

Effect of Home Environment on Personality

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ABSTRACT

The present study of home environment imposes on him a series of obligations. Two environments namely, home and school environment, share an influential space in child's life family is the social biological unit that exerts the greatest influence on the development and perpetuation of the individuals behavior. Personality is the most comprehensive frame of reference in which an individual can be judged which includes the sum of all his behavior, characteristic, intelligence, attitude, knowledge, interests and his response to and interaction with his environment. The main purpose of this research was to find out the main difference between effect of home environment on personality. The total sample consisted 80 (40 high environment and 40 average environment) were taken. The research tool for home environment scale developed by Karuna Shankar Mishra and personality scale developed by Raymond B. Cattell were used. Here t – test was applied to check the significant difference between high and average home environment.

The role of the home environment in the development of childhood obesity has been recognized for a long period of time; nonetheless, few studies have documented the extent to which the home environment contributes to childhood obesity. Sorensen and Lisa have shown a nine fold increased risk of obesity in children who were neglected. They have also documented a twofold to threefold increase in risk of obesity for children in dilapidated living conditions. However, in both studies, relatively few obese children were studied, and assessment of the home environment was largely subjective. On the basis of several case reports, Christophe has hypothesized that overeating in obese children may result from self-stimulatory behavior that is a consequence of environmental deprivation.

The importance of socioeconomic factors in the development of childhood obesity also remains controversial. Initial reports by Stanley Garn and colleagues from the Ten State Nutritional Survey indicate that although obesity is associated with higher socioeconomic status (SES) in early childhood, it begins to predominate in poorer females in adolescence. However, a comprehensive review of the relationship between childhood obesity and SES by Sober and Standard reports that about a third of studies show no relationship, a third of studies demonstrate increased obesity associated with low SES, and a third of studies demonstrate increased obesity associated with high SES. Differences in the ages of the children and measures of SES may account for the broad differences among studies.

To clarify the relationship between home environment and socioeconomic factors and the development of childhood obesity, we prospectively examined the development of obesity in 2913 normal weight children between the ages of 0 and 8 years who were enrolled in the National Longitudinal Survey of Youth (NLSY). We examined the role of race, marital status, maternal education, and family income, as well as standardized measures of the home environment in the development of childhood obesity over a 6-year period. We also analyzed the effects of the home environment on children with low SES, because these children generally have the poorest home environment and the highest levels of obesity.

The Growing Power Of The computer technologies have always been helping humans to realize many dreams, and one of them is extensive home automation, which usually involves integrated control of multiple home appliances. However, to make inhabitants feel more comfortable and to make life more convenient, the traditional Home Automation System (HAS) should evolve to the next stage. This stage would be to provide "context-aware" services actively, which can be deemed as providing appropriate services to the right people at the right moments and at the right places. Conceivably, the HAS is the core of a "smart home," a kind of context-aware environment with several kinds of sensors and controllable actuators. The sensors will extract information from the environment so that the services likely needed by the inhabitants are inferred, and finally, the confirmed services will be provided to the inhabitants through the corresponding actuators in the HAS. Among all sorts of context information to be collected in order for the HAS to do useful and relevant inferences, the locations are the most valuable one since the inhabitants would normally require different services based on which location in the home they are at. Therefore, in this study, we have focused on how to retrieve the inhabitants' location in a smart home.

Personality is an individual's unique constellation of consistent behavioral traits. A personality trait is a durable disposition to behave in a particular way in a variety of situations. Common personality traits include: honest, moody, Impulsive, friendly. **Personality**, a characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both [inherent](#) and acquired, that distinguish one person from another and that can be observed in people's relations to the [environment](#) and to the social group.

The term personality has been defined in many ways, but as a psychological concept two main meanings have evolved. The first pertains to the consistent differences that exist between people: in this sense, the study of personality focuses on classifying and explaining relatively stable human psychological characteristics. The second meaning emphasizes those qualities that make all people alike and that distinguish psychological man from other species; it directs the personality theorist to search for those regularities among all people that define the nature of man as well as the factors that influence the course of lives. This duality may help explain the two directions that personality studies have taken: on the one hand, the study of ever more specific qualities in people, and, on the other, the search for the organized totality of psychological functions that emphasizes the interplay between organic and psychological events within people and those social and biological events that surround them. The dual definition of personality is interwoven in most of the topics discussed below. It should be emphasized, however, that no definition of personality has found universal acceptance within the field.

The study of personality can be said to have its origins in the fundamental idea that people are distinguished by their characteristic individual patterns of behavior the distinctive ways in which they walk, talk, furnish their living quarters, or express their urges. Whatever the behavior, personologists as those who systematically study personality are called examine how people differ in the ways they express themselves and attempt to determine the causes of these differences. Although other fields of psychology examine many of the same functions and processes, such as attention, thinking, or motivation, the personologist places emphasis on how these different processes fit together and become [integrated](#) so as to give each person a distinctive identity, or personality. The systematic psychological study of personality has emerged from a number of different sources, including psychiatric case studies that focused on lives in distress, from philosophy, which explores the nature of man, and from physiology, anthropology, and social psychology.

Significance of the study

Since the emergence of modern research methodologies in the field of education it has always been a matter of interest and importance to identify the factors that affect students' personality and achievement. During different periods of history emphasis continued to change and shift from one aspect to the other and in this regard various factors have been identified during the last few decades. Literature review suggests that home environment is an important area of study in educational psychology. During the past several decades home environment has been identified as being a contributing factor in child's educational development. The home environment and family process provide a network of social, physical, and intellectual forces, which affect the students' learning. Verna & Campbell (1999) state that different learning environment is created by families from different socioeconomic classes that affect the child's academic achievement. The family process includes, supportive atmosphere, supervising homework, providing supplementary reading materials, and providing tutor, and if possible facility of computer. Powell (1963) concludes that many of the values, attitudes, and interests that are part of an individuals' adult behavior had their beginnings and indeed were often fully crystallized through the early influences of home and family. Family experiences have far reaching implications for adolescents' lives outside the family- in relationship with peers, teachers, and other adults, in school performance; and in eventual occupational choice and degree of success. The emotional atmosphere of the family, the way in which parents train their children and the opportunities and demands family life presents for normal development are present from early life, continue their influence in adolescence and shape the future course of adolescents' lives. Education includes the influences deliberately planned, chosen and employed by the community for the welfare of its coming generations. The purpose is to modify the behavior of the child and to shape his personality in a desirable way. This study by exploring the factors which influence the students' academic achievement and personality development will help the teachers, parent, administrators, curriculum planners and policy makers to coordinate in an effective way

so that our students can have a sound personality and better academic achievement after completing their formal education.

Review of Related 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. Firestorm-Cohen & Rosenbom (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. McMillan & Hilton Smith (1982) think that. The happier the parents and the more positive the home climate, the more beneficial is the effect on growing children. The best adjusted children are those who grow in happy homes where adolescents and parents spend pleasurable time together. Noller and Victor (1991) think 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. Schaefer (1959) states that the structure of the family unit in combination with personality characteristics of individual parents determine, in part, a family's approach to child rearing. In fact, several decades of research support the continuing existence of two major dimensions of parental behavior. The first, acceptance-rejection, focuses on the effects of parental behavior that is either warm or hostile. A warm relationship helps children to be responsible and self-controlled, while hostility tends to promote aggression. The second dimension, control autonomy, focuses on how restrictive or permissive parents are in enforcing rules of behavior. Parents who use strict control generally have children who are well-behaved but highly dependent. Those who are permissive tend to have sociable and assertive children who are high on aggression.

Objectives

The main objectives of study were as under:

1. To find out the effect of home environment on students' deference characters of personality

Null-Hypothesis

To related objectives of this study, null hypothesis were as under:

1. There will be no significance effect of home environment on students' deference characters of personality

METHOD

Sample of the study

The aim of the study was to examine the effect of home environment on personality of the students. It was decided to select one male and one female college from Rajkot (Gujarat). As a result data was collected from 80 students, among them 40 were female and 40 were male students. Based on the home environment questionnaire, two groups were organized.

Instruments

1. Home Environment Scale: The Home Environment scale was made by Karuna Shankar Mishra. There are 110 statements in the scale. This Scale is 5 point Scale. Therefore test possess high face Reliability and validity.
2. Children's Personality Questionnaire (CPQ): The scale was measure by Cattell & Cattell (1950). Here use from A for measure personality. That the CPQ measures a set of fourteen factorial independent dimensions of personality has already been stated. What is now necessary is that the psychologists data through grasp of their nature, and appreciate more precisely the research foundations on which they stand, primary source traits measured by the CPQ are as follows :

Low Score Description	Factor	High Score Description
RESERVED, Detached, critical, Cool, Aloof (Sizothymia)	A	WARMHEARTED, outgoing, easy going, participating, caffectothymia, formeuly, (Yelothumia)
DULL (crystallized, power measure) (Low intelligence)	B	BRIGHT (Crystallized, Power measure) (High Intelligence)
AFFECTED BY FEELINGS (emotionally less stable, easily upset) (lower ego strength)	C	EMOTIONALLY STABLE (Faces reality, callm, mature) (higher ego strength)
PHLEMATIC, undemonstrative, deliberate, Inactive, stoday (phalematictemperament)	D	EXCITABLES, Impatient, Demanding, Overactive, unrestrained (excitability)
OBEDIENT, mild, accommodating, easilly led. (submissiveness)	E	DOMINANT, assertive, competitive, aggressive, stubborn (Dominance)
SOBER, prudent, serious, tqcitur (Desugency)	F	ENTHOSIASTIC, happy, go-lucky, heedless (Surgency)
EXPEDIENT, Disregards Rules (weaker superego strength)	G	CONSCIENATIOOS, persevering, staid, rule-bound (stronger superego strength)
SHY, threat-sensitive, diffirent, timid (Threctia)	H	VENTURESUME, sociallybold, uninhibited (Parmia)
TOUGH-MINDED, self-reliant, realistic, no-nonsense (Harria)	I	TENDER MINDED, sensetive, ovr-protected (premissa)
ZESTFUL, likes group action, vigrous (Zeppia)	J	CIRCUMSPECT INDIVIDUALISM reflective, internally restratoned (Coosthenia)
FORTHRIGHT, natural, artless, sentimental (Artlessness)	N	SHREWD, Calculating, artful (Shrewdeness)
SELF-ASSURED, confident, secure, complacent (untroubled odequacy)	O	GUILT-PRONE, apprehensive, worrying, troubled, insecre (Guilt proneness)
UNDISCIPLINED SELF - CONFLICT, follows own urges, careless of social rules clowsoef-centimentintergroth)	Q3	CONTROLLED, socially precise, following, self image, compulsive (high self-concept control)
RELAXED, tranquil, tropid, composed, unfrustrated (low ergic tension)	Q4	TENSE, rustrated, driven, overwrought, fretful (high ergic tension)

Reliability and validity of this scale was very high (According to Menaul)

Procedure

The testing was done on a group of sample. The whole procedure of fill the questionnaire was explained to them fully and clearly. The instructions given on the questionnaire were explained to them. It was also made clear to them that their scores would be kept secret. It was checked that none of the subjects left any questions unanswered or that no subject encircled both the answers given against a question.

Result and Discussion

The aim of present research is to study of Effect of Home Environment on Personality. In it statistical t-test method is used. Result discussion of present study is as under.

RESULT TABLE

Showing mean, t-value score of Home environment and Personality

Sr. No.	Home Environment	Personality	Mean	t
1	High Average	Reserved Vs. Outgoing	7.80 6.93	5.80**
2	High Average	Less Intelligent Vs. More Intelligent	6.26 4.55	3.42**
3	High Average	Emotionally Less Stable Vs. Emotionally Stable	6.85 5.22	3.36**
4	High Average	Phlegmatic Temperament Vs. Excitability	6.80 4.95	3.92**
5	High Average	Submissiveness Vs. Ascendance	4.98 3.44	3.18**
6	High Average	Sober Vs. Happy Go lucky	5.54 3.95	3.98**
7	High Average	Expedient Vs. Conscientious	5.84 5.07	1.17(NS)
8	High Average	Shy Vs. Venturesome	5.28 4.81	0.94(NS)
9	High Average	Tough Minded Vs. Tender Minded	6.72 5.06	3.82**
10	High Average	Zestful Vs. Reflective	4.49 4.20	0.98(NS)
11	High Average	Forthright Vs. Shrewd	5.08 4.66	0.97(NS)
12	High Average	Placid Vs. Apprehensive	4.59 3.88	1.71(NS)
13	High Average	Undisciplined Self Conflict Vs. Controlled	6.92 5.80	1.24(NS)
14	High Average	Relaxed Vs. Tense	4.48 4.11	0.76(NS)

According to result we can say that there was a significant impact of Home Environment on Personality Factor A (t=5.80), B (t=3.42), C (t=3.36), D (t=3.92), E (t=3.18), F (t=3.98) and I (t=3.82). There was no significant impact of Home Environment on Personality Factor G (t=1.17), H (t=0.94), J (t=0.98), N (t=0.97), O (t=1.71), Q₃ (t=1.24) and Q₄ (t=0.76). There was a significant impact of home environment on Outgoing personality, Intelligent, Emotional Stability, Excitability, Ascendance, Happy and tender mind personality factor.

Result of Research found that there was a significant effect of Home environment on personality. There was a Different aspects of family environment have a differential effect on different personality traits. For example, high socioeconomic status was related to maturity and intellect, but not to some other traits like extraversion. Also, maternal participation influenced extraversion and intellect, whereas paternal participation influenced maturity. Parents who form warm relationships with their children and have minimal conflict with them, provide adequate monitoring and supervision, and do not provide models of drug use can protect youth from developing substance use disorders. Lack of strong positive relationships with parents increases involvement with deviant peers, which increases adolescents' risk for a variety of problems, including precocious transitions, such as early pregnancy, premature independence from parents, and school dropout. A healthy family environment provides children with a sense of emotional security hence facilitating adolescent development and motivation in academic progress particularly at a time of numerous developmental changes. Unfortunately, a large number of children do not experience a congenial home environment (Deb S. 2006). It can be seen, then, that different personality traits have differentiated effects from various aspects of family environment. Further, individuals differ in their susceptibility to the influences of family environment.

Conclusion

We can conclude by data analysis as follows:

There were significant difference in effect of Home Environment on Personality Significant difference between High and Average Home Environment.

Limitations

The major limitation of this study is that the sample size was small. So it was not sufficient for generalizing the result obtained by the study. This study was conducted only in Rajkot City (Gujarat). In sample selection for this research random method was followed. Here using only t-Test and correlation no other statistical techniques used for data analysis.

Problems of Data Collection and Research

Irrelevant or duplicate data collected. Pertinent data omitted. Erroneous or misinterpreted data collected. Insufficient interaction. Lack of confidence and awareness in participants. Lack code of conduct in research in participant. Lack of availability or access to literature.

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God helps those who help themselves.

~ Benjamin Franklin