

**HOME ENVIRONMENT AND PUPILS' PERSONALITY DEVELOPMENT IN GHANA.
BY**

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ABSTRACT

The study assessed the influence of home environment on pupils' personality development in Ghana. The population of this study consisted of all primary school teachers who are also parents in Ghana. The study adopted a survey research design while simple random sampling technique was used in selecting the respondents. The instrument for data collection which tagged "Home Environment and Personality Development Questionnaire (HEPDQ)" was administered to the respondents and used for the study. The instrument was vetted by the researcher's supervisor who is an expert in the field before the reliability test was conducted which produced the reliability coefficient of 0.84 proving the instrument to be reliable for the study. Data collected were analyzed using descriptive analysis and Pearson Product Moment Correlation Analysis. From the results of the data analysis, it was observed that there is significant influence of family size on the social development of pupils. There is significant influence of parental social-economic status on moral development of pupils. It was therefore recommended adequate support should be provided to children with differing socioeconomic backgrounds such as access to books and school related input. This will improve their academic performance.

KEY WORDS: family size, social development, pupils, public parental socio economic status, moral development, primary schools, Ghana

INTRODUCTION

Developmental psychologists have long been interested in how parents and teachers guide, lead, direct and train children to recognize and develop their social and moral lives to match the acceptable standard of the society. Building social and educational lives of the pupils is a complex process or activity: Most of the time, pupils are difficulty to control, it is significant to note that careful combination of two or more leadership styles will bring the best out of the children socially, morally, cognitively and emotionally by the proprietors and may add sustainable values in them.

Early childhood education is the term commonly used to describe the formal teaching and care of young children by people other than their family or in settings outside of their homes. According to the U.S. [National Association for the Education of Young Children](#) (NAEYC), (2010), the developmental definition of early childhood education spans the human life from birth to age eight. According to Härkönen (2002), child development is the basis of human development. It is connected with living with dignity and achieving quality of life. The early years of life are critical to the development of intelligence, personality and social behaviour. Research on brain development attests to the importance of key mental, physical and social capabilities. If these fundamental capabilities are not well established from the start, and especially if neurological damage occurs, the learning potential is adversely affected.

Ojala (2000) maintained that early childhood education is also a practice, it is an activity that takes place before the school age. In this case, preschool is a part of early childhood education. The aim of early childhood education is a versatile development of child's personality. Besides education and teaching, early childhood education also includes a basic care. The home influence on the total development of a child is controvertible. The child inherits some behavioural traits from the parents. During his formative years, the child learns his values, receives moral training and socially acceptable mores or traditions from parent who are the child's first teachers. How well a child is nourished or how poorly a child's is fed depends on the status of the parents. The provision of basic needs or the deprivation impacts on the personal, psychological and social development of the child (Ekeruo, 1998). If a child is brought up by ambivalent parents who did not show love to him, he will not appreciate love in his life and will show it to nobody. If a child is over protected, he will possess a dependent personality. If a child grows up in a good home, he will likely develop a congruent personality and healthy adjustment. A broken home is likely to produce a delinquent and maladjusted child.

STATEMENT OF THE PROBLEM

It would be wrong to say that the current trends in our homes do not affect the personality of children in later life although some excel with a highly driven schedule. Every child misbehaves from time to time. This is always distressing to parents because they would like to be perfect parent of perfect children. Most children have poor personality because they something is missing in their lives. What's missing may be love, or attention or simple thing like food and clothing. They may be angry, sad, scared or jealous. They might steal as a way to deal with the situation. Still, some children lack self – control. They might see something they want to take it. They don't stop to think first about what might happen. They might not think to buy the object or ask to borrow it. Denga (2002) observes that children may need extra help learning self – control. Some children are easily influenced by peers. They develop bad behaviour because their friends or family member do it or because they might have been dared. They believe their friends will like them more if they behave the same way.

The problem of this study is therefore how such home environmental factors as family size, parental socio economic status individually exert influence on such components of pupil's personality development.

OBJECTIVE OF THE STUDY

This study was primary designed to establish the influence of home environment on pupils' personality development in Ghana

Specifically, the study intends to;

- i) Determine the influence of family size on the social development of pupils in public primary schools in Ghana.
- ii) Determine the influence of parental socio economic status on the moral development of pupils in public primary schools in Ghana.

Literature Review

The Concept of Personality Development

The term "personality development" is a multifaceted term and it is difficult to have a universal definition. To have a better understanding, one needs to know what "personality" means. The term "personality; does not refer merely to the outward aspects of the individual and

how this is perceived by and effects other people. It is the social stimulus values of a particular person rather it encompassed the totality of the psychological make-up on the individual. It refers to the overall behavior pattern of a person at any stage of his development (Anwana 2004).

Personality is the total aggregate of configuration of an individual's unique characteristics and modes of behavior which include his internal mediating state. Denga (2002) stated that an individual's thoughts, behaviours, feeling, emotions, attitude, physique, adjustment, unique learning history, response patterns habits and general poise constitute his personality. Prayer and Fadiman (2005) defined a person's personality as an individual's pattern of thinking, feeling and acting. Simply put, the personality of an individual encompasses his cognitive, emotional and physical attributes. Generally, the way a person behaves is a reflection of his personality. Passer and Smith (2004) submitted that personality is a distinctive and relatively enduring way of thinking, feeling and acting that characterize a persons response to life situations. To Niell (1994), personality in simple words means distinctive personal characteristics of an individual which differentiate him or her from others when displayed in a wide variety of situations and circumstances especially social ones.

Family Size and the Social Development of Pupils

The home has a great influence on the pupil's psychological emotions and social development. In view of Ajila and Olutola (2007), the size of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affects his relation to life situations and his level of performance. Although the school is responsible for the experience that makeup the individual's life during school periods, yet parents and the individuals experience at home play tremendous roles in building the personality of the child and making the child what he is. Thus, Ichado (1998) concluded that the environment in which the child comes from can greatly influence his social development and his performance at school.

The home environment or family size has been recognized as having a lot of influence on the child's social development (Nzewuawah 1995; Ajila and Olutola 2007). Ichado (1998) stated that parent's constant disagreement affects children emotionally and this could lead to poor social development. The family lays the psychosocial, moral and spiritual foundations in the overall development of the child. While the mothers significant role in this cannot be over-emphasized, studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Agulanna 1999). Thus, parenthood is a responsibility requiring full co-operation of both parents who must ensure the total development of their offspring(s).

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reason, death ,of a parent, divorce, separation, dissertation and illegitimacy in which cases, the family was never completed (Agulanna 1999). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna 1999). These conditions are not condutive for effective parenting. This is because when the single parent is over burdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to the children's needs (Ichado 1998).

It becomes necessary to find out the causes of poor performance of pupils in Nigerian primary schools. Though, these poor performances have been attributed to a lot of indicators such as pupils factors, like pupils attitudes to school, approach to learning and academic self-concept. Apart from pupils factors, school factors and parents' factors are other indicators that affect poor performance. On the part of the parents, there are certain factors which influence children's success, such as: parents' social class, parents' educational as well as parental inputs and other exogenous variables. Apart from aforementioned factors, the family size positively or negatively influence student's academic performance.

Family size in this context, refers to the total number of children in the child's family in addition to the child himself, However, the family type that a child comes from either monogamous or polygamous family usually has impact on the child's academic performance. It is important to note that either of the family type (monogamous or polygamous) family dictates the size of the family. Polygamous family is peculiar to Africa in general and in Ghanaian in particular. It is assumed that polygamous family is as common among well educated families as well as among poorly-educated families. It is equally common among professional and managerial fathers of the top of the occupational hierarchy. It is the unskilled workers at the bottom of the ladders that the practice of polygamy is prominent. But it is equally common among intellectually oriented families living in homes full of recent books as well as families without a single book in their houses.

Socio-Economic Status and Pupils Moral Development

When talking about the development of a child's personality, one must mention the moral development in the child. In a typical Nigerian home, moral development of a child is taken seriously as a spoilt child is seen as a strain or blemish on the overall family (Anwana, 2001). The family name is highly priced and so all and sundry with the nuclear and extended family are concerned about the moral development of the child. The socio-economic status has a great influence on pupil psychological, emotional, social and moral development (Ajila and Olutola, 2007).

The family plays a crucially important role in the socio-economic status in pupils' moral development. Pupils are trained to respect authority and obey dissemination of formal and informal education. Students whose parents have high socio-economic status are often more successful in schools because of the income their families are earning compared to lower-income students. Those in elite educational centers promote and support young children's development learn independent thinking and decision-making skills. They are able to provide their young children with quality elevating them to leadership positions.

Ramey (2002) opine that socio economic status of the parent contribute to the pupils moral top priority on housing, classroom behaviour-working quietly, punctuality, clothing and health care. Families with lower socio-economic status often lacks education in order to achieve the goal of inducting the financial, social and educational support that students in higher technical and professional education requires.

Bourdieu and Passeron (1990) argue that households' economic status is not sufficient to explain disparities in the educational attainment of the offspring. Inherited habits of the household are fundamentally connected to educational attainment. The term 'cultural capital' generally refers to people's knowledge, skills and education level that may influence the status of the individual in the community. This status will be transmitted through generations. In other words, parents provide their offspring with the attitudes and knowledge needed for their

educational and occupational success. The concept of cultural capital is widely used among sociologists in particular to explore the association between parents' education level and their offspring's educational and occupational choice and attainment.

Research Method

Research Design

The research design of the study was survey. Survey design was used in order to use a part to define a whole.

Research Area

The study was carried out in Ghana.

Population of the study

The population of the study comprises of all primary school teachers who are also parents in Ghana. There are 41 teachers in Ghana as at the time of this study.

Sample and Sampling Technique

The sample size was two hundred and thirty seven (237) primary school teachers. The simple random sampling technique was used. The method of selection made it possible for the researcher to arrive at selection three local governments out of nine local governments from the study area. Seventeen respondents were selected from fourteen different schools.

Instrument for Data Collection

The major instrument for data collection was the questionnaire called "Home Environment and Personality Development Questionnaire (HEPDQ)". The questionnaire was administered to teachers. The questionnaire had two sections; A and B

Method for Data Analysis

The data collected were analyzed using the independent T-test and Analysis of variance (ANOVA) method.

Data Analysis and Results

Research Question one

The research question sought to find out the influence of family size on the social development of pupils. To answer the research question, descriptive analysis was performed on the data (see table 1)

Table 1

Descriptive analysis of the influence of family size on the social development of pupils.

Variables	N	X	Mean Difference	Remarks
Large family size	118	17.77**		
			4.59 * *	Remarkable Difference
Small family size	119	13.18*		

** The highest mean score

* The least mean score

Source: Field Survey

The result of the above table 1 presents the descriptive analysis of the influence of family size on the social development of pupils. From the result of the analysis it was observed that the level of social development of pupils who were brought up in large family (17.77) was remarkably higher than that of their counterparts who brought up in small family (13.18) with remarkable mean difference of (4.59). The result therefore means that there is remarkable influence of family size on the social development of pupils.

Research Question Two

The research question sought to find out the influence of parental socio- economic status on the level of pupils moral development. To answer the research question, descriptive analysis was performed on the data (see table 2)

Table 2

Descriptive analysis of the influence of parental socio- economic status on the level of pupils moral development

Variables	N	X	Mean Difference	Remarks
High (A)	63	16.87**	0.60(A&B)*	*remarkable Difference
Average (B)	74	16.27	4.45(B&C)*	*Remarkable Difference
Low (c)	100	11.82*	5.06(A&C)*	*Remarkable Difference

** The highest mean score

* The least mean score

Source: Field Survey

The result of the above table 2 presents the descriptive analysis of the influence of parental socio-economic status on the level of pupils moral development. From the result of the analysis it was observed that the level moral development of the pupil who are from high parental socio-

economic status family (16.87) was the highest. It was seconded by that of their counterparts who are from average parental socio-economic status family (16.27) while the lowest (11.82) from those who were from low parental socio-economic status family. Besides the there was remarkable mean difference between high and (0.60); between average and low average and low (4.45) and between high and low (5.06) socio-economic status. These imply that there is remarkable influence of parental socio- economic status on the level of pupil’s moral development.

Testing of hypotheses

Hypothesis One

The null hypothesis states that there is no significant influence of family size on the social development of pupils. In order to test the hypothesis, two variables were identified as follows:-

1. Family size as the independent variable
2. social development of pupils as the dependent variable.

Independent t-test analysis was used to determine the influence of family size on the social development of pupils (see table 3).

Table 3

Independent t-test analysis of the influence of family size one social development of pupils.

Variable	N	\bar{X}	SD	t
Large family size	118	17.77	1.67	
small family size	119	13.18	2.23	17.89*

***Significant at 0.05 level; df=235; N =237; Critical t-value = 1.96**

Table 3 presents the obtained t –value as (17.89). This value was tested for significance by comparing it with the critical t-value (1.86) at 0.05 levels with 235 degree of freedom. The obtained t-value (17.89) was greater than the critical t-value (1.96). Hence, the result was significant. The result therefore means that family size s has significant influence on the social development of pupils, meaning that the level of social development of pupils who were brought up in large family (17.77) was significantly higher than that of their counterparts who brought up in small family (13.18).

Hypothesis Two

The null hypothesis states that there is no significant influence of parental social-economic on moral development of pupils. One -way analysis was used in order to produce F-value (see table 4).

Table 4

One -way analysis of variance of influence on parental social-economic and moral development of pupils.

Parental social-economic	N	X	SD	
High	63	16.87	1.13	
Average	74	16.26	0.66	
Low	100	11.82	1.02	
Total	237	14.54	2.53	
Source of variation	SS	df	MS	F
Between groups	1296.19	2	648.09	700.17*
Within groups	216.59	234	0.93	
TOTAL	1512.79	236		

***Significant at 0.05 level; N= 236; df =2 & 234; critical =2.99**

Table 4 shows the calculated F-value as (700.17). This value was tested for significance by comparing it with the critical F-value (2.99) at 0.05 levels with 2 & 234 degree of freedom. The calculated F-value (700.17) was greater than the critical F-value (2.99). Hence, the result was significant. The result therefore means that birth order has significant influence on the parental social-economic and moral development of pupils. Post Hoc test was also performed in order to reveal the independent groups between which the significant difference lied. From the analysis it was observed that the significant difference lied among all the groups with the least significant difference lying between medium and low socio-economic status (o.60).

Discussion of the Finding

Family Size and the Social Development of Pupils

The result of the data analysis in table 3 was significant due to the fact that the obtained t-value (17.89) was greater than the critical t-value (1.96) at 0.05 level with 235 degree of freedom. This implies that there is significant influence of family size on social development of pupils. The significance of the result is in agreement with the opinion of Ajila and Olutola (2007), who stated that the size of the home affects the individual since the parents are the first socializing agents in an individual’s life. This is because the family background and context of a child affects his relation to life situations and his level of performance. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

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punctuality, clothing and health care. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Conclusion

From the findings of the study, it was concluded that there is significant influence of family size on the social development of pupils in Ghana. There is significant influence of parental social-economic status on moral development of pupils.

Recommendation

It was recommended that:

1. Adequate support should be provided to children with differing socioeconomic backgrounds such as access to books and school related input. This will improve their academic performance.
2. Parent should give adequate attention to their children regardless of their family size by encouraging them in their academics to study hard.

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