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EFFECT OF ENVIRONMENT ON EDUCATION AND PERSONALITY OF A SCHOOL STUDENT

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Effect of Environment on Education and Personality of a School Student

Sube Singh¹ Dr. P. S. Yadav²

¹Research Scholar Govt. College of Education, Narnaul (Haryana)

²Principal and Prof. Sahid Caption D.K. Khola College of Education, Zainabad, Rewari (Haryana)

Abstract – It was found from the present research that academic achievement was significantly affected by almost all independent variables of the study except birth order and family type. Openness factor of personality was affected by independent variable of mother's education, gender and family size. Emotional stability factor of personality was significantly affected only by total home environment and family relations. Extroversion factor of personality was affected by home environment, family relations, mother's education, father's education, family's income and socioeconomic status. Conscientiousness factor of personality was affected by home environment, family relations, socioeconomic status, gender and income of the family. Agreeableness factor of personality was affected by total home environment, family relations, mother's education and father's education. Thus it is concluded that students' personality factors were partially affected by the independent variables of the study.

In short we can say that with the exception of birth order and family type, all independent variables of the study had significant effect on students' academic achievements. But as far as student's personality was concerned, it was only partially affected by different independent variables of the study.

Present study found a significant effect of family relations on the total personality of students. Students who had good family relations, had highest personality mean (149.31), while those students who had poor family relations, their personality mean was the lowest (130.23).

It means students personality was positively affected by family relations. Similarly family relations were found to have a significant effect on all the factors of personality studied in the present research (extroversion, emotional stability, conscientiousness, and agreeableness), except openness to experience. Statistically, openness to experience was also affected by family relations, but the effect was not significant.

Key Words: Environment and Education, Environment and Personality

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ENVIRONMENT ON EDUCATION- THE CONCEPT

ENVIRONMENT AND PERSONALITY

Gordon Allport A Psychological Interpretation launched the psychology of personality as a field and discipline. In his classic work and many later contributions, he made a convincing case that a distinctive field was needed, to understand the person as a coherent, consistent whole individual. His view of personality was broad and integrative, and he was sensitive and attentive to all its diverse aspects. Reacting against the tendency of researchers to study isolated part processes, such as learning and memory, in ways that failed to take account of individual

differences, he wanted to pursue two goals. One was to understand the differences between people in personality; the other was to see how the different characteristics and processes (like learning, memory, and biological processes) that exist within an individual interact and function together in an integrated way.

An extrovert is sociable, likes parties, has many friends, talkative and does not like studying or reading by himself. He takes chances, craves excitement, acts on the spur of the moment. He always has a ready answer, is fond of practical jokes, likes change; he is easygoing, optimistic, carefree and likes to laugh and be merry. He tends to be aggressive, is not always reliable and prefers to keep moving high socioeconomic status. Family

environment had more strongly influenced the children of high intellect or high introversion than those with low intellect or high extroversion. High socioeconomic status had no relation with extroversion. Thus the results indicate that the temporal aspect of personality (extraversion) is less easily influenced by family environment than is the character aspect of personality (i.e., personality). Reti, Samuels, Eton, Biennenn Costa and Nestadt (2002) concluded from their research that adult anti-social personality characteristics are related with maternal overprotection and low parental care. For men, a significant was found between anti-social characteristics and both high maternal behavioral restrictiveness and low maternal care, whereas for women high maternal denial of psychological autonomy and low paternal care were significantly associated with antisocial traits.

Werner, Bierman, and French (1971) show that intellectual situation varies with the socioeconomic status of the family. They correlated the IQ's of almost five hundred students (97 percent nonwhite or non-Anglo) from different cultural and ethnic backgrounds in rural Hawaii with the intellectual simulation potential of their homes. Intelligence tests given at 20 months and at age 10. Results showed that correlations between children's IQ and family background were all positive. The relationship was quite similar for parental education, and socio economic status, but what is particularly interesting is that educational stimulation produced the highest correlation and evidently was the most significant variable. The variable of educational stimulation consisted of a composite rating of the opportunities available in the home for enlarging children's vocabulary; the quality of the language models available for children; the intellectual activities and interests of the family; the kind of work habits emphasized in the home; the availability of learning supplies, books and periodicals; and the opportunities for children to participate in and explore various aspects of the larger environment through libraries, special lessons, recreational activities, and the like. The intelligence tests given at 20 months also showed positive relationship with parental education, IQ and SES.

Bossard & Sanger (1952).state that in spite of the economic and social advantages the child receives when he is a member of a small family, he must sometimes pay the price for this, chiefly in the form of problem-creating circumstances. While there are both advantages and disadvantages to different family sizes, the home climate of the large family is often superior to that of the small family.

In some cases though not very commonly, they also have educated mothers. Generally, a happy and pleasant childhood is recalled by most of the subjects. A few specific incidents like accidents, punishment, and rebellious behavior are also recollected but generally satisfaction in school, good relationships and high academic records are the common features of this group. Interest in abstract ideas and principles are

frequently asserted, fantasy activity occupies a significant place in thinking. Most of the subjects display a satisfactory general adjustment. They have better home adjustment,

CONCLUSION

Present study indicate the importance of pleasant home environment, thus to increase the quality of family life, parents' education concerning child rearing practices. The mothers' education is very important for the academic achievement of student. Government should take solid steps to increase and encourage female education programmes. To incorporate family life education in the school and college curriculum to produce responsible citizens. Awareness of common people regarding the importance of pleasant, warm and supportive family relations should be raised by using mass media. Teachers, administrators, curriculum planners and policy makers should know students' psychological and physical needs, thus it should be made an important part of their professional training. Present study has shown socioeconomic status as an important variable to influence students' achievement, so it is recommended that government should take steps to raise socioeconomic status of people.

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