

PERSONALITY AND HOME ENVIRONMENT AMONG THE HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The impact of Home Environment on Personality was investigated on higher secondary school students sample consisting of 60 participants, 23 of whom were females and 37 were males. In this investigation an attempt has been made to study the relationship between the home environment of higher secondary students and their personality. Descriptive survey research method was employed. The study was conducted in the Coimbatore District, Tamil Nadu state. Sixty students were selected

based on stratification such as gender; locality and type of family and Medium of Instruction were taken into consideration. Investigator developed and validated Personality tool was used and the tool Home Environment Inventory standardized by Karuna Shankar Misra (1983) was used to collect data. The result of the present study clearly indicates the impact of home environment on the personality of higher secondary school students.

Keywords: Personality, Mental health

Introduction

Man is a social animal which gets affected from its surroundings. Every man has his or her Personality which is very unique in nature and characteristics. Personality is a criterion reference for knowing, understanding or evaluating any person. Personality depends on the psychophysical development of a person. It includes a person's nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc. Personality of an individual is strongly determined by the genetic factors. But the environmental factors cannot be ignored. The early experience at home, neighbourhood and school lay foundations for the personality. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individual's typical manner of personal and social adjustment. Each cultural group has established behavioral patterns appropriate for the members of two sexes. Since personality is a product of cultural influences and is shaped by pressures from the social group, the individual normally comes to think of himself as a member of a particular group and his confirming behavior becomes habitual. Every student differs in their personal values and they receive and process information differently, different personality traits lead to different levels of understanding. A personality profile with versatile traits is necessary for people to be

successful in their career and life in general. Paramjeet kour aDr. Priyanka Sharmand (2013). During the past few decades home environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Researchers typically separate elements of the home environment into two major categories; social and physical (Wachs, 1989). Crow and Crow (1965) describes that home is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits.

An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations. Studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005). Home environment is the most important experience and institution in the development of various personality traits and for the existence and continuance of human life. The school is the most important experience in the child's development process. Home environment is the quantity and quality of the emotional, cognitive and social support available to the children and connotes the psychological environment of home. An ideal home environment is one where parents put fewer restrictions to strengthen the desired behaviour in the child, where the children are not forced to act according to parental expectations and desires, where there is a keen interest in and love for the children, where opportunities are provided to the child to express freely and best use of affective punishment. Bradley (1995) states that "home environment shows generally stronger relation to cognitive development". It is the home, which aids intellectual growth in the child, sets the pattern for the child's attitude towards society, supports his achievements and aspirations.

Review of Literature

Parish, Dostal & Parish (1981) state that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment. Family relationships also determine in large measure the young person's developing attitudes toward home and family life.

Forsstrom-Cohen & Rosenboum (1985) describe that one of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of gaiety, joy, optimism and happiness. Other families reflect a climate of fear, depression, cynicism, and hostility, which has a negative effect on children.

Mittal et al., (2006) state that discipline may achieve a behavioral goal, its accomplishment may be nullified by the emotional and attitudinal side effects it produces in a child. A positive correlation exists between aggressive behavior in children and severity of discipline in the home.

Noller and Victor (1991) studied that the environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result in a generally unsatisfactory home environment. Fighting between parents is clearly unpleasant for children, and in the long term, the consequences can be serious for them.

Emery & O' Leary (1984) describe that conflict between parents is related to behavior problem in children and adolescents. There is evidence of low self-esteem, poor school performance and emotional problems in children from families high in conflict.

Daulta (2008) studied the impact of home environment on the scholastic achievement of children and found that good quality of home environment had significant positive correlation with „high□ level of scholastic achievement in boys than among girls.

Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment. Parental acceptance and encouragement are positively related with academic school success and competence (Lakshmi and Arora 2006).

Significance of the Study

Personality of an individual is very important in interpersonal influence on other people, especially students academically. This is important to an institution that will produce students who are truly qualified to be able to adapt to all levels of society around either within or outside the institution of higher learning. When there is awareness, the institution may conduct appropriate programs to improve student's personality in a positive direction and find the initiative to produce quality students. Family is the prime places where the children can receive all kinds of guidance .Parents are the first teachers to the children. According the family norms and the level each one learns different quality and regularities that particular attitude .Which they have learned from their home shine towards and classmates. Education moulds the personality of the child. It brings behavioral changes in him and prepares him to adjust in different environment he encounters. These behavioral changes are reflected in the work culture of the child and hence in the achievement. The children who are out going and are prompt to take initiatives adjust

better in varying environment and show high levels of achievement in academics. The home environment will affect the personality trait of school students .So the investigator has selected the area of home environment how to develop the students personality. Hence the problem entitled as the study of home environment and personality trait of higher secondary students in Coimbatore.

Statement of the Problem

Present study is entitled as “Relationship between Personality and Home Environment among Higher Secondary School Students”.

Objectives of the Study

To find out the relationship between Personality and Home Environment among higher secondary school students with respect to their demographic variables such as Gender, Locality, Types of Family and Medium of instruction.

Hypotheses of the Study

1. There is no significant difference between higher secondary school students towards personality with respect to their Gender.
2. There is no significant difference between higher secondary school students towards personality with respect to their Locality.
3. There is no significant difference between higher secondary school students towards personality with respect to their medium of instruction.
4. There is no significant difference between higher secondary school students towards personality with respect to their Family type.
5. There is no significant difference between higher secondary school students towards Home environment with respect to their Gender.
6. There is no significant difference between higher secondary school students towards Home environment with respect to their Locality.
7. There is no significant difference between higher secondary school students towards Home environment with respect to their medium of instruction.
8. There is no significant difference between higher secondary school students towards Home environment with respect to their Family type.
9. There is no significant relationship between personality and home environment of higher secondary school students

Research Methodology

Sampling

Random sampling technique was used for selection of samples. The study consists of 60 higher secondary school students from six schools of Coimbatore District.

Tools Used

The tool for Personality was developed by the investigator which consisted of 48 questions with five point scale. The content validity was obtained from subject experts and the reliability of the tool was found by test retest method. The reliability value was found to be 0.78. The tool Home Environment Inventory standardized by Karuna Shankar Misra (1983) was used to collect data.

Data Analysis

Mean, SD and 't' test were computed to know the significant difference between the means of the different sub-groups in terms of Gender , Locality , Type of Family and medium of instruction. Correlation study was done to find out the significant relationship between personality and home environment of higher secondary school students.

Analysis and Interpretation

Table 1: Difference in Personality of Higher Secondary School Students based on Demographic Variables

Variables	Sub variables	N	Mean	SD	't'	Result
Gender	Male	37	206.24	6.90	5.86	S
	Female	23	194.52	7.96		
Locality	Urban	31	197.58	9.21	4.10	S
	Rural	29	206.20	7.06		
Type of family	Nuclear	47	200.14	9.09	2.96	S
	Joint	13	207.53	7.64		
Medium of instruction	Tamil	25	194.88	7.73	3.10	S
	English	35	206.65	6.86		

From the above table-I, the calculated value is greater than the table value 2.01 for df 58 at 0.05 level. Hence the null hypothesis is rejected. It is found that there is significant difference between Personality of higher secondary school students based on Gender, Locality, and types of family and medium of instruction.

Table 2: Difference in Home Environment of Higher Secondary School Students based on Demographic Variables

Variables	Sub variables	N	Mean	SD	't'	Result
Gender	Male	37	385.35	5.12	2.66	S
	Female	23	381.73	5.03		
Locality	Urban	31	382.51	4.87	2.22	S
	Rural	29	385.51	5.48		
Type of family	Nuclear	47	384.34	5.21	0.98	NS
	Joint	13	382.61	5.83		
Medium of	Tamil	35	385.17	5.20	1.98	NS

instruction	English	25	382.28	5.19		
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From the above table-2, The calculated value is greater than the table value 2.01 for df 58 at 0.05 level. Hence the null hypothesis is rejected. It is found that there is significant difference between the home environment higher secondary school students based on Gender and Locality.

The calculated' value is less than the table value 2.01 for df 58 at 0.05 level. Hence the null hypothesis is accepted. It is found that there is no significant difference between the home environment higher secondary school students based on Types of Family and medium of instruction.

Table 3: Relationship Between Personality and Home Environment among the Higher Secondary School Students

Variable	N	Mean Level	'r' Value	Level of Significance at 0.05 level
Home environment	60	381.56	0.221	0.219
Mental health	60	203.13		

From the above table-3, it is found that the calculated 'r' value is higher than the table value, so there is significant relationship between Personality and Home environment among higher Secondary school students. This means that students who have good family environment will have good personality and vice-versa.

Findings of the Study

1. There is significant difference between higher secondary school students towards personality with respect to their Gender.
2. There is significant difference between higher secondary school students towards personality with respect to their Locality.
3. There is significant difference between higher secondary school students towards personality with respect to their medium of instruction.
4. There is significant difference between higher secondary school students towards personality with respect to their Family type.
5. There is significant difference between higher secondary school students towards Home environment with respect to their Gender.
6. There is significant difference between higher secondary school students towards Home environment with respect to their Locality.
7. There is no significant difference between higher secondary school students towards Home environment with respect to their medium of instruction.
8. There is no significant difference between higher secondary school students towards Home environment with respect to their Family type.

9. There is significant relationship between personality and home environment of higher secondary school students

Discussion

The present study reveals that there exists a significant relationship between the personality and home environment of higher secondary school students. On noticing the results, it is revealed that there is significant difference between Gender, Locality, Types of family and Medium of Instruction of higher secondary school students with respect to personality and home environment. There is no significant relationship between the home environment of higher secondary school students with respect of types of family and medium of instructions.

Limitations

1. This study is confined to higher secondary school students only.
2. This study is limited to 60 students of 5 schools
3. This study is limited to certain aspects of the personality and home environment only.
4. This study is limited to Coimbatore district only.

Educational Implications

Keeping in view the finding of the study, following recommendations are hereby put forwarded for the parents, teachers and academicians to improve the personality and home environment of secondary school students.

1. To developing insight into understanding of relationship between personality and home Environment
2. To do planning, teaching and learning process according to students background.
3. To develop curriculum as per the needs and demands of the personality of the students.
4. Parents are advised to create conducive environment in their homes and understand the abilities of their children which ultimately help to increase their personality.

Conclusion

Children's personality is significantly affected by home environmental factors such as family structure, parents' education level and family income, and family atmosphere and parenting style and parents' ability of perception, negative emotion, guardian's education level have impact on the children's development. Family psychological environment include educational style of parents, the consistency and communication of family members, family activity plan, independent members behavior. The development of personality is from the family, which play the earliest and important role as the first school. The family is the

basic unit of social life and the starting point of individual socialization. The personality is influenced by family environment through the whole life, especially in children stage.

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