

Impact of Home environment and Personality Orientation on child Development: A Study

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Introduction

Every society and social system is defined by its fundamental unit, which is the Family. These form the foundation of the social structure. They share a motto, culture, set of rules, and set of values. A Family's vital role is to continuously preserve, safeguard, and advance its generation. The Family's senior members are in charge of raising the children. They make sure that the Family's fundamental needs—food, shelter, and clothing—are met. The basic unit of society, according to Merriam-Webster Online Dictionary, consists of parent(s) raising their children, where children refer to the young dependent member(s) and parent(s) refer to the people responsible for raising the children. Even typical families convey the picture of a bread-winning father and a homemaker mother with two or more kids whenever they are mentioned.

Meaning and Definitions:

The word "Family" can be a term that is used to describe a variety of residential community institutions where individuals might live, including nursing homes, group homes (such as children's orphanages, senior living communities, jails for criminals, treatment centers, etc.), and foster homes. It makes sense that a person's home environment has an effect on their behaviour, emotions, and general state of mind given that most individuals are creatures of habit. Some people may feel homesick if they are away from home for a long time. When someone is homesick, they can have real physical symptoms. According to Crow and Crow (1965), a young person's growing personality may be influenced by their Family's socio-economic situation. Adolescents from low-income families are not only deprived many of the privileges and enriching opportunities enjoyed by their upper- and middle-class peers, but their parents' aspirations for them also have an impact on their values in life.

IMPORTANCE OF FAMILY ENVIRONMENT

A Family is the type of primary group that needs "people who are intimate and frequently interact face-to-face, have norms, or expectations for how group members should behave in general, and share mutually enduring and extensive impacts."

POSITIVE INFLUENCE:

All Family members' conduct and relationships are viewed as being interrelated in the Family setting. Children do better when they are in an atmosphere that is physically engaging and supportive of their efforts. Every person has an effect on the setting in which she is raised. The first few years of life is nearly entirely influenced by the Family Environment. The Family Environment continues to be crucial for a child's psychological growth. Every child's upbringing is mostly influenced by his/her Family Environment, which can have both positive and negative influences. The conditions and social climate within families are considered to be part of the Family Environment.

The type of the Family constellation, the number of kids, the husband and wife's marital status, the mother's employment, and the Family's socioeconomic and religious background are all elements that affect the Family Environment. Since the home environment is stable, the effects of the same core beliefs, people, things, etc. are noticeable. Even if parental influence is not addressed in a given circumstance, the attitudes and beliefs that are repeatedly displayed definitely leave their impact.

The first and most important socialization force that significantly affects a child's development is his/her Family. Numerous studies have demonstrated that the most successful/high achievers and well-adjusted kids come from homes with enduring, healthy relationships. Therefore, the house shapes a child's attitude toward other people and society, fosters the child's intellectual development, and encourages his aspirations and successes. Academic achievement characteristics and Family scores have been analysed, and there is a highly substantial positive association between them (Shah & Sharma, 1984). According to studies, groups with high home environments were more successful than those with intermediate and low home environments (Jagannathan, 1986). A good Family Environment will have a sense of love and mutual help, based on the strong bond between families, and contributes considerably to build a child's personality. It can motivate children to develop themselves and improve their capabilities and potential.

NEGATIVE INFLUENCE:

The personality of a child is negatively impacted when a Family neglects its children. Education suffers when a person loses a sense of love and Family. They are unable to develop a feeling of self-worth that will help them and the community since they feel abandoned and neglected.

Family Climate

This includes the tendency of parents to take care of their child's physical, psychological and social requirements so that the child grows happily. This involves all caring and supporting functions of the parents in the Family.

Family Attributes:

Culture and ethnicity are related to kids' academic success. Overall, Mori and Pasifika children routinely perform worse than Pakeha and Asian youngsters in terms of academic achievement. Socio-economic status (SES), which affects how well-off a Family is (including how much money they make), and the fact that Mori and Pasifika children make up a disproportionate share of students in low-decile schools, make this finding difficult to interpret.

Overall, low-SES children achieve much less than middle- and high-SES children, according to the evidence, which is unmistakable. The data also implies that parental income between the ages of 0 and 5 may have an impact on children's academic performance throughout primary school. Regardless of whether their Family's financial situation improves over their years in primary school, children from low-income homes frequently do worse than other kids in certain competences by the time they are ten years old. This overview lists several reasons that contribute to this lower level of accomplishment, but it is not inescapable; it may be modified, especially if early support is offered

Achievement levels among youngsters are also correlated with the levels of material and human resources accessible within families. Overall, children who live in families (a) with high parental (especially maternal) educational levels, knowledge of appropriate pedagogy, knowledge of and ability to access other resources, and (b) which provide study spaces, computers, and resources for more thorough educational experiences, achieve more than children whose families lack these resources. The research does, however, point to additional ways of delivering some of these nutrients. (See below, Categories 3 and 4.) Children's achievement is correlated with their home language. In general, children whose home language is English perform better in institutions where English is the primary language of instruction than do kids whose home language is anything else.

In and of itself, Family structure and variations in the type of Family do not always have a major influence on accomplishment. Family structure is less significant than the strength of Family bonds and the resources accessible to kids and parents. Family structure is not as significant as the impact of negative outcomes when changes in Family structure (such as separation or the death of a parent), which restricts families' capacity to devote time and money to the development of their children. Only a small percentage of children experience long-term negative effects of separation or divorce. However, these kids are twice as likely to have behavioural, medical, and academic issues as their counterparts from intact households.

Children who have attended four or more schools by the age of 10 appear to perform worse than the average student on some intellectual and social measures, suggesting that frequent mobility may be deleterious to a child's prospects. According to international standards, the mobility of New Zealand's schoolchildren is relatively high, with Mori populations being particularly mobile.

Children from low SES backgrounds are far more likely to have ongoing health issues and to be less happy. Delinquency, behavioural disorders, cognitive deficit, and emotional and psychological discomfort are some outcomes of Family hardship (including poor parenting attitudes and practises). There are clear connections between hearing loss and a child's accomplishment, particularly in terms of social behaviour and language development, in terms of their physical health.

Family Processes:

Families with high educational aspirations have a positive impact on their children's performance in senior school, regardless of racial or socioeconomic background. According to the statistics, the majority of parents are willing to support their kids as much as their means allow. Children's behaviour and performance can be impacted by dysfunctional Family dynamics (such as conflict, substance misuse, child abuse, negative modelling, unstable parent-child connections, and lack of stimulation and affection). Children who grow up in these types of families are more likely to exhibit symptoms of hyperactivity, truancy, mental health problems (including suicide), delinquency, low levels of reading, and low self-esteem. According to data, 20% of New Zealand youngsters encounter a mental health issue by the age of 15. The findings also demonstrate that Mori youth suicide rates in New Zealand are 2.5 times higher than non-Mori youth suicide rates.

The synthesis offers two key conclusions on television viewership. Children between the ages of 5 and 16 who watch television for little more than 3 to 4 hours per day perform much better academically than kids who watch more than this. In terms of encouraging children's curiosity, creativity, and language development, moderate viewing can be beneficial, especially if good conversation with parents or other important adults takes place while the child is watching. Higher accomplishment is linked to rich home learning environments, including meaningful math experiences, language and literacy experiences (oral and written), and positive contact and engagement with extended Family.

PERSONALITY ORIENTATION:

Personality Orientation is used here as a generic term to characterize the goals of broad classes of experimental endeavour. Bass (1962) has identified three types of orientations. Self-orientation, task orientation, and interaction orientation are affecting in determining social Behavior as well as performance at different tasks.

Task orientation: the task orientation members have been described as those persons who are most attracted to a group by expectations of task success and its rewards.

Interaction orientation: Interaction members receive profound rewards from the satisfaction of the interaction with others. They are likely to be less concerned about getting the job done and about striving for success in solving the group's external problems.

Self-orientation: The self-oriented members are described as persons attracted to groups in the expectation of direct reward to themselves regardless of the task and interaction effectiveness of the group.

Traits:

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time. Thus, trait psychology rests on the idea that people differ from one another regarding where they stand on a set of basic trait dimensions that persist over time and across situations.

Environment and Personality

Children's environments unquestionably influence the personality traits that they end up having. Consider a situation where there is a lot of dispute between the parents and the children is always involved. In that situation, individuals are considerably more prone to develop a conflict-driven disposition or to become withdrawn as they get aged. Children will also be far more impulsive in families without any kind of structure in place. They might have difficulties more frequently than kids from houses with rules.

Birth Order:

Children's personality features can change dramatically as they develop depending on their birth order, especially if siblings are close in age. Firstborns have been found to assume greater responsibility than younger siblings, which is probably related to the new parents' parenting style. They frequently strive for perfection and are under intense pressure to perform to their highest potential. A middle child might also become isolated from the rest of the Family and become more reclusive and impulsive.

Genetic Factors:

Even while the environment affects personality traits, genetic factors also have an impact on how those qualities develop. Children who share the same genes as their parents may exhibit traits of their parents' temperament and outlook. For instance, children of extroverted parents may develop a greater willingness to take chances as they advance.

Personality Disorders:

Genetic and environmental influences also have been linked to the development of personality disorders, or deeply ingrained, inflexible patterns of personality traits that cause distress in a person's life. The American Psychiatric Association claims that hereditary factors, particularly those related to obsessive-compulsive disorder, can contribute to the emergence of personality disorders. In addition, environmental factors including verbal abuse and prior trauma have a negative impact on the diseases. Strong relationships with others, whether they be with a parent, a close relative, or even a peer, can aid in preventing the emergence of personality disorders.

Influence of home atmosphere and Personality Orientation

A person can be known, understood, or judged based on his/her personality. The psycho-physical growth of an individual determines his personality. A person's temperament, character, intelligence, interests, attitude, aptitude, expectations, ideals, and other traits are all included in this. The personality of a person is heavily influenced by genetic factors. However, it is impossible to ignore environmental variables. The personality is built on early experiences at home, neighbourhood, and school. The exact characteristics or a collection of connected or recurring behaviours that define an individual's typical approach to make personal and social adjustments make up their personality pattern. Every cultural group has developed behavioural norms that are appropriate for both sexes. The individual typically views himself as a member of a specific group, and his confirming behaviour becomes routine. This is because personality is a product of cultural factors and is moulded by demands from the social group. Every student has unique values, and acquire each and process information in a different way. As a result, every student has a distinct level of knowledge depending on their

personality traits. For people to excel in their occupations and in life, they need to have a personality profile with universal features.

Priyanka Sharma, Dr. Paramjeet Kaur (2013). The Family Environment has been linked during the past few decades to a child's educational, cognitive, and affective development. Typically, researchers divide the social and physical components of the home environment into two main areas (Wachs, 1989). According to Crow & Crow (1965), the Family is the fundamental societal unit.

From early childhood through adulthood, a person's life pattern depends on their ties with their Family. An individual's personality is mostly shaped by his upbringing. Along with inheriting certain familial traits, children also receive impacts from their homes as they grow up, which is reflected in their attitudes, beliefs, ideals, and outward behaviour. The most important institution for the existence and continuation of human life as well as the development of different personality traits is the home environment.

Conclusion

An ideal home environment is one where there is the appropriate reinforcement to strengthen the desired behaviour, a strong interest in and love for the child, the provision of opportunities to express one's opinions without restraint, where parents place fewer restrictions on how to discipline the child, do not continue infantile care, make the best use of physical and affective punishment, and where children are not forced to act in accordance with parental desires. According to studies, children who have involved parents perform better academically than children who have less involved parents (Ahuja & Goyal, 2005). For the development of different personality traits as well as for the survival and continuation of human life, the Family Environment is the most important experience and institution. The most significant event in a child's growth is going to school. The amount and quality of the children's available social, emotional, and emotional support constitute the home environment, which also refers to the psychological environment of the home. Children should not be coerced into acting in accordance with parental expectations or desires, there should be a genuine interest in and love for the children, opportunities for the child to express themselves freely, and the best use of effective punishment. These characteristics define an ideal home environment. Home environment "shows generally stronger association to cognitive development," according to Bradley (1995). The house, which fosters a child's intellectual development, establishes the child's attitude towards society and supports his accomplishments and goals.

The secondary stage of education is crucial because it serves as a transitional period between primary and post-secondary education and as the foundation of the labour force in the nation (Okoye, 2016). Education enables secondary school students to think, feel, and act in ways that support their achievement and enhance their sense of fulfilment and community (Eleje, 2019). Additionally, secondary education shapes students' personalities, ideas, and interpersonal interactions as well as prepares them for life's events. To accomplish the desired goals, a body must be established that will be in charge of the implementation process. Any less will result in the secondary school system consistently producing mediocre work that will exacerbate India's economic, social, and political issues.

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