



Home Environment and Personality Traits of Higher Secondary Students

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ABSTRACT

The present study was carried out to know the Home Environment and Personality Traits of Higher Secondary Students. 300 Sample were used in the present study. Survey method was adopted and data were analysed by using 't' test and correlation. There is significant difference in the mean scores of Home Environment of Higher Secondary Students with respect to gender and age. There is significant difference in the mean scores of Personality Traits of Higher Secondary Students with respect to gender. There is no significant relationship between Home Environment and Personality Traits of Higher Secondary Students.

Keywords : Plyometric training, Resistance training, Specific Speed

INTRODUCTION

"Education is the development of the endowed capacities in the individual which will enable him to control his environment and fulfill his possibilities"
-John Dewey

Education is a social process and implies a social framework for individual development. The individual participates in the social activities of the community and this moulds him and fits him to play his role as a citizen. Education is very important for the progress of individual and develops its creativity, intelligence and aptitude, positive sentiments and skills, aspirations and attitudes. Education which enables an individual to control his environment and to have adjustment with his environment. "Mother is the true nurse and

Father is the true teacher" - Rousseau

A successful system of education must harness them all to meet the all round educational needs of man. "Home is the eternal school of life". It is one of the important units of society

PARENTAL DUTIES

There is general consensus around parents providing the basic necessities with increasing interest in children's rights with in the home environment.

- providing physical security :
- providing physical development :
- providing intellectual security
- providing intellectual development :
- providing emotional security :
- providing emotional development :

PERSONALITY

"Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment".

-ALLPORT PERSONALITY TRAITS

Traits are the building blocks of personality and the source of individuality. Traits produce coherence in behavior, because they connect and unify a person's reactions to a variety of stimuli. Traits may act as intervening variables, relating sets of stimuli and responses that might seem, at first glance, to have little to do with each other. Traits are enduring dimensions of personality characteristics differentiating people from one another's.

Robert A Baron (1999) says, "personality traits are specific dimensions along which individual personalities differ in consistent stable way"

SIGNIFICANCE OF THE STUDY

Researcher in the field of psychology and education has concentrated much on identifying the variables that affect one's personality and the factors that are responsible for one's educational attainment.

Family is the prime place where the children can receive all kinds of guidance. Parents are the first teachers to the children. According to 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.

In this present day there are different families with different formations. If the family leads the unhappy life due to various problems the children from that respective family will not come up with perfect qualities. Home circumstance and family relationship shape the children's personality development. Home environment creates child's personality. The motivation of the parents more meaningful to their personality development. Home can provide lot of opportunities to the child to learn more and to shape their behavior too. Child's experiences in the home environment influences the school and society. Home should provide peaceful atmosphere, healthy motivations and great opportunities to the child to develop his personality. This study would help to identify the causative factors of personality traits of students. 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 a study of home environment and personality trait of higher secondary students in Tirunelveli.

OBJECTIVES

- To find out the significant difference between home environment and personality traits of higher secondary school students with reference to gender and age
- To find out the relationship between Home environment and personality traits of higher secondary school students

HYPOTHESIS

- There is no significant difference between the mean

scores of home environment and personality traits of higher secondary students with reference to gender and age

- There is no significant relationship between the home environment and personality traits of higher secondary students.

METHOD ADOPTED FOR THE STUDY

The investigator had limited to apply the survey method for the collection of data

POPULATION

The population selected for this study was XI and XII standard of Tirunelveli district.

SAMPLE

The total population of higher secondary students is 2000 students .The sample of 300 students (male 171 & female 129). Were selected from the population by using the technique of random sampling.

Tools and technique

In the present study, the investigator selected Two Standardize tools, that is ,Two set of questionnaire..Home environment questionnaire was prepared by Sarala Jawa . The questionnaire was consists of twenty questions .The questionnaire was constructed ,keeping in view the Five dimensions .Personality questionnaire was prepared by Eysenck .The questionnaire was consists of fifty questions.

HYPOTHESIS: 1

There is no significant difference between the mean scores of the home environment of higher secondary students with respect to gender .

Table-1

Difference between the Mean Scores of home environment of higher secondary students with respect TO GENDER

Sex	Number	Mean	SD	C.R. Value	Remarks at 0.05 level
Boys	171	70.491	14.048	3.353	Sig
Girls	129	75.705	12.766		

From the above table (1) shows that the calculated C.R value (3.3534) is greater than the table value(1.96). Hence the null hypothesis `` There is no significant difference between the mean scores of home environment of higher secondary students with respect to gender '' is rejected .

H: 2

There is no significant difference between the mean scores of home environment of higher secondary students with respect to age .

TABLE - 2

Difference between the Mean Scores of home environment of higher secondary students with respect to age

Age	Number	Mean	SD	C.R. Value	Remarks at 0.05 level
16 years	151	75.231	12.247	3.2171	Sig
Above 16 years	149	70.201	14.706		

From the above table (2) reveals that the calculated C.R value (3.2171) is greater than the table value (1.96) .Hence the null hypothesis , `` There is no significant difference between the mean scores of home environment of higher secondary

students with respect to Age '' is rejected .

H : 3

There is no significant difference between the mean scores of personality traits of higher secondary students with respect to gender

TABLE - 3

Difference between the Mean Scores of Personality traits of higher secondary students with respect TO GENDER

Sex	Number	Mean	SD	C.R. Value	Remarks at 0.05 level
Boys	171	31.807	5.634	3.739	Sig
Girls	129	29.310	5.794		

From the above table (3) shows that the calculated C.R value (3.7391) is greater than the table value(1.96) .Hence the null hypothesis , ``There is no significant difference between the mean scores of personality traits of higher secondary students with respect to sex'' is rejected .

H : 4

There is no significant difference between the mean scores of the personality traits of higher secondary students with respect to age .

TABLE- 4

Difference between the Mean Scores of personality traits of higher secondary students with respect to age

Age	Number	Mean	SD	C.R. Value	Remarks at 0.05 level
16 years	151	30.238	6.238	1.485	N.S.
Above 16 years	149	31.234	5.351		

From the above table (4) it is understood that the calculated C.R value (1.4855) is lesser than the table value(1.96). Hence the null hypothesis ``There is no significant difference between the mean scores of personality traits of higher secondary students with respect to age'' is accepted .

H: 5

There is no significant relationship significant between home environment and personality traits of higher secondary students

Table -5

Correlation between HOME ENVIRONMENT AND PERSONALITY TRAITS OF higher secondary students

Category	Number	df	'r' value		Remarks at 0.05 level
			Calc.	Table	
All students	300	298	0.1014	0.1140	N.S.

From the above table (5) reveals that the calculated `r' value (0.1014) is lesser than the table value (0.1140) Hence the null hypothesis, ``There is no significant relationship between home environment and personality traits of higher secondary students'' is accepted .

FINDINGS

- Based on boys' and girls' students are significantly differ in the mean scores of home environment of higher secondary students.
- Based on 16 years and above 16 years students are significantly differ in the mean scores of home environment of higher secondary students.
- Based on boys' and girls' students are significantly differ in the mean scores of personality traits of higher secondary students.
- Based on 16 years and above 16 years students do not significantly differ in the mean scores of personality traits

- of higher secondary students.
- There is no significant differ in the relationship between home environment and personality traits of higher secondary students.

DISCUSSIONS

Based on Boys and girls there is significant difference between the mean scores of home environment of Higher Secondary Students with reference to Gender. The girls are greater than boys. The girls are spending more time and independent in home. They are more interested in homemade works. The girls felt that there is desirable home environment at home when compared with male. The parents to be responsible towards the girls and they are protected in all the ways. They freely share their views and opinions and they prove to be out spoken. These are the valid reasons why girls are protected any they have good relations at home.

There is significant difference between the means score of personality Traits of higher secondary students boys are greater than girls. The boys are spending more time in outside the home and contact their peer group. The boys are getting more information from outside the home to improve their own personality.

Based on 16 years and above 16 years. There is significant difference between the mean scores of home environment of Higher Secondary Students with reference to age. 16 yrs greater than the above 16 yrs. The 16 yrs students are more concentrated in their studies and depend upon their parents. Most of the students are spend in more time in homemade works, hobbies. The 16 years of students are under control of parents. The parents play a vital role of 16 years students. The good home environment will develop their whole personality.

CONCLUSION

Home is the proverbial egg that we were hatched from, both our nature and nurturing comes from our family. If we do not face where we came from we will have difficulty to understanding our future and present. Parents to provide a very congenial atmosphere to develop their confidence, self-reliance and all round development of personality.

“Family is the heaven sent from our father above,
banded by the power of love;
Family is the strongest team, the strongest unit;
If love could be visualized family would be the blue print”
-Antony smith.

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