



**EFFECT OF HOME ENVIRONMENT ON STUDENTS PERSONALITY IN
BHIWANI, HARYANA**

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Abstract

The study was conducted to examine the effect of home environment on student's personality in Bhiwani district of Haryana, India. Home environment have been identified as factor that influence the overall development of children. The study was conducted on a sample of 76 students of grade 12 studying in 5 schools in Charkhi Dadri in Bhiwani. Three research instruments were used for data collection. To determine the personality of students a personality inventory developed by EYSENCK was used. The intra-familial environment as perceived by students was measured by using the Index of Family Relations (IFR) developed by Hudson (1982). A Demographic Variable Information Performa, developed by the researcher, was used to collect information relating to the demographic variables of the study .Ten null hypotheses were tested to find the effect of home environment, socio economic Status, family relations, birth order and family type on student's personality. Data was analyzed by using Analysis of Variance (ANOVA), and t-test. It was concluded from the study that all the independent variables of the study had a significant effect on the personality of students.

Key words –Home Environment, Students, Personality



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INTRODUCTION -

Warren defines personality as the entire mental organization of human being at any stage of development “Rexroad explains personality as the balance between socially approved traits.

According to Ogden R.M (1926) “Personality is the expression of man’s inner life. Character is the expression of what he does or achieve.”

Eysenck –“A state and enduring combination of a person’s various physical and mental aspects.”

According to Cattell –“Personality is that which permits to prediction of what a person will do in a given situation.”

The term personality has many definitions, but no single meaning is accepted universally, in popular usage, Personality is often equated with social skill and

Effectiveness .in this usage, personality is the ability to elicit positive reactions from other people in ones typical dealing with them.’ According to Mischel Shoda and Smith (2004).

Parveen (2006) related home environment with the personality and academic achievement of the students .She found a relation between home environment and personality.

Aneesha ,Najma,and Nareen (2013) explored the impacts and implications of family dynamic on the adolescent’s development they were of the view that family communication supports good family functioning. They correlated family communication and family system as the predictors that can gauge family satisfaction among the adolescents.

A national study by the NICHD early child care research network assessed too first graders to see the extent to which stimulation and sensitive care in the family and child care environment predict cognitive outcomes like attention memory and planning they concluded that the concluded that the cumulative quality of these environments had an effect on both attention and memory but not on planning. And that the quality of family environment measured on home scale was more strongly related to these outcomes than the institutional child care environments (NICHD, 2005)

Objectives of the study:-

- 1 .To find out the effect of home environment on student’s personality.
2. To find out the effect of socioeconomic status on student’s personality.
3. To find out the effect of family relations on student’s personality.
4. To find out the effect of birth order on student’s personality.
- 5 To find out the effect of family type on student’s personality.

Hypotheses of the study:-Following Null hypotheses were formulated to achieve the objectives

of the study.

H01 There is no significant effect of home environment on the extroversion factor of student's personality.

H02 There is no significant effect of home environment on the Neuroticism factor of students' personality.

H03 There is no significant effect of socioeconomic status on the Extroversion factor of students' personality.

H04 There is no significant effect of socioeconomic status on the Neuroticism factor of students' personality.

H05 There is no significant effect of family relations on extroversion factor of students' personality.

H06 There is no significant effect of family relations on Neuroticism factor of Student's personality.

H07. There is no significant effect of birth order on extroversion factor of student's personality.

H08 There is no significant effect of birth order on Neuroticism factor of student's personality.

H09 There is no significant effect of family type on extroversion factor of student's personality.

H010 There is no significant effect of family type on Neuroticism factor of student's personality.

SAMPLE

1. The sample consists of 76 students of grade 12 of District Bhiwani in Haryana.
2. The sample was collected by way of random sampling technique.

TOOL USED

The three research instruments were used for the collection of data.

1. For the measurement of personality Eynsenck Personality Inventory was used.

2. Index of Family Relations

To measure the intra-familial environment as perceived by students, the Index of Family Relations (IFR) was used. This index was originally developed by Hudson (1982). It comprises of 24 items. It uses five point Liker type scale to solicit students responses, the responses are: all of the time, good part of the time, some of the time, a little of the time, none of the time.. The high score on the respected measure indicated pleasant intra-familial environment, where the low score indicated poor family relationships

3. Demographic Variable Information Performa (DVIP)

A demographic Variable Information Performa (DVIP) was developed by the researcher to collect information relating to the demographic variables of the study. The Performa consisted of the following variables;

1. Parental education
2. Family income
3. Father's occupation
4. Institution's name
5. Parents' own house or not
6. Servant available at home
7. Transport facility available for students to attend their institution
8. Facilities available at home i.e, Television, Telephone, Computer, Internet, Air conditioner,.
9. Size of the family
10. Birth order (Sibling position) of the student.
11. Type of family i..e. Joint or nuclear

PROCEDURE

Collection of Data - For data collection research instruments were administered to students individually.

Scoring Procedure:-Following methods were applied to score the collected data.

Personality; - For personality determination every student's total score was calculated by summing up scores on 57 items of personality inventory.

Family relations;

For determining the family relations as perceived by students, total individual scores were calculated by adding up 24 items of the index of family relations. Each item is scored according to the following categories, "1" none of the time, "2" a little of the time, "3" some of the time, "4" a good part of the time, "5" all of the time. The scoring was reversed for the negative items. On the basis of total score students were classified into three categories i.,e Poor, moderate and good.

Data analysis –The data obtained from the sample of 76 students were scored and analyzed with the help of statistics. The analysis involved with Mean, Standard Deviation, One way ANOVA and t-

test.

Home environment:-

Table: 1 Relative weight % of every variable to determine home environment.

Variable	Weight%
Family relations	50
Socioeconomic status	20
Size of the family	10
Birth order	10
Type of the family	10

On the basis of total home environment score, all subjects of the study were classified into three groups. The classification was based on obtained scores. The values are presented in table 8

Table: 8 Classification of subjects on the basis of home environment

Score	Group
Lower 1 to 50	Lower
51 to76.	Middle
More than 76	Higher

Analysis of Data:-Analysis of Variance (ANOVA), and t-test were used to test the hypothesis of the study. The alpha (p) level of 0.05 and .1 was used in all tests of hypothesis.

DATA ANALYSIS AND INTERPRETATION

Analysis of data is divided into two parts. Descriptive information about subjects of the study on different variables is presented in part-A , while part –B deals with the results of hypothesis testing

PART-A

Descriptive Information

Table: 3-Distribution of subjects by home environment

Home environment group	N
Higher	24

Middle	27
Lower	25
Total	76

Data from table 3, shows that the highest numbers of subjects (27) were from middle home environment group followed by subjects from higher home environment group 24, while the lowest number of subjects was from lower home environment group (25).

Table: 4- Distribution of subjects by socioeconomic status

Socioeconomic status	N
Low	29
Average	25
High	22
Total	76

Table 4, provides the distribution of subjects by socioeconomic status. The highest number of subjects (29) was from low socioeconomic status and the lowest number of subjects (22) was from high socioeconomic status.

Table :-5 Distribution of subjects by birth order.

Birth order	N
First born	21
Second born	39
Last born	16
Total	76

Table 5 shows that 39 subjects were Second born 21 subjects were first born and 16 were last born.

Table: 6-Distribution of subjects by family type.

Type of family	N
Nuclear	46
Joint	30
Total	76

Table 6 shows the distribution of subjects regarding their family type. It indicates that 46 subjects belonged to nuclear families and 30 subjects belonged to joint familiar.

Table :7 Distribution of subjects by family relation.

Family Relation	N
Poor	15
Moderate	28
Good	33
Total	76

PART-B

Testing of Null Hypothesis:-

This part deals with the results of hypothesis.

H o1 There is no significant effect of home environment on Extroversion factor of

student's personality. This hypothesis was tested by applying one way ANOVA.

Table: -8 Descriptive statistics for effect of home environment on Extroversion factor of student's personality

Home environment group	N	Mean	Std. Deviation	Std. Error
Higher	24	16.833	2.28	0.0006
Middle	27	14.925	1.489	0.2865
Lower	25	13.880	1.87	0.37504

Table-9 Unvaried Analysis of Variance for effect of home environment on Extroversion factor of student’s personality

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	109.6	2	54.81	4.179	3.11
Within Group	958.41	73	13.129		

The Summary of unvaried analysis of variance presented in table 9 indicated that critical value (3.11) was less than f value and the null hypothesis stating that there was no significant effect of home environment on Extroversion factor of student’s personality was rejected at 0.05 level of significance. So there was significant effect of home environment on Extroversion factor of student’s personality.

H o2 There is no significant effect of home environment on Neuroticism factor of student’s personality.

This hypothesis was tested by applying one way ANOVA

Table -10 Descriptive statistics for effect of home environment on neuroticism factor of student’s personality

Home environment group				
environment	N	Mean	Std. Deviation	Std. Error
Higher	24	7.875	1.56	.3184
Middle	27	9.074	1.844	.3548
Lower	25	10.56	1.82	.364

Table – 11 Unvaried Analysis of Variance for effect of home environment on Neuroticism factor of student’s personality

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	88.884	2	44.442	7.044	4.96
Within Groups	460.537	73	6.308		

Table 10 presents the data about means of neuroticism factor student’s personality on the basis of home environment. The highest mean (10.56) was found for subjects.

Who belonged to lower home environment group and the lowest mean (7.87) was for those subjects who belonged to higher home environment group.

The summary of Unvaried analysis of variance presented in the table 11 indicates that critical value (4.96) was less than f value and the null hypothesis stating that there is no significant effect of home environment on Neuroticism factor of student’s personality was rejected at 0.1 level of significance. So there was significant effect of home environment on Neuroticism factor of students’ personality.

H03 There is no significant effect of socioeconomic status on Extroversion factor of students' personality.

This hypothesis was tested by applying one way ANOVA

Table – 12 Descriptive statistics for effect of socioeconomic status on Extroversion factor of students' personality

Socioeconomic status	N	Mean	Std. Deviation	Std. Error
High	29	15.379	2.901	.391
Average	25	14.32	2.22	.444
Low	22	15.227	1.78	.3795

Table- 13 Unvaried Analysis of Variance for effect of socioeconomic status on Extroversion factor of student's personality

Source of variance	Sum Squares	of df	Mean Square	F	Sig.
Between Groups	487.06	2	243.53	5.79	4.92
Within Groups	3066.3	73	42.0041		

The summary of unvaried analysis of variance presented in the table 13 indicates that p value (4.92) was less than f value and the null hypothesis stating that there is no significant effect of socioeconomic status on Extroversion factor of students' personality was rejected at 0.1 level of significance. So there is significant effect of socioeconomic status on Extroversion factor of student's personality.

H o4 There is no significant effect of socioeconomic status on Neuroticism factor of student's personality.

This hypothesis was tested by applying one way ANOVA

Table - 14 Descriptive statistics for effect of socioeconomic status on Neuroticism factor of student's personality

Socioeconomic Status	N	Mean	Std. Deviation	Std. Error
High	22	8.8181	2.216	.4724
Average	25	9.8	1.58	.316
Low	29	9.413	1.94	.36026

Table: 15 Analysis of Variance for effect of socioeconomic status on Neuroticism factor of student's personality

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.377	2	10.685	3.4913	3.11
Within Groups	278.31	73	3.81246		

The summary of analysis of variance presented in table 15 indicates that critical value (3.11) was less than f value and the null hypothesis stating that there is no significant effect of Socio economic status on neuroticism factor of student's personality was rejected at 0.05 level of significance. So there was

significant effect of socioeconomic status on Neuroticism factor of student's personality.

H o5 There is no significant effect of family relations on Extroversion factor of students' personality.

This hypothesis was tested by applying one way ANOVA

Table : 16 Descriptive statistics for effect of family relations on Extroversion factor of student's personality

Family relations	N	Mean	Std. Deviation	Std. Error
Poor	15	16.533	3.590	.9269
Moderate	28	14.828	2.397	.45303
Good	33	14.757	1.880	.32729

Table -17 Unvaried Analysis of Variance for effect of family relations on Extroversion factor of student's personality

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	85.881	2	42.9405	5.825	3.11
Within Groups	592.779	73	8.12029		
	35.075				

Mean values presented in table 16 indicates that subjects with poor family relations had highest mean score (16.533) subjects with Good family relations had lowest mean score. So there was significant difference among

students with different levels of family relations as far as Extroversion factor of their personalities was concerned. Table 17 presents summary of unvaried analysis of variance, which shows that critical value (3.11) was less than f value and the null hypothesis stating that there was no significant effect of family relations on the Extroversion factor of student's personality was rejected at 0.05 level of significance. So there was significant difference among students with different levels of family relations as far as Extroversion factor of their personalities was concerned.

H 06 There is no significant effect of family relations on NEUROTICISM factor of students' personality.

This hypothesis was tested by applying one way ANOVA

Table: 18 Descriptive statistics for effect of family relations on Neuroticism factor of students' personality.

Family relations	N	Mean	Std. Deviation	Std. Error
Poor	15	8.733	2.0436	.5276
Moderate	28	9.785	1.899	.35891
Good	33	9.903	2.187	.3807

Table :- 19 Unvaried Analysis of Variance for effect of family relations on Neuroticism factor of students' personality

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.88	2	5.44	5.0128	3.11
Within Groups	79.283	73	1.0860		

Mean values presented in table 18 indicate that subjects with good family relations had highest mean score (9.903), while subjects with poor family relations had lowest mean score (8.733) as far as Neuroticism factor of their personalities was concerned. Table 19 presents summary of unvaried analysis of variance, which shows that f value (5.018) was more than 0.05 level value and the null hypothesis stating that there was no significant effect of family relations on the Neuroticism factor of students' personality was rejected at 0.05 level of significance. So there was significant difference among students with different levels of family relations on Neuroticism factor of their personalities was concerned.

H o7 There is no significant effect of birth order on extroversion factor of students' personality

This hypothesis was tested by applying one way ANOVA

Table :-20 Descriptive statistics for effect of birth order on extroversion Factor of students' personality

Birth order	N	Mean	Std. Deviation	Std. Error
First Born	21			
Second Born	39	16.619	.202	.4408
Last Born	16	14.897	1.974	.31609
Total	76	14.000	1.936	.484
		15.259	1.678	.19376

Table:- 21 Univariate Analysis of Variance for effect of birth order on extroversion factor of students' personality

Sources	Sum of	df	Mean Square	F	Sig.
variance	Squares				
Between Groups	68.86	2	34.43	62.6	4.96
Within Groups					

40.76

73

.5583

The summary of unvaried analysis of variance presented in the table 21 indicates that critical value (4.96) was less than f value and the null hypothesis stating that there is no significant effect of birth order on extroversion factor of student's personality was rejected at 0.1 level of significance. So there was significant effect of birth order on extroversion actor of students 'personality.

H 08 There is no significant effect of birth order on neuroticism factor of students' personality

This hypothesis was tested by applying one way ANOVA

Table: -22 Descriptive statistics for effect of birth order on neuroticism Factor of students' personality

Birth order	N	Mean	Std. Deviation	Std. Error
First Born	21	7.857	1.956	.4334
Second Born	39	9.128	3.826	.61265
Last Born	16	10.687	1.628	.407
Total	76	8.591	3.912	.4517

Table:-23 Unvaried Analysis of Variance for effect of birth order on Neuroticism factor of students' personality

Sources variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	173.177	2	86.5	12.984	4.96
Within Groups	486.36	73	6.6625		

The summary of unvaried analysis of variance presented in the table 23 indicates that value (12.984) was more than 0.05 level value and the null hypothesis stating that there is no significant effect of birth order on neuroticism factor of student's personality was rejected at 0.05 level of significance. So there was significant effect of birth order on neuroticism factor of students' personality.

H o9 There is no significant effect of family type on the Extroversion factor of Student's personality

Table: -24 t- test for effect of family type on the Extroversion factor of students' personality

Family type	N	Mean	df	t-value	P value
Nuclear	46	15.913	74	1.507	1.67
Joint	30	14.066			

Summary of t test presented in table 24 indicates that p value was more than t value Hence the null hypothesis stating that there is no significant effect of family type on Extroversion factor of student's personality was rejected at 0.05 level of significance. So there was significant effect of family type on Extroversion factor of students' personality.

H o10 There is no significant effect of family type on neuroticism factor of students' personality

Table: 25- t-test for effect of family type on Neuroticism factor of Personality.

Family Type	N	Mean	df	t-value	p-value
Nuclear	46	8.434	74	1.205	1.6
Joint	30	14.066			

Summary of t test presented in table 25 indicates that p value was more than t value Hence the null hypothesis stating that there is no significant effect of family type on Extroversion factor of student's personality was rejected at 0.05 level of

significance. So there was significant effect of family type on Extroversion factor of students' personality.

CONCLUSION

1. A significant effect of home environment was found on the extroversion factor and neuroticism factor of student's personality
2. A significant effect of socioeconomic status was found on the Neuroticism factor and extroversion factor of student's personality.
3. There was significant effect of family type on Extroversion factor as well as neuroticism factor of student's personality.
4. There was significant effect of family relations on the extroversion factor and neuroticism factor of student's personality.
5. There was significant effect of birth order on extroversion factor and neuroticism factor of student's personality.

Education Implication:-

1. The knowledge of the dimensions of the student's personality would help the teachers, parents, administrators to get specific traits or characteristics adopted into the personality of students and simultaneously discourage the poor features and reinforce the good features.
2. As nature of home environment, is seen as most significant causative factors in influencing the personality dimension of students. Home practices are to be made conducive in helping the students to acquire desirable personality traits through proper hygienic child rearing practices.
3. The knowledge of the dimensions of the student's personality would help the teachers, parents and school administrators to support them to overcome their limitation in the personality.
4. The knowledge of the dimensions of the Home Environment would help the teachers, parents and school administrators to enrich student's moral values

by introducing stimulating activities.

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