subject-matter expert and pilot tested to improve clarity, content validity, and reliability.

Overall, the study concludes that modern educational practices can contribute to the holistic development of learners by integrating academic learning with cognitive, emotional, social, and practical experiences**.** The findings suggest that effective modern education is not limited to improving academic understanding; it can also support self-confidence, adaptability, communication, collaboration, empathy, leadership, creativity, learner autonomy, and social responsibility. The study therefore supports the view that schools should adopt educational approaches that develop the whole person**,** preparing students not only to perform academically but also to think critically, communicate effectively, work collaboratively, make responsible decisions, and respond confidently to real-life challenges.

References

Bandura, A. (1977). Social learning theory. Prentice Hall.

Cornelius-White, J. (2007). Learner-centered teacher–student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113–143. https://doi.org/10.3102/003465430298563

Erikson, E. H. (1968). Identity: Youth and crisis. W. W. Norton.

John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research (2nd ed., pp. 102–138). Guilford Press.

Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396. https://doi.org/10.1037/h0054346

Rogers, C. R. (1969). Freedom to learn. Charles E. Merrill Publishing Company.

Thomas, J. W. (2000). A review of research on project-based learning. The Autodesk Foundation.

Voogt, J., & Pareja Roblin, N. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. Journal of Curriculum Studies, 44(3), 299–321. https://doi.org/10.1080/00220272.2012.668938