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## INFLUENCE OF HOME ENVIRONMENT ON PERSONALITY TRAITS OF HIGHER SECONDARY STUDENTS IN KANYAKUMARI DISTRICT

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**Abstract-** The impact of Home Environment on Personality traits of higher secondary school students was investigated. Home environment and personality traits of students are inseparable. In many ways home environment changes the all-round development of the children. The main objective of the study is to analyse the level of home environment of the students, level of personality traits of the students and to find out the significant difference between personality traits and home environment of higher secondary students of Kanyakumari district. Normative survey method was used. Home environment inventory and Big five inventory were the tools used for collecting the data. Data from 1200 respondents from the higher secondary school plus one and plus two grade students based on sex, location and subject group of study were collected for further study. Mean, standard deviation, t test and F test were used for analysing the data. Results revealed significant difference between home environment and personality traits of higher secondary students.

**Key words:** Home environment, Personality traits, Higher secondary.

### I. Introduction

The persons behaviour, emotions, strength and weakness are normally developed from home. Self-reflection, thoughts about who one is or who one might become can also be triggered at home. Thus, the young students home environment may play a key role in determining their chances for survival and development. Expected conditions include: a safe and well organized physical, moral and social environment, opportunities for children to play explore and discover. Adolescent stage of students is the crucial period for the development of self-esteem and leadership and hence personality traits. Children could not be allowed to grow with educational inequality. If the parents are working separately at distinct places increase the stress level and no the time available for them to support their children. Parents general beliefs, values and attitudes plays an important role as effects on personality traits within the home environment. Parents' general attitudes, beliefs, and values play a very important role as effects on students' personal development within the home environment. Students at same level whose parents hold positive perceptions about their children will have more favourable competence beliefs than students with less confident parents(Gniewosz, 2010). Parents behaviours and financial background directly affect the children's self confidence level. The children of personally involved parents enjoy healthy parents' children interactions in and outside home and led a positive emotional development of the child.

### Need and Significance of the Study

Home makes the children a proper citizen by providing all types of learning experiences. Home and school jointly observing and guiding the students to lead a socially acceptable life. The foundation of education is always laid at home and parents are first teachers. The factors sex, locality of school and the subject group of study shows the significance of home environment and personality traits. Higher secondary students with positive traits may become good citizens of any country. The investigator feels that the modern society needs self-confident and self-reliant students produced from home. In order to find the truth, the

investigator has selected the topic INFLUENCE OF HOME ENVIRONMENT ON PERSONALITY TRAITS OF HIGHER SECONDARY STUDENTS IN KANYAKUMARI DISTRICT.

### Objectives of the Study

- To find out the level of personality traits of higher secondary students with respect to sex, location and subject group of study.
- To find out the level of home environment of higher secondary students with respect to sex, location and subject group of study.
- To find out the significant difference of personality traits of higher secondary students with respect to sex, location and subject group of study.
- To find out the significant difference of home environment of higher secondary students with respect to sex, location and subject group of study.

### Hypothesis of the Study

- The level of personality traits of higher secondary students with respect to sex, location and subject group of study is not high.
- The level of home environment of higher secondary students with respect to sex, location and subject group of study is not high.
- There is no significant difference between personality traits of higher secondary students with respect to sex, location and subject group of study.
- There is no significant difference between home environment of higher secondary students with respect to sex, location and subject group of study.

## II. Methodology

The method adopted for the collection of data was Normative survey method. The investigator has given due representation to the various categories of sample included in the study. The sample for the investigation constituted 1200 higher secondary school plus one and plus two students in Kanyakumari District. Data were collected from the students by administering the tool big five personality traits inventory and home environment inventory. Students were given proper instruction in answering the tool. Collected data were analysed using the statistical techniques Arithmetic Mean, Standard deviation, 't' test and F test.

### Tool

- Big Five Personality Traits Inventory
- Home Environment Inventory

## III. Analysis and Interpretation of Data

The analysis regarding personality traits and home environment are given in detail.

### Hypothesis: 1

*The level of personality traits of higher secondary students with respect to sex, locality and subject group of study is not high.*

**Table 1**  
**Level of Personality Traits of higher secondary students with respect to Sex, Locality and Subject group**

Variable		N	Mean	SD	Low		Moderate		High	
					N	%	N	%	N	%
Sex	Male	600	151.80	19.92	108	18	384	64	108	18

	Female	600	149.55	17.96	120	20	292	62	108	18
Locality	Rural	372	140.70	20.71	84	22.58	252	67.74	36	9.67
	Urban	384	158.37	14.45	48	12.5	276	71.87	60	15.625
	Semi Urban	444	152.36	17.29	96	21.62	278	62.61	70	15.76
Subject Group	Maths	360	148.20	19.24	72	20	240	66.67	48	13.33
	Science	360	150.61	21.21	60	16.67	219	60.83	81	22.50
	Commerce/ Vocational	480	152.56	12.83	60	12.5	287	59.79	133	27.71

It is inferred from the table 1 that about 64% of male students and 62% of female students are found to have moderate personality traits. It is found from the above table 67.74% of rural higher secondary school plus one and plus two students, 71.87% urban and 62.61% semi urban students are found to have moderate level of personality traits. It is also observed that 66.67% of higher secondary students who opted Mathematics are found to have moderate level of personality traits whereas 13.33% and 20% of students are found to have high level and low-level personality traits respectively. Hence the hypothesis is *accepted*.

### Hypothesis: 2

*The level of home environment of higher secondary students in Kanyakumari district is not high with respect to sex, locality and subject group.*

**Table 2**

### Level of home environment of higher secondary students with respect to Sex, Locality and Subject group

Variable		N	Mean	SD	Low		Moderate		High	
					N	%	N	%	N	%
Sex	Male	600	317.713	49.804	84	14	444	74	72	12
	Female	600	311.400	59.33690	120	20	408	68	72	12
Locality	Rural	372	285.63	55.16	96	25.81	226	60.75	50	13.44
	Urban	384	329.15	47.08	36	9.36	288	75	60	15.64
	Semi Urban	444	326.13	51.51	48	10.81	336	75.68	60	13.51
Subject Group	Maths	360	303.86	59.07	84	23.33	240	66.67	36	10
	Science	360	309.07	53.10	48	13.33	276	76.67	36	10
	Commerce/ Vocational	480	326.65	50.46	48	10.00	360	75.00	72	15

It is understood from the above table 2 that about 74% of higher secondary male students are found to have moderate home environment. It is also observed that 68% of higher secondary female students are found to have moderate home environment. It is found from the above table that about 60.75% of rural higher secondary school plus one and plus two students are found to have moderate level of home environment. It is again observed that about 66.67% of higher secondary students who opted Mathematics are found to have moderate level of home environment. Hence the hypothesis is *accepted*.

### Hypothesis:3

There is no significant difference between the personality traits of higher secondary students with respect to Sex, Locality and Subject Group of study.

**Table: 3**

### Significant difference among Personality Traits of higher secondary students

Variable	N	Mean	S. D	t value	F value	Remarks at 5% level
Male	600	151.80	19.92	2.055		Significant

	Female	600	149.55	17.96			
Locality	Rural	372	140.70	20.71		98.218	Significant
	Urban	384	158.37	14.45			
	Semi Urban	444	152.36	17.29			
Subject group	Maths	360	148.20	19.24		5.372	Significant
	Science	360	150.61	21.21			
	Commerce/ Vocational	480	152.56	12.83			

(At 5% level of significance, the table value of 't' is 1.96 and F is 3.03)

It is inferred from the table that the calculated value of 't' is 2.055 greater than the table value at 5% level of significance for gender. That is, there is significant difference between male and female students in their personality traits and the difference being more in favour of male students. From the table, it is understood that the calculated value F (98.21) is greater than the table value (3.03) at 5% level of significance for locality of school. Again, from the table, it is understood that the calculated value F (5.372) is greater than the table value (3.03) at 5% level of significance for subject group of study. Hence, the null hypothesis is rejected.

#### Hypothesis:4

*There is no significant difference between the home environment of higher secondary students based on their sex, locality of school and subject group of study.*

**Table - 4**

#### **Significant difference among Home Environment of higher secondary students**

Variable		N	Mean	S. D	t value	F value	Remarks at 5% level
Sex	Male	600	317.713	49.804	1.996		Significant
	Female	600	311.400	59.33690			
Locality	Rural	372	285.63	55.16		85.945	Significant
	Urban	384	329.15	47.08			
	Semi Urban	444	326.13	51.51			
Subject group	Maths	360	303.86	59.07		21.023	Significant
	Science	360	309.07	53.10			
	Commerce/ Vocational	480	326.65	50.46			

(At 5% level of significance, the table value of 't' is 1.96 and F is 3.03)

It is inferred from the table that the calculated value of 't' is (1.996) greater than the table value at 5% level of significance for the variable gender. That is, there is significant difference between male and female students in their home environment and the difference is being more in favour of male students since their mean value (317.71) is higher than that of female students (311.40). The calculated value 'F' (85.94) is greater than the table value (3.03) at 5% level of significance for locality of school. It is also inferred from the table that the calculated value 'F' (21.02) is greater than the table value (3.03) at 5% level of significance with respect to subject group of study. Hence the hypothesis is *rejected*.

#### IV. Findings of the Study

- The level of personality traits is moderate in sex, locality and subject group of study of higher secondary students.
- The level of home environment is moderate in sex, locality and subject group of study of higher secondary students.
- The significant difference of personality traits with regard to sex, the calculated value of 't' is (2.055) greater than the table value at 5% level of significance, for locality of school, the calculated value F (98.21) is greater than the table value (3.03) at 5% level of significance and regarding subject group of study, the calculated value F (5.372) is greater than the table value (3.03) at 5% level of significance.
- The significant difference of home environment with regard to sex, the calculated value of 't' is (1.996) greater than the table value at 5% level of significance for the variable locality of school, the calculated value 'F' (85.94) is greater than the table value (3.03) at 5% level of significance and the calculated value 'F' (21.02) is greater than the table value (3.03) at 5% level of significance.

#### V. Discussion of Results

From the study it is found that there is significant difference in the home environment of Higher Secondary School based on the gender. This may be due to the difference in providing family atmosphere to boys and girls. The first three years of the child's life is spent in the learning environment that the family provides. Early experience of a child forms the foundation on which the concepts of the world as perceived are constructed. This may differ to both boys and girls. Similarly, significant difference in the family environment of Higher Secondary School students based on the locality is also found. Urban students have more favourable family environment than rural students. This may be due to the fact that urban students are getting more favourable facilities than rural students. A conducive family environment helps the students to the improvement of curricular activities and hence better academic achievement and personality.

#### **Educational Implications of the Study**

The aim of the present study is to analyze the level and significance of personality traits and home environment of higher secondary school plus one and plus two students in Kanyakumari District. The findings of the present investigation are important for the improvement of student's personality development. Home environment and personality traits may become high through the individual's experiences and interactions with the environments. The parents, the teachers, the family members or peers most likely have the role in making good achiever. The school can also make suggestions about the child's family, conditions of work, play, rest and food and also about his relationships with his elders and friends. Parents visit to the school is an essential condition for the co-ordinate effort of the family and school. The visit will provide occasions and opportunities for family - school co-operation. Thus, if the family supplies the right environment for personality development provides love and affection and also opportunities to express, then the child will flourish like a plant which is given sufficient soil water and manure and sunlight.

## VI. Conclusions

Based on above findings it can be concluded that there is significant difference in the mean scores of home environment and personality traits of higher secondary school students with respect to gender, locale and subject group of study. The level of personality traits and home environment is also moderate at higher secondary school level.

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