

“Impact of Home Environment on The Personality of Senior Secondary School Students”

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Abstract

Education develops personality of an individual in all field's and aspect's making him intelligent, learned, bold, courageous, possessing, strong good character and it develops the ability of better adjustment of a person human in any situation's.

In everyday language, we often say that a person has “a lot of personality.” As you can probably guess, this is not how psychologists use the word. When I was much younger, a person going on a blind date might be told that the person they were meeting had “a great personality.” Psychologists don't use the term this way either but let's use this example of a blind

date to see what psychologists really do mean by personality. The main objective of this study is to analysis the impact of home environment on the personality of senior secondary school students in urban and rural areas.

The present study conducted on a sample of 100 students selected from senior secondary schools of Sonapat District in Haryana state in which 50 students from rural and 50 students from urban area school taken.

Keywords: *Home Environment, Personality, Senior Secondary and School*

Introduction

Education bestows immense benefits upon a person. A well educated person is known the entire region. He is able to meet the conflicting challenges. He tides over all the difficulties which confront him in day to day living. Education culturists the individual and help him to fulfill needs. Education develops the individual like a flower which distributes its fragrances all over the environmental. Thus education is a

conductive process which develops child individuality in all its aspects – physical, mental, emotional & social with this all round development he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character. Who uses all his capacities to develop himself, his society and this nation to the highest extent by contributing his best to national honor, national glory, national, culture and national civilization of which he is an integral part?

Education makes a man a complete human being; it is education which is the basis of difference between human beings and animals. But what is education? Education is a process through which hidden potentialities of a person come to surface. Education is a process through which a child comes to know about his own self. It is life long process. Education as a wider term includes so many aspects like formal, non-formal and informal education. By narrowing down its scope, we come to formal education. Formal education is provided in the schools, college and various institutes. In today's area it is the base of a child's all round development. Formal education is provided to the children according to their age, mental level and their social and culture needs.

Obviously, this isn't a practical solution because it would take a fleet of trucks just to deliver the information. It would also take you years just to look it over. What you'd like is a brief, elegant description of the person. "Elegant" is being used here in its scientific sense. In this context, it means precise and exact. A good description should allow you to predict what the person would do in a variety of situations. As scientists, we try to determine what that description should look like. We also want to develop tests that will create a description of each person's personality.

Statement of the problem

“IMPACT OF HOME ENVIRONMENT ON THE PERSONALITY OF SENIOR SECONDARY SCHOOL STUDENTS”

Definitions of the terms used

Home Environment - It is what parents do in the home that counts for learning development of children; it goes without saying that lack of encouragement, low quality of parents' language and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment.

Personality – Personality is described in terms of an individual behaviour his action, posture, words and attitude and opinions

regarding his external world. But personality may be more basically described in the term of the individual's covert feeling about his external world, feeling that may not be apparent or discernible in his overt behaviour also in terms of one's attitude towards oneself.

Senior Secondary – The term “Senior Secondary” refers to all post-secondary (senior school, Class XI) and pre-university education and includes senior secondary of the 10+2 patterns, pre-university, pre-degree / pre-university and intermediate junior college.

School – The term ‘school’ is originated from the Greek word ‘Skhōle’ which means leisure. The school is a place which conserves and promotes culture and civilization, prepares children for citizenship, caters to physical, vocational, moral and social needs of the pupils.

Personality

Personality is a dynamic organization, inside the person, of psychophysical systems that create the person's characteristic patterns of behaviour, thoughts and feelings.

Personality is about our different ways of being human. How we are all variations on the same themes. How the human nature we all share manifests in different styles of thinking, feeling and acting.

According to Allport (1971), “Personality is the dynamic organization with an individual of those psycho-physical systems that determine his unique adjustment to his environment”.

According to Morton Prince (1929), “Personality is the sum total of the biological innate dispositions, impulses, tendencies, aptitudes and instincts of the individual, and the dispositions and tendencies acquired by experiences”.

According to Child (1968) “More or less stable, internal factors . . . make one person's behaviour consistent from one time to another, and different from the behaviour other people would manifest in comparable situations.”

Types of Personality

- (i) Extraversion the tendency to seek and engage with the company of others.
- (ii) Introversion the tendency to avoid the company of others and to withdraw from social situations.
- (iii) Neuroticism the tendency to be worried and anxious.

Personality Traits

As we have made it a little clear in the foregoing pages that traits are some specific mental structures in human beings. Allport says that “A trait is a generalized and focalized neuro-physic system (peculiar to the individual with the capacity to render

many stimuli functionally equivalent to initiate and guide consistent forms of adaptive and expressive behaviour. Allport gave some special features of traits: -

- Traits are essential to every individual's life.
- Traits are not visible but they are neuro physical structures.
- They are not cognizable by sight but they are to be inferred by consistency of behaviour.
- The consistency in behaviours of human beings is based on traits.
- Traits are not completely independent. Whatever traits are found in the personality of man, are found to be inter-related.
- Different people have different degrees of traits.

Characteristics or Features of Personality

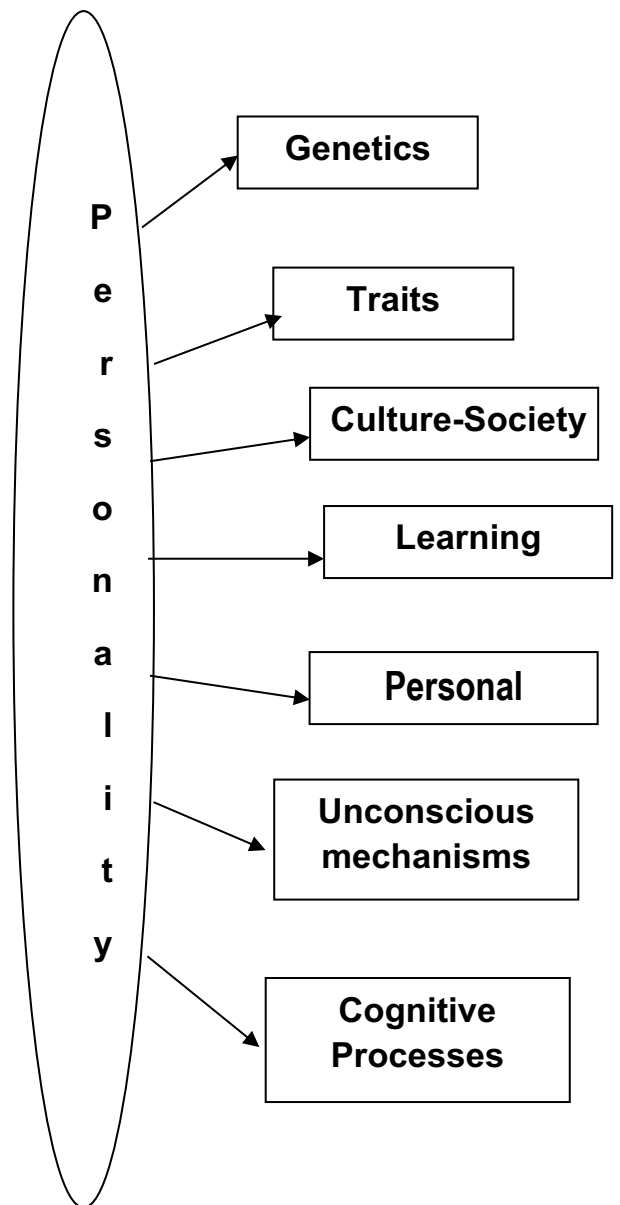
- **Personality is something unique and unparalleled:** Every human is different from other humans. Every human is different and unique from others. It is true that I Learn topics. I would follow that the same family. The notion that this is an indication that the person. Properties pattern of interests is an organization that is different from other people. It is a reflection of the personality traits of people in individual identity.

- **Integration of all psychophysical systems:** Person all the physical, mental, social and moral qualities are organized by themselves I have stability. Compilation and organization means a simple sum or symptoms add and subtract, etc. is not stored.
- **Personality is dynamic:** It is not like a static or static object, however personality enough for the real and the stability are still signs of where it would be unfair to a person's entire life span I - or to learn to live with as it is.
- **Product of heredity and environment:** Overall personality development requires both strong role and mutual end action is.
- **An integrated whole:** Various psychological and behavioral aspects of life organized for mediocrity is required to function. Personalities from various sides or one side of the various procedures I compile any cause or organization are many mental disorders.
- **Influenced by training and experiences:** Positive climate-related conditions and proper personal grooming I will assist.

- **Personality and character are not synonymous:** "Personality" is a psychologist; the person is the main relationship. "Character" is related to strategic cultural values of society than is found. The second personality a comprehensive, broad subject, which I as an item of this character I is inserted. Many psychologists do not agree with the personality of the character as a side thought I should go.
- **Personality is bi-dimensional:** One is overt and second is converting.
- **Self-awareness:** The most important attributes of personality. This self-consciousness caused the "person" is. Or simply may be called personality. This particular. Remarkable properties of the human animal and makes it different from other organisms.
- **Behavior can be predicted:** The reason for this stability of personality traits and thanks is to have.
- **Personality represents totality of individual:** In other words, full of personality, a personality, behavior and the interpretation is that the sum of the overall properties.

Personality as a composite of factors

Because almost every theory of personality contains elements of all of the explanations just reviewed, perhaps it is safe to say that personality is a function of all of them. The elements emphasized depend on which theory of personality one considers. Assuming that, the situation can be summarized as follows: -



Personality has three aspects', biological, psychological and sociological while

biological aspect of human life is maintained and transmitted by nutrition and reproduction, the psychological and social aspect of human life maintained and transmitted by education. Because personality gives a complete picture of human behaviour by involving all of its aspects – conative, cognitive and affective. In contemporary psychology, the "Big Five" factors of personality are five broad domains or dimensions of personality which are used to describe human personality.

The Big five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism. The neuroticism factor is sometimes referred by its low pole – "emotional stability". Some disagreement remains about how to interpret the openness factor, which is sometimes called "intellect" rather than openness to experience. Beneath each factor, a cluster of correlated specific traits are found; For example, extraversion includes such related qualities as gregariousness, assertiveness, excitement seeking, warmth, activity and positive emotions.

The Five Factor Model is a descriptive model of personality; psychologists have developed a number of theories to account for the Big Five.

The Big Five factors and their constituent traits can be summarized as:

1. Openness –Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience.
2. Conscientiousness –A tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behavior.
3. Extraversion –Energy, positive emotions, surgency, and the tendency to seek stimulation in the company of others.
4. Agreeableness –A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.
5. Neuroticism –A tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability.

The Big Five model is a comprehensive, empirical, data-driven research finding. Identifying the traits and structure of human personality has been one of the most fundamental goals in all of psychology. The five broad factors were discovered and defined by several independent sets of researchers. These researchers began by studying known personality traits and then factor-analyzing hundreds of measures of these traits (in self-report and questionnaire

data, peer ratings, and objective measures from experimental settings) in order to find the underlying factors of personality.

The initial model was advanced by Ernest Tupes and Raymond Christal in 1961, but failed to reach an academic audience until the 1980s. In 1990, J.M. Digman advanced his five factor model of personality, which Goldberg extended to the highest level of organization. These five over-arching domains have been found to contain and subsume most known personality traits and are assumed to represent the basic structure behind all personality traits. These five factors provide a rich conceptual framework for integrating all the research findings and theory in personality psychology. The Big Five traits are also referred to as the, Global Factors of personality.

At least four sets of researchers have worked independently for decades on this problem and have identified generally the same Big Five factors: Tupes & Cristal were first, followed by Goldberg at the Oregon Research Institute, Cattell at the University of Illinois, and Costa and McCrae at the National Institutes of Health. These four sets of researchers used somewhat different methods in finding the five traits, and thus each set of five factors has somewhat different names and definitions. However,

all have been found to be highly inter-correlated and factor-analytically aligned.

1. Openness to experience:

Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. The trait distinguishes imaginative people from down-to-earth, conventional people. People who are open to experience are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more creative and more aware of their feelings. They are more likely to hold unconventional beliefs. People with low scores on openness tend to have more conventional, traditional interests. They prefer the plain, straightforward, and obvious over the complex, ambiguous, and subtle. They may regard the arts and sciences with suspicion or even view these endeavors as uninteresting.

2. Conscientiousness:

Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement against measures or outside expectations. The trait shows a preference for planned rather than spontaneous behavior. It influences the way in which we control, regulate, and direct our impulses.

3. Extraversion:

Extraversion is characterized by positive emotions, urgency, and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world. Extraverts enjoy being with people, and are often perceived as full of energy. They tend to be enthusiastic, action-oriented individuals who are likely to say "Yes!" or "Let's go!" to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves. Introverts lack the social exuberance and activity levels of extraverts. They tend to seem quiet, low-key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extraverts and more time alone. They may be very active and energetic, simply not socially.

4. Agreeableness:

Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. The trait reflects individual differences in general concern for social harmony. Agreeable individuals value getting along with others. They are generally considerate, friendly, generous, helpful, and willing to

compromise their interests with others. Agreeable people also have an optimistic view of human nature. They believe people are basically honest, decent, and trustworthy. Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative.

5. Neuroticism:

Neuroticism is the tendency to experience negative emotions, such as anger, anxiety, or depression. It is sometimes called emotional instability. Those who score high in neuroticism are emotionally reactive and vulnerable to stress. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. These problems in emotional regulation can diminish the ability of a person scoring high on neuroticism to think clearly, make decisions, and cope effectively with stress. At the other end of the scale, individuals who score low in neuroticism are less easily upset and are less emotionally reactive. They tend to be calm, emotionally

stable, and free from persistent negative feelings. Freedom from negative feelings does not mean that low scorers experience a lot of positive feelings.

Neuroticism and stress are both strongly associated with negative affect. When people high in neuroticism encounter stressful events, they tend to experience them as more aversive and react with higher levels of negative affect than those low in this trait calls this process “hyper-reactivity,” or a large change in negative affect in response to a stressor.

Home Environment

Parents are a child’s first educator. A child’s family and home environment has a strong impact on his/her language and literacy development and educational achievement. This impact is stronger during the child’s early years but continues throughout their school years. Many background variables affect the impact of the family and home environment (such as socio-economic status, level of parental education, family size, etc.) but parental attitudes and behaviour, especially parents’ involvement in home learning activities, can be crucial to children’s achievement and can overcome the influences of other factors.

Home is the person’s primary environment from the time he is born until the day he dies; hence its effect on the individual is

also most significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. Every parent is highly concerned with providing material facilities to their children and ignoring the other facilities. It is a false notion among most parents that by providing a child with a fully furnished separate room and arranging some tuition for it, their duty to help children in their studies over. Within the home environment, we must examine both the roles of mothers and fathers, because differential parent behavior has often been implicated as a variable affecting children’s development (Eccles et al., 1998; Volling & Elins, 1998). Eccles et al. (1998) listed six potential parental beliefs that can influence children’s motivational beliefs: attributions for the child’s school performance,

- Perceptions of the task difficulty of schoolwork,
- Expectations and confidence in children’s abilities,
- Values for schoolwork,
- Actual achievement standards, and
- Beliefs about barriers to success and strategies for overcoming these barriers.

Variables of Home Environment

- Birth order

- Family type
- Family size
- Parental education, skills and attitude
- Community involvement

Objectives

- ❖ To study the home environment of senior secondary school students.
- ❖ To study the personality of senior secondary school students.
- ❖ To study the relationship between home environment and personality of senior secondary school students.
- ❖ To study the difference in the home environment of rural and urban area students.
- ❖ To study the difference in the personality of rural and urban area students.

Hypothesis

- ❖ There will be significant relationship between home environment and personality of senior secondary school students.
- ❖ There will be no significant difference in the home environment of rural and urban senior secondary school students.
- ❖ There will be no significant difference in the personality of rural and urban area Students.

Delimitation of the Study

- ❖ The present study delimited to two variables i.e. home environment and personality.
- ❖ The present study delimited to Sonepat District only.
- ❖ The present study delimited to 100 Senior Secondary Students only.

Review of Related Literature

Sources of Related Reviews -

There are many sources from which we get review of related literature. These reviews are the best sources to avoid the duplication of work. The source that helps us to get the reviews is stated as follows:

- Reference material
- Encyclopedia of educational researches
- Research periodicals
- Abstract
- Theses and dissertation
- Newspapers and pamphlets

Bose, M. (2012) concluded from his study on “The Personality Pattern of Institutionalized boys”, that most of such boys were found to be aggressive, non-cooperative and selfish having stern attitudes towards the world and the people. Mentally they had low intellectual

capacities, lacked persistency in efforts, lacked concentration, and concept formation. They derived satisfaction through violence, stealing and wandering. Their development of ego was disturbed. The common theme of their stories centered on deprivation, lack of love, conflict of desires, offence and punishment. It is evident that denial of family or family support, love, affection and material benefits turned them into wayward vagrants.

Parish (2012) analyzed study of the impact of social environment on personality development and attitude. A sample of 150 college going students was taken. Finding of study revealed the environment of the home in which a child is reared can advance or hinder wholesome personality development. Family relationships also determine in large measure the young person's developing attitudes toward home and family life.

Rohner, F. (2014) found that parents who hug, kiss, praise and spend positive time with their adolescents foster close ties and communicate confidence in their adolescents' abilities. He thinks adolescents who receive support and nurturance from their parents have high self-esteem and a well-developed identity and are less anxious, depressed, and aggressive than those who do not. He came to the conclusion that warm supportive parenting prepares

adolescents for intimate peer relationships. Adolescents having warm relationships with their mothers and fathers select peers who reinforce rather than contradict parental values.

Stafford and Bayer (2015) conducted a study on "Home Environment and its Effect on Study at School Level". He found that an important way through which many parents influence their sons and daughters is by using logical reasoning, or induction, to persuade them to accept the parental viewpoint. He describes that parents who rely on induction have teens with positive social values and high self-esteem. He also found that when parents rely on physical or verbal punitiveness, their children may develop hostility toward them and may resist or reject their authority.

Mittal et al., (2016) conducted a study of effect of home environment and home discipline on behavior of children. A sample of 200 middle school students was taken. In their study found that discipline may achieve a behavioral goal, its accomplishment may be nullified by the emotional and attitudinal side effects it produces in a child. A positive correlation exists between aggressive behavior in children and severity of discipline in the home. There is little doubt that harsh, arbitrary and inconsistent discipline arouses

resentment, hostility and anxiety in the child. From strong discipline a child builds up a store of hostility that he directs towards others. Thus the conforming, docile child at home may be tiger on the outside.

Muriel, C. (2020) “The Role of Personality and Motivation in Predicting Early College Academic Success in Non-Traditional Students at A Hispanic-Serving Institution”

Objectives: -

- To study the role of personality in academic success in non-traditional students.
- To study the role of Motivation in academic success in non-traditional students.

Conclusions: -

This study examined personality and motivation as predictors of first-quarter GPA in a sample of 315 non-traditional undergraduates at a Hispanic-serving institution. The results provide support for non-cognitive characteristics in the prediction of early academic success in a sample drawn from a largely non-traditional college student population at a Hispanic-serving institution. Specifically, results provide support for the personality trait conscientiousness, and for individual motivation orientation, considering both intrinsic and extrinsic orientations independently. Each and all of these

variables offered significant prediction of first-quarter academic performance, even taking into account the effects of high school GPA and parental education.

Research Design

Research design is a choice of an investigator about the components of his project and development of certain components of the design. It is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted, it constitutes the blueprint for the collection, measurement and analysis of data. A research design includes research method; sampling design, choice of research tools and choice of statistical techniques. It is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings. It is the structure of strategy of investigation concerned so as to answer present questions.

The study in hand is conducted to impact of home environment on the personality of senior secondary school students. In this study, investigator chose two static comparison group design. In this design,

there are two groups and no any experimental treatment is conducted on these groups. Both groups are in the static manner. When researcher has to conduct comparative study on the basis of natural observations then he conduct his study with the help of two static comparison group designs.

In present study there was two groups i.e. rural and urban Sr. Sec. School Students. Investigator compared impact of home environment on the personality of senior secondary school students. This chapter contains specific methodological procedure and pertinent steps adopted for conducting the study.

Sampling of Study

The present study conducted on a sample of 100 students selected from senior secondary schools of Sonapat District in state of Haryana in which 50 students from rural and 50 students from urban area school taken.

Tool of the Study

In this study, investigator use tool for collection of data for measurement of Personality is: -

A scale for Personality Introversion-Extroversion inventory developed by Prof. I.S. Muhar, Prabha Bhatia & Geeta Kapoor

Scoring

The inventory has two scales N and I-E. Each scale is consisted of 25 items. The scoring of the neurotic scale is done in the following manner.

Yes	=	1
No	=	0
?	=	0

For the introversion-extroversion inventory the scoring is done for items No. 26, 28, 31, 33, 37, 41, 44, 46, 50 in the following manner: -

Yes	=	2
No	=	0
?	=	1

For the rest of the 16 items scoring is done in the following manner: -

Yes	=	1
No	=	2
?	=	0

The sum of these scores gives the extent of neuroticism and introversion-extroversion of an individual. It is a self-administering inventory and can be administered on a group. There is no time limit for its completion.

Statistical for Analysis

A statistical method for data analysis has been used. Sampling method based on the results from the present and absent students to study the old quotient and personality can be traced. The following statistics was

applied for analyzing and interpretation of data.

Mean -Mean is the best known measure of the central tendency. The arithmetic mean was calculated. It may be defined as the sum total of the scores or other measures divided by their number (Total Sample). The formula for arithmetic man (M) of series of ungrouped measure is

$$M = \frac{\sum X}{N}$$

For awareness series of grouped measure

$$M = \frac{\sum fx}{N}$$

Standard Deviation -This is the most accurate measure of variability. It not only represents the speed of distribution but the degree which the score are around the mean. The measure is known as the standard division of the distribution. It is referred as S.D. The following formula used for collecting S.D.

$$SD = \sigma = \frac{\sqrt{\sum d^2}}{N}$$

σ = SD of samples

d = Mean difference

N = Number of samples

$$\sqrt{\sum d^2} = \text{Square of positive}$$

difference

T-Test): -

To compare two groups 't' test is used: -

$$\frac{|M_1 - M_2|}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

M1 = Mean of first Group

M2 = Mean of second Group

σ_1 = SD of first group

σ_2 = SD of second group

N1 = Number of data of first group

N2 = Number of data of second group

Analysis and Interpretation

The data has been analyzed with the help of following tables, each corresponding to the objectives of the study.

HYPOTHESIS 1:- There will be significant relationship between home environment and personality of senior secondary school students.

Table- 1

SHOWING THE RELATIONSHIP BETWEEN HOME ENVIRONMENT AND PERSONALITY OF SENIOR SECONDARY SCHOOL STUDENTS

Area	Quantity	Mean	S.D.	't'-value	Result
Home Environment of Sr. Sec. School Students	50	38	6.44	1.06	No Significance
Personality of Sr. Sec. School Students	50	37	6.94		

* Significance 2.58 at 0.01 level.

** Significance 1.96 at 0.05 level.

In this table the investigator investigates the significant relationship between home environment and personality of senior secondary school students. Here 100 students are taken as the experimental group. After analysis the table investigator found the mean of Home Environment of Sr. Sec. School Students 38 and S.D is 6.44. and mean of Personality of Sr. Sec. School Students is 37 and S.D is 6.94. and the 't'-score of both group is 1.06.

Thus the investigator concluded that there is no significant relationship between home environment and personality of senior secondary school students.

HYPOTHESIS 2:- There will be no significant difference in the home environment of rural and urban senior secondary school students.

Table- 2

SHOWING THE SIGNIFICANT DIFFERENCE IN THE HOME ENVIRONMENT OF RURAL AND URBAN SENIOR SECONDARY SCHOOL STUDENTS

Area	Quantity	Mean	S.D.	't'-value	Result
Rural senior secondary school students	50	70	9.77	2.69	Significance
Urban senior secondary school students	50	67	8.85		

* Significance 2.58 at 0.01 level.

** Significance 1.96 at 0.05 level.

In this table the investigator investigates the significant relationship between home environment of rural and urban senior secondary school students. Here 50 rural and 50 urban senior secondary school students

are taken as the experimental group. After analysis the table investigator found the mean of Home Environment of rural sr. sec. school students 70 and S.D is 9.77 and mean of urban sr. sec. school students is 67 and S.D is 8.85 and the 't'-score of both group is 2.69.

Thus the investigator concluded that there is no significant relationship between home environment and personality of senior secondary school students.

HYPOTHESIS 3:- There will be no significant difference in the personality of rural and urban area Students.

Table- 3
SHOWING THE SIGNIFICANT DIFFERENCE IN PERSONALITY OF RURAL AND URBAN SENIOR SECONDARY SCHOOL STUDENTS

Area	Quantity	Mean	S.D	't'-value	Result
Rural senior secondary school students	50	27.7	4.23	5.47	Significance
Urban senior secondary school students	50	31.86	3.32		

* Significance 2.58 at 0.01 level.

** Significance 1.96 at 0.05 level.

In this table the investigator investigates the significant relationship between personality of rural and urban senior secondary school students. Here 50 rural and 50 urban senior secondary school students are taken as the experimental group. After analysis the table investigator found the mean of personality of rural sr. sec. school students 27.7 and S.D is 4.23 and mean of urban sr. sec. school students is 31.86 and S.D is 3.32 and the 't'-score of both group is 5.47.

Thus the investigator concluded that there is no significant relationship between personality of senior secondary school students.

On the basis of analysis and interpretation of data, the main findings were called out. The same followed by educational implications and suggestions for future study is presented in this chapter.

Main Finding

The present study is emphasizing impact of home environment on personality of rural and urban senior secondary school students. On the basis of analysis and interpretation of data presented in the preceding chapter, the main finding yielded by the study is presented. This chapter usually contains the finding of the study, the conclusions. The investigator must indicate what his

contribution has been to his field of study. He should clearly demarcate between the interpretations of data. The range of applicability of the conclusions should be indicated on the basis of limitation of sources, the sample method tools of collection and analysis. Negative and positive result should find a place in the conclusion. The main findings are as below-

- ❖ In the present study the Investigator investigate the significant relationship between home environment and personality of senior secondary school students and after analysis the data investigator found the 't'- value is 1.06. The obtained t-value 1.06 is less the table value 1.96 and 2.58 (At 0.05 and 0.01 level of significance), the divergence is significant which accept the null hypothesis. Therefore it may be concluded that there is no significant relationship between home environment and personality of senior secondary school students.
- ❖ Investigator investigates the significant relationship between home environment of rural and urban senior secondary school students. After analysis the data investigator found the 't'- value of both group is 2.69. The obtained t-value 2.69 is

greater than the table value 1.96 and 2.58 (At 0.05 and 0.01 level of significance), the divergence is significant which is rejected the null hypothesis. Therefore it may be concluded that there is significant relationship between home environment of rural and urban senior secondary school students.

- ❖ Investigator investigates the significant relationship between personality of rural and urban senior secondary school students. After analysis the data investigator found the 't'-value is 5.47. The obtained t-value 5.47 is greater than the table value 1.96 and 2.58 (At 0.05 and 0.01 level of significance), the divergence is significant which is rejected the null hypothesis. Therefore it may be concluded that there is no significant relationship between personality of rural and urban senior secondary school students.

Conclusion

The present study is conducted under the title –

- ❖ In the present study after the analysis of data it was concluded that there is no significant relationship between home environment and personality

of senior secondary school students. It concluded the home environment and personality of secondary school students are of same level.

- ❖ In the present study concluded that there is significant relationship between home environment of rural and urban senior secondary school students. It concluded that home environment of rural and urban secondary school students are of difference level.
- ❖ In the present study concluded that there is no significant relationship between personality of rural and urban senior secondary school students. It concluded that personality of rural and urban secondary school students are of difference level.

Educational Implications

On the basis of present study's findings, the following educational implications can be drawn from the present study: -

- Teacher and parents should give healthy and adequate environment to their children to develop their personality. They should be encouraged to think out as many ideas as they can for the solution of a problem.
- Co-curricular activities should be arrange timely in the school, college and institutes for development personality of his students.
- Exhibition and Seminars should be arraigned in schools for develop personality of students.
- Our education system is totally examination orientated. There is no evaluation of student's activities. There should be proper evaluation process.
- Self- reliance and self- confidence are some of the qualities that are helpful in develop personality.
- Teachers and parents should allow the use of multimedia.
- Teacher and parents should encourage the students for self-evaluation of his own task, performed.
- Special programmes should also organize for developing personality, confidence and spontaneity in children.
- Parental meetings should be organized time to time to aware parents about home environment and development of personality in the children.

- Students should be encouraged for research work and participation in seminar conferences and group discussion.
- Teachers & parents should not more expatiation to their children's that get him in to stress.

Suggestion for Further Research

The present study can be replicated on a large sample to confirm its results in a reliable manner. Having completed the present study, the investigator has put for some suggestions for further research which are as follow: -

- ❖ Studies can be conducted at school and college level.
- ❖ The studies can be carried out on the basis of science, commerce and various kinds of professional courses.
- ❖ There can be used more than one tool for personality and home environment for this study.
- ❖ Similar study can be conducted by applying different statistical techniques.
- ❖ The study can be carried out on the teachers also.
- ❖ The study may be conducted in other areas of Haryana.

- ❖ The present study may be conducted on large sample.
- ❖ Studies can be conducted at school and college level.
- ❖ The present study can be conducted on state level.
- ❖ Study can be conducted on different category i.e. boys and girls.
- ❖ Study can be conducted on regular & irregular students.

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