# STUDY OF RELATIONSHIP BETWEEN PERSONALITY AND FAMILY ENVIRONMENT AMONG SECONDARY STUDENTS.

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## Introduction

Education is a Universal Phenomena our becoming and being as such and the build-up of our society is substantially attributed to the kind of education we come to live in. Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training and or research. Education is for the development of the society and the teacher is the ultimate definer of its reality. Education is a system that largely depends on the quality commitment and expertise of its teacher. The major aim of present modern education is all round development of the child which included intellectual social growth. So, good environment is the backbone of our education system. In present education system the scenario of high competition takes place, when everybody is striving for excellence, a need for situational behavior change is increasing day by day. Education is a powerful mean for providing all kinds of necessary information, preparing for suitable education and vocational courses and leading to fruitful vocational choices which will promote new ideas and trains in more useful method. Education has to prepare man to face the unknown unpredictable and uncertain tomorrow. In the training of mind and soul ,controlling the streams of thought and emotions. Education plays an important role, which in result develop the personality of individual. But most of the individual students focus on the achievement of academic records.It is often said that home is the first institution of education and mother is the first teacher of the child. Family is the cradle of all civic virtues and nursery of all democratize value, a child sees the light of day in home and family. It is the first social environment where all physical, mental, cultural and social development takes places. Child is dependent on his parents not alone for food, education and shelter but also for protection, approval and affection. Hence the family is the first to abject the individual. It gives the child the first experience of life.

## Personality

In this world no two things are identical. The difference is found in animate and inanimate things. Each individual has its own peculiarities, abilities and capabilities, which made him a separate individual from the other. These differences create individual difference, which gives every person a unique personally. Personality is revealed in behavior. It implies the relation of the persons. The word personality is etymologically related to the Latin word "Persona" which refers to the mask worn by the actor and Convey an Impression of what an individual represents. In education world the team 'Personality' has a wide significance. Education is concerned with an all round development of the personality of a child, therefore, it is quite essential for pupil teacher to know about the

term personality. Personality is all that a person is. It is totally of his being and includes his physical, mental, emotional and temperamental make up. His experience, perception, memory, imagination, instincts, thought and sentiments constitute his personality. Personality is the style of life, from of behavior and characteristics way of life. What we are and what we hope or aspire to become is our personality. It preservesvery aspects of human life. Personality is equipment which an individual acquires under specialcondition of his development.

**Moynihan and Person (2001), "**Personality traits are the key antecedent of an individual's cognition and affective states that may influence his or her task and interpersonal as socio- emotional role behavior."

**Webster (2002), "**Personality is an explicit construct which is in voted to explain behavioral consistency within a person and behavioral distinctiveness between persons."

**Freeman (2003),"**personality traits is a generalized mode of behavior or a form of readiness to respond with a marked degree of consistency to set of Situation that is functionally equivalent to the respondent."

**Princeton University (2006), "**Personality is the complex of all attributes- behavioral, temperamental emotional and mental that characterizer a unique individual."

## What is Personality?

The study of personality has a broad and varied history in psychology, with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist, evolutionary, and social learning perspective. However, many researchers and psychologists do not explicitly identify themselves with a certain perspective and instead take an eclectic approach. Research in this area is empirically driven — such as dimensional models, based on multivariate statistics such

as factor analysis — or emphasizes theory development, such as that of the psychodynamic theory. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to coursesin abnormal psychology or clinical psychology.

## Family Environment

When we speak of "family" we are usually speaking of the group of adults and their children who live together is built. By action and example, parents shape the lines of their children frombirth to adulthood.

The foundation of the child bringing up and education are laid in the family environment.

It ishere that the child's best moral qualities are formed and developed. Child is taught to love workand the affectionate and sympathetic behaviour are inculcated in him. Family is the bey force behind the shaping of one's personality. It is both the earliest and the most. Sustained source of social contact for the child. The interaction and emotional relationship between children and parents influence, the child's experiences and responses in the subsequent social relations.

Norman Observes" child is dependent on his parents not alone for food and shelter but also for protection, approval and affection "

Family Environment is the oldest perhaps the first and most enduring determinant of human behavior and personality development of an individual. Historically, it has been assumed that children mirror their parents on variety of social and political values, and the family is the primary source of cultural transmission in the society. Family environment means all the physical, social, economic, political and cultural factors that influence the existence or development of family. It denotes the parental behavior associated with providing material andnon- material learning facility.

Family is a group of interacting personalities each of which has a definite role and stages. Family maintains the continuity of society new individual in each generation and by passing new members not only their physical life but also the knowledge, customs, traditions, intellectual, emotional and spiritual endowments.

Hence, family environment plays a pivotal role in the life of every individual. It lays the foundation of one's value system, beliefs, attitudes etc. It is the both the pioneer and the most sustained source of social contact for the child. The bond shared between children and parentshas a penetrating impact on child's experiences and responses in subsequent social relation.

**Tiwari et al (1998)"** Family environment is the most important agent that influence the childrelationship with family."

**Whtiney (1999)"** Family environment contributes in a healthy way to well being of an individual in present and future."

**Hargove, creagh and burgess (2002)"** Family interaction patterns play a small but significantrole in the development of stable career goals and career decision making self efficiency."

**Jannifer S. Wileov. Et al (2010)"** A happy family life make it easier to have a happy, healthywork life. Cultivate happiness in your life. Cultivate at work and at home and everyone will notice how happy you are."

## Family

**Family**, a group of persons united by the ties of marriage, blood, or adoption, constituting a single household and interacting with each other in their respective social positions, usually those of spouses, parents, children, and siblings. The family group should be distinguished from a household, which may include boarders and roomers sharing a common residence. It should also be differentiated from a kindred (which also concerns blood lines), because a kindred may be divided into several households.

## Environment

Environmental psychology is the study of transactions between individuals and their physical settings. In these transactions, individuals change the environment, and their behaviour and experiences are changed by the environment. Environmental psychology includes theory, research, and practice aimed at improving our relationship with the natural environment and making buildings more humane.

Closely related fields include architectural psychology, socio-architecture, behavioral geography, environmental sociology, social ecology, and environmental design research, environmental.

## Need of the Study

Personality of an individual is very important in interpersonal influence on other people, especially students academically. This is important to an institution that will produce studentswho are truly qualified to be able to adapt to all levels of society around either within or outsidethe institution of higher learning. When there is awareness, the institution may conduct appropriate programs to improve student's personality in a positive direction and find the initiative to produce quality students. Family is the prime places where the children can receiveall kinds of guidance .Parents are the first teachers to the children. According the family normsand the level each one learns different quality and regularities that particular attitude .Which they have learned from their home shine towards and classmates. Education moulds the personality of the child. It brings behavioral changes in him and prepares him to adjust in different environment he encounters. These behavioral changes are reflected in the work culture of the child and hence in the achievement. The children who are out going and are prompt to take initiatives adjust better in varying environment and show high levels of achievement in academics. The home environment will affect the personality trait of school students .So the investigator has selected the area of home environment how to develop the students personality. Hence the problem entitled as the study of home environment and personality trait of higher secondary students in Fazilka.

## Statement of the Problem

Study Of  Relationship Between Personality And Family Environment Among Secondary Students

**Objectives of the Study**

The present study is taken in hand keeping in mind the following objective:

- ☐ To study the personality and family environment among secondary school student.To study significant relationship between personality and family environment amongmale student.
- ☐ To study significant relationship between personality and family environment amongfemale student.
- ☐ To study significant relationship between personality and family environment amongrural student.
- ☐ To study significant relationship between personality and family environment amongurban student.

**Hypothesis of the Study**

- ☐ There will be no significant relationship between personality and family environmentamong secondary school students.
- ☐ There will be no significance relationship between personality and family environmentamong male student.
- ☐ There will be no significance relationship between personality and family environmentamong female student.
- ☐ There will be no significance relationship between personality and family environmentamong rural student.
- ☐ There will be no significance relationship between personality and family environmentamong urban student.

**Delimitation of the Study**

The study of delimited to following areas:

- ☐ This study is confined to secondary school students only.
- ☐ This study is limited to 100 students of different schools.
- ☐ This study is limited to certain aspects of the personality and family environment only.
- ☐ This study is limited to fazilka district only.

**Procedure & Methodology**

**The present study includes the discussion of following as per :-**

- ☐ Selection of the sample
- ☐ Tool used

**Selection of the sample :-** In the process investigation, the sample was selected from school,

i.e. private school and govt. school of fazilka(district).The random sampling techniques was used for the selection of the sample. Three schools were randomly selected for collection of data. A sample of 100 students was taken for the study. Out of 100 students ( 50 from rural area and 50 from urban area) were taken for the study.

**Tool used :-** The tool for Personality was developed by the investigator which consisted of 48questions with five point scale. The content validity was obtained from subject experts and thereliability of the tool was found by test retest method. The reliability value was found to be

0.78. The tool Home Environment Inventory standardized by Karuna Shankar Misra (1983) was used to collect data.

**Statistical Techniques Used**

Karl Pearson product movement correlation will be computed to significant relationship between personality and home environment among secondary school students.

**Hypothesis No. 1**

**There will be no relationship between family environment and personality of govt. schoolstudents.**

This chapter of the study is devoted to statistical analysis of the data collected pertaining to thevariables of the study. The work of analysis was carried out in terms of the sequence of the framed hypotheses. On the basis of the results obtained, the necessary interpretation was doneGood reported that, " The purpose of interpretation is essentially one stating what the results show ? What is the answer to the original problem? Further, the analysis and interpretation of data require an adequate knowledge of techniques to be applied. Interpretation is thus by meana mechanical process. It calls for a critical examination of analysis of data for conclusion this chapter deals with the analysis and interpretation of results. Various statistical techniques for the purpose of any interpretation and testing of hypotheses.

Coefficient of Correlation Between Personality and Family Environment among school students.

| Variable | N | Df | Coefficient of corrections | Level of Significance |
|---|---|---|---|---|
| Personality | 50 | 98 | 0.24 | Significant at 0.05 and 0.01 level |
| Family Environment | 50 | 98 | 0.24 | Significant at 0.05 and 0.01 level |

The coefficient of correlation between family environment and personality of school

students of boys as 0.22 & 0.30 which is positive and significant at 0.05 and 0.01 level. This indicates that family environment and personality of boys are positively and significantly correlated. So
, hypotheses there exist no significant relationship between family environment and personality of boys has been rejected.

**Hypothesis No. 2**

**There will be no relationship between family environment and personality of male(boys)students.**

Coefficient of Correlation Between family Environment and Personality of Boys.

| Variable | N | df | Coefficient of correlation | Level of Significance |
|---|---|---|---|---|
| Personality | 50 | 98 | 0.22 | Significant at 0.05 and 0.01 level |
| Family Environment | 50 | 98 | 0.30 | Significant at 0.05 and 0.01 level |

The coefficient correlation between family environment and personality of boys as 0.22 & 0.30which is positive and significant at 0.05 and 0.01 level. This indicates that family environment and personality of boys are positively and significantly correlated. So , hypotheses there exist no significant relationship between family environment and personality of boys has been rejected .

**Hypothesis No. 3**

**There will be no relationship between family environment and personality of female(girls) students.**

Coefficient of Correlation Between Family Environment and Personality of Girls.

| Variable | N | df | Coefficient of corrections | Level of Significance |
|---|---|---|---|---|
| Family Environment | 50 | 98 | 0.25 | Significant at 0.05 and 0.01 level |
| Personality | 50 | 98 | 0.35 | Significant at 0.05 and 0.01 level |

The coefficient of between family environment and personality of girls as 0.25 & 0.35 which is

positive and significant at 0.05 and 0.01 level. This indicates that family environment and personality of girls are positively and significantly correlated. So , hypotheses there exist no significant relationship between family environment and personality of girls has been rejected.

**Hypothesis No. 4**

**There will be no relationship between family environment and personality of rural areastudents.**

Coefficient of Correlation between Family environment and Personality of Secondary School Students

| Variable | N | Df | Coefficient of corrections | Level of Significance |
|---|---|---|---|---|
| Family Environment | 50 | 98 | 0.19 | Significant at 0.05 and 0.01 level |
| Personality | 50 | 98 | 0.28 | Significant at 0.05 and 0.01 level |

The coefficient of correlation between family environment and personality of Secondary school students as 0.19 & 0.28 which is positive and significant 0.05 and 0.01 level. This indicates that family environment and personality of Secondary school students are positivelyand significantly correlated. So, there exist no significant relationship between family environment and personality has been rejected.

**Hypothesis No. 5**

**There will be no relationship between family environment and personality of urban areastudents.**

Coefficient of Correlation between Family environment and Personality of Secondary SchoolStudents.

| Variable | N | Df | Coefficient ofcorrections | Level of of Significance |
|---|---|---|---|---|
| Family Environment | 100 | 198 | 0.19 | Significant at 0.05 and 0.01 level |

| Personality | 50 | 98 | 0.29 | Significance at 0.05 and 0.01 level. |
|---|---|---|---|---|

The coefficient of correlation between family environment and personality of Secondary school students as 0.19 which is positive and significant 0.05 and 0.01 level. This indicates that family environment and personality of Secondary school students are positively and significantly correlated. So, there exist no significant relationship between family environmentand personality has been rejected.

**Major Findings**

- There was no significant relationship between personality and family environment of govt. school students. Thus hypothesis no.1 that there will be no significant relation between personality and family environment of Govt. school students is rejected.
- There was no significant relationship between personality and family environment of private school students. Thus hypothesis no.1 that there will be no significant relationbetween personality and family environment of private school students is rejected.
- There was no significant relationship between personality and family environment of govt. and private school students. Thus hypothesis no.1 that there will be no significant relation between personality and family environment of Govt. and private school students is rejected.

**Educational Implications**

Keeping in view the finding of the study, following recommendations are hereby put forwardedfor the parents, teachers and academicians to improve the personality and home environment of secondary school students.

- To developing insight into understanding of relationship between personality and homeEnvironment.
- To do planning, teaching and learning process according to students background.
- To develop curriculum as per the needs and demands of the personality of the students.
- Parents are advised to create conducive environment in their homes and understand theabilities of their children which ultimately help to increase their personality.

**Suggestion for further Study**

The Project in hand was to be completed in a short span of time with in tight schedule of the institute. Therefore, many things could have been done in more elaborate manners by as experienced work in the field. For this, one has to get sample time and resource at one's command. The investigator is fully conscious of the possibility of improvement and

extensionof the present work. The work is a pioneer work in this new emerging field and thread may betaken up by a worker.

In the present study, conclusion are based upon the study of 100 students of fazilka district . The study may be made more comprehensive by extending it to the district level and state level,which will make the results more reliable and valid.

The same study may be done on the degree or education college students.

Personality may be studied in relation with some other correlated variable like personality development, attitude, adjustment. Family may be studied in relation with some other correlated variables like home environment, adjustable.

- A study may be conducted on the impact of family environment pattern on personalityand home environment
- A study may be conducted on the impact of the personality on family environment andimpact of the family environment on personality.
- A study may be conducted on relationship between personality and family environent in only female students of schools or only male students of the schools.
- Another area where a research may be taken up may be relationship of more variablewith the personality and family environment.
- The study can be further conducted on a large and representative sample for thegeneralization of the result.

**Conclusions**

The influences of family environment on personality traits were examined. From 13 behavioralcharacteristics, a factor analysis identified three personality traits: extraversion, maturity, and intellect. Family environment influenced these three personality traits of extraversion, maturity, and intellect.

Extraversion was negatively associated with overprotection/interference and with maternal participation in child rearing. Maturity correlated with high socioeconomic status, appropriate child-rearing patterns and paternal participation in child rearing. Intellect correlated positively with high socioeconomic status and with maternal participation in child rearing.

Eight percent of variance in extraversion was due to family environment. Family environment explained 14% of variance in maturity and 10% of variance in intellect, respectively. Therefore,family environment seemed to have more impact on maturity than extraversion or intellect.

Introverts and intellects were more susceptible to family environment than were extraverts andnon-intellects.

It can be seen, then, that different personality traits have differentiated effects from various aspects of family environment. Further, individuals differ in their susceptibility to the influences of family environment.

**References:**

Molia (2000) compared home environmental of rural and urban students of Senior Secondary schools. The sample consisted of 300 boys selected from eighth class (150 rural and 150 urban) of Senior secondary schools of Rajkot district. It was found that urban students were superior on home environment than rural students.

Patel (2000) studied family climate of 526 adolescents both girls and boys aged 13-16 years, belonging to different socio-economic strata. It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment.

Carver and Scheiver (2000), in her research concluded that the word personality conveys a sense consistency integral causality and personal distinctiveness. This insure of personal distinctiveness is very important. There are certain universal characteristics of human race and particular feature of individual.

Murensky (2000), He suggested that Emotional intelligence is independent of the cognitive abilities of critical thinking and overlaps with the five personality domains.

Borden (2001), such states are not just letting it flow or leaving it to luck, but acknowledging a way of knowing which is not necessarily conscious and draws upon resources of knowledge, skill and experience in order to make new combinations explorations and transformations.

Khosla (2002) studied the well being in relating to family environment of adolescents. The results revealed that positive and significant relationship between well being and family environment of adolescents. It also indicated that no significant difference in relationship of well being and family environment among boys and girls.

Govinda Reddy (2002), in his study investigated that study habits, personality factors, age, caste & socioeconomic status have significant influence on achievement in theory examination of DIET students.

Furnham Adrian and Thomas Chamorro Premuzic (2003), studied on personality and intelligence as predictors of static's examination grades. They measure both cognitive ability and personality will use.

Singh (2003) studied the academic achievement in relation to family environment among high school students. The results revealed that the correlation of family environment and academic

achievement is 0.86 which shows that both variables are highly correlated so there is significant positive relationship between family environment   and academic achievement.

Duggal (2004), conducted a study on teacher's burn out in relation to the personality characteristics, work environment and job stratification. During her study, she found that private school teachers are more prone to stress as compared to their counter teachers of govt. school. It also revealed that teachers of rural area as well as of higher group have more stress.

Journal of child psychology Psychiatry (2005), revealed that antisocial behavior is strongly inhabited in children with psychopathic tendencies such as callousness and reduced emotional capacity. They supported a genetic base for over all personality of children.

Sahba Tokar (2005), studied that personality relation to interest was mediated via learning experience and social cognitive mechanism, however the context of mediation varied considerably across the different interest relation.

Hargrove (2005) studied family interaction patterns, career planning, and vocational identity of high school adolescents. One hundred twenty three high school students completed measures of family environment, vocational identity and career planning attitudes. The findings revealed that the quality of family relationships (i.e. degree to which family members are encouraged to express feelings and problems) played a small, yet significant role in predicting career planning attitude of adolescents.

Williamson (2006) studied the parents and the socialization of the child. Results indicated that college students possessing strong positive feeling towards recollection of early childhood, influence, possessed greater confidence in themselves and greater perception of academic self efficiency.

Goldberg et al. (2006), find out that self discipline is personality trait that is strong indicator of good study habits. It is personality type which determines how effective a students study habits are.

Graham (2007) investigated the role of parental involvement in the education of Senior Secondary school students and yielded significant findings which indicated that parents of students who attended high performing schools reported higher levels of parental involvement than parents of students who attended low performing schools. Findings also indicated significant difference in students' perceptions of family context (parental involvement and parenting styles) and school context teaching styles, academic competence, and school atmosphere on their classroom motivation in high and low performing schools.

Schwartz (2008) investigated the process and influences undertaken by ten new community college students within their first three years following high school graduation as they made their career decisions. Findings indicated that parents were shown to have little direct influence

on the career decision other than encouragement and support. These students were influenced primarily by factors such as personal interests and experience.

Naresh K.Vats (2008), in his study, "Self–esteem the base of our personality" concluded that our social set up influences our personality to a great extent and there are some strategies which can help our from a positive self-concept, which in turn can develop one's social esteem.

Balwinder (2009), studied the study habits of male and female students have better study habits.

Louis (2009) examined the relationship between family interaction patterns and career development of the college students. A sample of 274 college students from two private institutions and one public institution was taken. The study revealed that the relationship between family interaction patterns and career development was weak. It was also shown that family Interaction patterns contribute less that 10% of the variance in career decision. No gender differences were observed.

Lee and Sook (2010) examined the relationships between family systems and high school students career development. A sample of 634 high school students was taken. The results showed that family adaptability and family cohesion were both significant predictors of tenth graders career attitude maturity. The effects of parents' educational backgrounds on career attitude maturity were negligible. However, the relationships were inconsistent across gender. For female students, family cohesion was a more influential predictor of career attitude maturity than family adaptability, while the opposite pattern was observed for the male students.

Annapurna Kumar (2011), found that impact of parental behavior has significant impact on the development of specific personality traits in children.

Randeep Pannu (2012), concluded a study on "Do personality factor and school influence academic achievement". He concluded that there was no influence of interaction between type school and personality factors and also found a significant influence of interaction between type of school and personality factors.

Sonia Bhatia (2012), found that there is no significant difference in personality characteristics among college teachers. There was no significant relationship between job satisfaction and personality characteristics among college teachers.

Sbicigo (2012) studied family environment and psychological adaptation in adolescents. The results indicated that the family environment (cohesion, support and low conflict) was a significant predictor of psychological adaptation. This study concluded that functional family relationships are important for expression of positive psychological characteristics during adolescence.

Rattu (2015), studied the sample of 150 students which are selected randomly from three

secondary schools. She found that there was no significant relation between academic achievement and personality of Govt. and private secondary school students.