



## REVIEW OF RESEARCH

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### RELATIONSHIP BETWEEN HOME ENVIRONMENT AND PERSONALITY WITH ACADEMIC ACHIEVEMENT AMONG IX STANDARD ADOLESCENT GIRLS

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#### ABSTRACT

The purpose of the present study was to investigate the relationship between home environment and personality with academic achievement of adolescent girls from Dharwad district of Karnataka. For this purpose relevant objectives framed and drawn the hypotheses. Survey method was adopted which is most suitable for this study. A total number of 150 IX standard adolescent girls were selected using simple random sampling technique. Tools used for this study were Home environment scale developed by Beena Shaha and the personality inventory developed by Eysenck and the investigator prepared and constructed an achievement test in social science for IX standard adolescent girls. Differential analysis and simple correlation statistical technique were adopted for analysis of the data. Findings of the present study indicates that: Rural and urban girls do not differ significantly in respect of their personality and academic achievement. Government and private school, high and low SES girls differ significantly in respect of their personality and academic achievement. There is a positive and significant relationship between home environment and personality with academic achievement of rural and urban, government and private schools and high and low SES adolescent girls.

**KEY WORDS:** academic achievement , investigator prepared and constructed , private school.

#### INTRODUCTION

##### Home Environment

The term "Home Environment" as such, or an a synonym of parental child rearing behaviours, has been used by many researchers working in different fields. Cohen (1979) observed that attitudes are notoriously difficult to define and measure, and the relationship between stated or measured parental attitudes and subsequent behaviour is problematic. According to Johnson and Medinnus (1969) the psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general

##### Personality

Guilford (1959) similarly defines personality as an individual's unique pattern of traits. Guilford, like Allport, stresses the integration of traits when he discusses the individual's pattern of traits. By trait Guilford means any distinguishable, relatively enduring way in which one individual differs from others. He groups traits into seven modalities or classes. These modalities or traits are as follows : interest, attitude, needs, temperament, aptitude, morphology or the body structure, and physiology.

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### Academic Achievement

Academic achievement of an individual refers to one's attainment in scholastic subjects prescribed for a particular course of study. In this study the academic achievement would mean to total attainment of secondary school adolescent girls. Here the investigator has constructed an academic achievement test for obtaining achievement scores of girls.

### OBJECTIVES

The following objectives were framed for the present study.

1. To compare urban and rural adolescent girls in respect of their home environment and personality.
2. To compare government and privates school adolescent girls in respect of their home environment and personality.
3. To compare high SES and low SES adolescent girls in respect of their home environment and personality.
4. To investigate the relationship between home environment and personality with academic achievement of rural girls.
5. To investigate the relationship between home environment and personality with academic achievement of urban girls.
6. To investigate the relationship between home environment and personality with academic achievement of girls studying in government schools.
7. To investigate the relationship between home environment and personality with academic achievement of girls studying in government schools.
8. To investigate the relationship between home environment and personality with academic achievement of girls with high SES.
9. To investigate the relationship between home environment and personality with academic achievement of girls with low SES.

### HYPOTHESES

In pursuance of the specific objectives 1 –9 the following null hypotheses were set up for the present study.

1. There is no difference between urban and rural adolescent girls in respect of their home environment and personality.
2. There is no difference between government and privates school adolescent girls in respect of their home environment and personality.
3. There is no difference between high SES and low SES adolescent girls in respect of their home environment and personality.
4. There is no significant relationship between home environment and personality with academic achievement of rural girls.
5. There is no significant relationship between home environment and personality with academic achievement of urban girls.
6. There is no significant relationship between home environment and personality with academic achievement of girls studying in government schools.
7. There is no significant relationship between home environment and personality with academic achievement of girls studying in government schools.
8. There is no significant relationship between home environment and personality with academic achievement of girls with high SES.
9. There is no significant relationship between home environment and personality with academic achievement of girls with low SES.

## DESIGN OF THE STUDY

**Method used:** Normative method is a scientific method of describing and analyzing the present conditions. Generally with a view to establish norms, J. W. Best says that the normative survey method is concerned with the conditions or relationships that exists, practices that prevail, views or attitudes that are held, procedures that are going on, effects that are being felt or trends that are developing.

**Sample:** A total number of 150 secondary school IX standard adolescent girls out of which 80 rural and 70 urban were selected using random sampling technique.

### Tools Used:

1. Home Environment: **Data relating to home environment Scale developed and constructed by Beena Shaha**
2. Personality Inventory: **The personality inventory developed by Eysenck.**
3. Construction of Achievement of Test: **To obtain the academic achievement scores of girls in social science subject of IX Standard, the investigator constructed an achievement test.**

### Collection of Data

To collect the necessary data required for the study, printed copies of the standardized personality inventory developed by Eysenck, home environment scale developed by Beena Shaha the copies of above tools were taken to different secondary school adolescent girls and collected the necessary data.

### Statistical Technique:

For the present study the following statistical techniques were used.

1. Differential Analysis and
2. Simple Correlation

**Table1:1. Comparison of Mean, SD and 't' Value of Rural and Urban, Government and Private and High and Low SES in Respect of their Home Environment, Personality of Adolescent Girls.**

Variables	Location	n	Mean	SD	t-value	p-value	Signi.
Home Environment	Rural	80	121.9633	11.4519	0.5370	0.5919	NS
	Urban	70	120.8901	16.6856			
Personality	Rural	80	89.5138	11.9673	-0.3671	0.7139	NS
	Urban	70	90.1978	14.3846			
Variables	Type of school	n	Mean	SD	t-value	p-value	Signi.
Home Environment	Govt.	80	132.1348	5.3517	13.0902	<0.05	S
	Private	70	112.9279	12.9809			
Personality	Govt.	80	91.7640	14.7487	1.8875	>0.05	NS
	Private	70	88.2703	11.4288			
Variables	SES	n	Mean	SD	t-value	p-value	Signi.
Home Environment	High	75	130.4607	6.7083	9.8675	<0.05	S
	Low	75	114.2703	14.2605			
Personality	High	75	90.3820	14.7729	0.5378	>0.05	NS
	Low	75	89.3784	11.6221			

**Table-2: Correlation Coefficient between Home Environment and Personality with Academic Achievement of Rural, Urban, Government, Private School, High SES and Low SES of Adolescent Girls.**

Variables	Academic Achievement of <b>Rural Girls</b>			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.5016	5.9972	<0.05	S
Personality	0.4794	5.6506	<0.05	S
Variables	Academic Achievement of <b>Urban Girls</b>			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.2764	2.7127	<0.05	S
Personality	0.6160	7.3767	<0.05	S
Variables	Academic Achievement of <b>Govt. School Girls</b>			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.3167	3.1145	<0.05	S
Personality	0.5422	6.0185	<0.05	S
Variables	Academic Achievement of <b>Private School Girls</b>			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.2645	2.8629	<0.05	S
Personality	0.5332	6.5793	<0.05	S
Variables	Academic Achievement of <b>High SES Girls</b>			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.4333	4.4848	<0.05	S
Personality	0.5628	6.3510	<0.05	S
Variables	Academic Achievement of <b>Low SES Girls</b>			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.3504	3.9062	<0.05	S
Personality	0.5356	6.6225	<0.05	S

**RESULTS:**

1. Rural and urban adolescent girls do not differ significantly in respect of their personality. However, the mean score of rural girls is greater than the urban girls.
2. Government and private school girls differ significantly in respect of their personality. However, government and private school girls do not differ significantly in respect of their home environment.
3. High and low socio-economic status girls differ significantly in respect of their personality. Whereas, the girls of high and low SES do not differ significantly in respect of their home environment.
4. There is a positive and significant relationship between academic achievement with home environment and personality of adolescent girls.
5. There is a positive and significant relationship between academic achievement with home environment and personality of rural girls.
6. There is a positive and significant relationship between academic achievement with home environment and personality of urban girls.
7. There is a positive and significant relationship between academic achievement with home environment and personality of government school girls.

8. There is a positive and significant relationship between academic achievement with home environment and personality of private school girls.
9. There is a positive and significant relationship between academic achievement with home environment personality of students with high SES adolescent girls.
10. There is a positive and significant relationship between academic achievement with home environment and personality of low SES adolescent girls.

### DISCUSSION AND CONCLUSION

From the result obtained in the present study, it was found that there is a negative and positive and significant relationship between independent variables and academic achievement. The negative relationship among certain variables is due to the correlation between independent variables scores and academic achievement scores.

Study conducted by Malik (1994) on comparative study of first generation learners with others belonging to some socio-economic status in respect of their academic achievement. Sapru, A.K. (1988) personality correlates and relation to frustration among higher secondary schools of girls found that introverts and normals differed significantly on their group conformity ratings picture frustration. Menan, G.C. (1990) a study of the relationship among certain environmental factors, personality characteristics and school performance of IX standard girls and found that the educational environment at home was found to be an anchor variable which had direct influence on the developmental characteristics of the child and the educational environment at home. Similarly the studies have conducted on home environment.

Chugh and Audichya (2004) conducted a study on academic achievement of the orphan girls of 6 to 12 years and found that parents should provide necessary facilities and educational environment which result in better performance, parents approve and appreciate activities related to education and other aspects. Kusumlata (1997) conducted a study on effect of parental environment upon the educational development of students on the basis of gender. The results revealed that the parents showed more encouragement to their daughters in comparison to their sons. Goel (2004) investigated the effect of home environment on educational aspirations. The results revealed that girls had much higher educational aspiration than boys. Boys felt more rejected with the antocratic atmosphere at home in comparison to girls who experienced more nurturance than boys.

### CONCLUSIONS

Rural and urban girls do not differ significantly in respect of their personality. However, the mean scores of urban girls is greater than the rural girls in respect of their home environment. Government and private school girls differ significantly in respect of their personality and academic achievement. However, government and private school girls do not differ significantly in respect of their home environment, high and low socio-economic status girls differ significantly in respect of their personality and academic achievement. Whereas the students of high and low SES do not differ significantly in respect of their home environment.

There is a positive and significant relationship between academic achievement with home environment personality of adolescent girls. There is a positive and significant relationship between academic achievement and personality and home environment of rural girls. There is a positive and significant relationship between academic achievement with home environment and personality urban girls. There is a positive and significant relationship between academic achievement with home environment and personality of government school girls.

### EDUCATIONAL IMPLICATIONS

On the basis of the findings of the study and observations made by the investigator during the study, a few educational implications which may help us to understand the problem and to improve the educational system.

1. Home environment and Personality, are positively support the girls in their study and their academic achievement.
2. There should be better provisions for continuous evaluation of low adjusted girls in their home.
3. Parents responsibility is very important in the family to provide good home environment to the children.
4. The development of personality of the students is depend on the basis of their environment of home.
5. Positive impact of personality, home environment is the important factors for the academic achievement of the students specially for girls at different levels.
6. Lastly the personality home environment problems expressed by girls students indicates that they differ from location and type of school and their socio-economic status.

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