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**A STUDY OF EFFECT OF HOME ENVIRONMENT ON STUDENT'S  
PERSONALITY IN DISTRICT BHIWANI (HARYANA)**

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**Abstract**

*The study was held to know the effect of home environment on student's personality in district Bhiwani (HARYANA). The study was conducted on a sample of 76 students of grade 12 studying in 5 schools in Bhiwani. For data collection three research instruments (A personality inventory developed by EYSENCK and Index of family relation constructed by Hudson (1982) and a demographic variable information Proforma) were used. Ten null hypotheses were tested to find out the effect of home environment, socio economic status, family relations, birth order and family type on student's personality. Data was analyzed by using (ANOVA –one way) and t test. It is found that there was a significant effect of home environment, socioeconomic status, birth order, family type and family relations was found on the extroversion factor as well as neuroticism factor of student's personality*

**Key Words:** Home environment, student's personality.

**Introduction**

Warren explains personality as “The entire mental organization of human being at any stage of development. 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. **Parveen (2006)** related home

environment and personality and found a relation between them. **Aneesa, Najma and Nareen (2012)** explored the effects of family dynamic on the adolescent's development. They found family functioning effect on students personality (NICHD, 2005) concluded that home environment had an effect on both attention and memory but not on planning.

### **Objective 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 relation 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**

- H<sub>01</sub> There would be no significant effect of home environment on extroversion factor of student's personality.
- H<sub>02</sub> There would be no significant effect of home environment on neuroticism factor of student's personality.
- H<sub>03</sub> There would be no significant effect of socio-economic status on the extroversion factor of student's personality.
- H<sub>04</sub> There would be no significant effect of socio-economic status on the neuroticism factor of student's personality.
- H<sub>05</sub> There would be no significant effect of family relation on the extroversion factor of student's personality.
- H<sub>06</sub> There would be no significant effect of family relation on the neuroticism factor of student's personality.
- H<sub>07</sub> There would be no significant effect of birth order on the extroversion factor of student's personality.
- H<sub>08</sub> There would be no significant effect of birth order on the neuroticism factor of student's personality.
- H<sub>09</sub> There would be no significant effect of family type on the extroversion factor of student's personality.
- H<sub>010</sub> There would be no significant effect of family type on the neuroticism factor of student's personality.

## **Sample**

76 students from different school of district Bhiwani were taken as sample for this study. This sample was selected by simple random sampling technique.

## **Tool used**

For data collection three research instruments of personality.

- a. Eysenck personality Inventory was used for the measurement of personality.
- b. IFR (Index of Family Relation) developed by Hudson (1982).
- c. (DVIP) Demographic Variable Information Performa. The Performa consisted of variables such as parental education, Family income, Father's occupation, Institution's name, Parent's own house or not, Servant available at home, student's family 'size, Birth order, Family type i.e. joint or nuclear.

## **Procedure**

**Data collection** For data collection research instruments were administered to students individually.

**Data analysis** The data analyzed with the help of statistics such as Mean, standard Deviation, One way ANOVA and t-test. The alpha level of 0.05 and .1 was used in all test of hypothesis.

1. According to home environment score, all subjects were classified into three groups Lower (25), Middle (27) and Higher (24).
2. On the basis of socio economic status highest numbers of students (29) belonged to low socio-economic status and lowest number of student(22) belonged to high socio-economic status and 25 students belonged to middle class.
3. According to birth order First born(21),Second born(39)Last born(16.)
4. Distribution of subjects by family type. Nuclear (46) Joint (30).
5. According to family relation Poor (15) ,Moderate(28),Good(33).

## **Testing of Null Hypotheses**

**H<sub>01</sub>** There would be no significant effect of home environment on Extroversion factor of student's personality.

**Table -1: Descriptive statistics about effect of home environment on extroversion factor of student’s personality.**

Home environment group	N	Mean	S.D.	S.E.
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 -2: One Way ANOVA for effect of home environment on extroversion factor of student’s personality.

Source of variance	Sum of Squares	D.F.	Mean Squares	F	Sig.
Between groups	109.6	2	54.81	4.1796	3.11
Within groups	958.41	73	13.129		

Table 2 indicates that critical value (3.11) was less than f value (4.179) so the null hypotheses rejected at 0.05 level of significance. So there was significant effect of home environment on extroversion factor of student’s personality.

**H<sub>02</sub> There would be no significant effect of home environment on Neuroticism factor of student’s personality**

**Table -3: Descriptive statistics for effect of home environment on Neuroticism factor of student’s personality.**

Socioeconomic status	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 -4: ANOVA Test for effect of home environment on Neuroticism factor of student’s personality .**

Source of variance	Sum of Squares	D.F.	Mean Squares	F	Sig.
Between groups	88.884	2	44.442	7.044	4.96

Within groups	460.537	73	6.308
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Table 4 shows that critical value (4.96) less than F value (7.044). So the null hypothesis is rejected at 0.1 level of significance. So there was a significant effect of home environment on Neuroticism factor of student's personality.

**H<sub>03</sub>: There would be no significant effect of socio-economic status on extroversion factor of student's personality.**

**Table -5: Descriptive statistics for effect of socio-economic status on Extroversion factor of student's personality.**

Home environment group	N	Mean	S.D.	S.E.
High	29	15.379	2.901	.391
Middle	25	14.32	2.22	.444
Low	22	15.227	1.78	.3795

Table 5 indicates that mean of Neuroticism factor of student's personality was highest (15.379) and lowest (14.32) belonged to the higher and lower home environment respectively.

**Table 6: ANOVA Test for effect of home socio-economic status on Extroversion factor of student's personality.**

Source of variance	Sum of Squares	D.F.	Mean Squares	F	Sig.
Between groups	487.06	2	243.53	5.79	4.92
Within groups	3066.3	73	42.0041		

Table 6 indicates that critical value 4.92 is less than F value (5.79). So Null hypothesis is rejected at 0.1 level of significance. So there was a significant effect of socio-economic status on extroversion factor of student's personality.

**H<sub>04</sub>: There would be no significant effect of socio economic on Neuroticism factor of student's personality.**

**Table -7: Descriptive statistics for effect of socio-economic status on Neuroticism factor of student's personality.**

Socioeconomic	N	Mean	Std. Deviation	Std. Error
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<b>status</b>				
Higher	22	8.8181	2.216	.4724
Middle	25	9.8	1.58	.316
Lower	29	9.413	1.94	.36026

**Table -8: ANOVA Test for effect of home socio-economic status on Neuroticism factor of student’s personality.**

<b>Source of variance</b>	<b>Sum of Squares</b>	<b>D.F.</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.</b>
Between groups	21.377	2	10.685	3.4913	3.11
Within groups	278.31	73	3.81246		

Table 8 indicates that critical value (3.11) is less than F value (3.4913) SO null hypothesis rejected at 0.05 level of significance. So there was a significant effect of socio-economic status on Neuroticism factor of student’s personality.

**H<sub>05</sub>: There would be no significant effect of family relation on extroversion factor of student’s personality.**

**Table -9: Descriptive statistics for effect of family relations on extroversion factor of student’s personality.**

<b>Family Relations</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
Poor	15	16.533	3.590	.9269
Moderate	28	14.828	2.397	.45303
Good	33	14.757	1.880	.32729

**Table -10: ANOVA Test for effect of Family relations on extroversion factor of student’s personality.**

<b>Source of variance</b>	<b>Sum of Squares</b>	<b>D.F.</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.</b>
Between groups	85.881	2	10.685	3.4913	3.11
Within groups	592.779	73	3.81246		

Table 10 indicates that critical value (3.11) is less than F value (5.825) SO null hypothesis rejected at 0.05 level of significance. So there was a significant effect of family relation status on extroversion factor of student’s personality.

**H<sub>06</sub>: There would be no significant effect of family relation on Neuroticism factor of student’s personality.**

Table -11: Descriptive statistics for effect of family relations on Neuroticism factor of student’s 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 -12: ANOVA Test for effect of Family relations on Neuroticism factor of student’s personality.**

Source of variance	Sum of Squares	D.F.	Mean Squares	F	Sig.
Between groups	10.88	2	5.44	5.0128	3.11
Within groups	79.283	73	1.0860		

Table 12 indicates that critical value (3.11) is less than F value (5.0128) SO null hypothesis rejected at 0.05 level of significance. So there was a significant effect of family relation on Neuroticism factor of student’s personality.

**H<sub>07</sub> There would be no significant effect of birth order on extroversion factor of student’s personality.**

**Table -13: Descriptive statistics for effect of birth order on extroversion factor of student’s personality.**

Birth Order	N	Mean	Std. Deviation	Std. Error
First Born	21	16.619	3.590	.9269
Second Born	39	14.897	2.397	.45303
Last Born	16	14.757	1.880	.32729

**Table -14: ANOVA Test for effect of birth order on extroversion factor of student’s personality.**

Source of variance	Sum of Squares	D.F.	Mean Squares	F	Sig.
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Between groups	68.86	2	34.43	62.6	4.96
Within groups	40.76	73	.5583		

Table 14 indicates that critical value (4.96) is less than F value (62.6) SO null hypothesis rejected at 0.1 level of significance. So there was significant effect of birth order status Extroversion factor of student’s personality.

**H<sub>08</sub>: There would be no significant effect of birth order on Neuroticism factor of student’s personality.**

**Table -15: Descriptive statistics for effect of birth order on Neuroticism factor of student’s 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

**Table -16, ANOVA Test for effect of birth order on Neuroticism factor of student’s personality.**

Source of variance	Sum of Squares	D.F.	Mean Squares	F	Sig.
Between groups	173.177	2	86.5	12.984	4.96
Within groups	486.36	73	6.6625		

Table 16, indicate that critical value (4.96) is less than F value (12.984) SO null hypothesis rejected at 0.1 level of significance. So there was significant effect of birth order status on Neuroticism factor of student’s personality.

**H<sub>09</sub> There would be no significant effect of Family Type on extroversion factor of student’s personality.**

**Table -17: T-tests for effect of Family Type on extroversion factor of student’s personality.**

Family Type	N	Mean	D.F.	t-value	p-value
Nuclear	46	15.913	74	1.507	1.67
Joint	30	14.066			



Table 17 indicates that p-value was more than t-value. So null hypothesis rejected at the 0.05 level of significance. So there was significant effect of family type on extroversion factor of student's personality.

**H<sub>010</sub> There would be no significant effect of Family Type on Neuroticism factor of student's personality**

**Table -18: t- test for effect of birth order on Neuroticism factor of student's personality.**

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

Table 18 indicates that p-value was more than t-value. So null hypothesis rejected at the 0.05 level of significance. So there was significant effect of family type on Neuroticism factor of student's personality.

### **Conclusion**

There was a significant effect of home environment, socioeconomic status, birth order, family type and family relations was found on the extroversion factor as well as neuroticism factor of student's personality.

### **Educational Implication**

1. The knowledge of personality and home environment would help teacher's parents to get characteristics adopted into student's personality and discharge the poor feature and support them to overcome their limitations.
2. This study would help education authorities to enrich student's moral values by introducing stimulating activities.

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