



FAMILY ENVIRONMENT AS A DETERMINANT OF PERSONAITY

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Abstract

The present study has been designed to investigate a study of family environment as a determinant of personality. The sample comprised of 150 students (75 boys and 75 girls) of Moga District. Family environment scale (FES) by Dr. Harpreet Bhatia and Dr. N.K. Chadda (1993). Multidimensional personality inventory by Km. Manju Agarwal (2001) were employed. The findings reported that girls adolescents are better family environment than boys adolescents the urban adolescents are found to be more better family environment than rural adolescents. the rural adolescents are found to have better personality than urban adolescents. It has observed that there is positive relationship between family environment and personality of adolescents. Mean, Standard Deviation, t-ratio and coefficient of correlation were used for calculation.

Keywords: Personality, Environment, Family environment.



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Introduction

The success of any nation depends on man power and type education provided in the institution the context of education is becoming wider day today the aim of education not only to develop ability potencial and talent among students. But also develop the personality of students. Man is a social being. He is born in the society and he has to develop his personality only in society and society is a web of families. Family is the original social institution which helps in the development of the personality of child. Personality largely depends upon the family environment of the individual. Family is said to be a mini society. It is the oldest and most important of all the institutions. Man has desired for satisfaction and fulfillment of his basic needs. Actually a family may be defined as a unit, unit means the parents, children and brother etc. A family provides a food, shelter, cloths, love affection, habit, environment and many other things. It is very first thing to influence the making of an individual. Family is a first impression of the child that goes deeper and lasts longer. It is the

family, which gives the child his first experience of living. When he is completely unformed, unprotected, before any other agency has a chance to affect him. The influence of the family on the child therefore, immense. The influence of other agencies although indispensable must build upon the ground work furnished by the family.

“Environment is an external force, which influence us. “The dictionary meaning of the word “environment” is a surrounding, external conditions influencing development or growth of people, animals or plants, in living or working conditions etc. Every organism passes through various modes of life from birth to death and lives in different surroundings on the earth. Their surroundings include living and nonliving things, which from the environment for the survival of the entire organism on this earth; they need the system, which sustain the life. The important system is the environment. Family environment is very significant to making of an individual. It provides heredity as well as environment. It is the basic on which the family is constructed by the foundation laid by parents and bricks provided by family members. As family environment is the atmosphere where an individual spent not only most of his time but also attempts to contribute for its integration maintenance and other personality factors. Fundamentally the success of education of any ladder not only depends on opposite discussion but almost it depends upon family environment. There is no single person who can claim to the role educator of the child. The world of the outside influence stream into the psyche of the child directly or indirectly child spends most of the time in his family and formidable environment. Family is regarded as the oldest and the most prominent environment determinant of society. Where in some not exist within family in one form or the other is entirely absent. Family is the first to affect the individual it gives the child first experience of living, It gets him when he is completely unformed, unprotected, before any other agency has a chance to effect him. Therefore, the influence of the family on the child is immense. According to new Webster dictionary (1975), “family environment includes all the physical, social or cultural factors and conditions influencing the existence or development of family i.e. the act of being surrounded by family.” According to Newman (1981), “Family environment is the first perhaps the most enduring context of personality development of Children.” According to Macmillan English dictionary for advanced learner (2002), " Family is a group of people who live together and are related to one another; usually consisting of parents and children." Anshu (1988) in the study, “Level of aspiration, Achievement, motivation and adjustment of adolescents: Effect of family climate.” Found that family is an effective determinant of home adjustment, school adjustment and emotional adjustment of children. Richards (1991), “Adolescent personality in girls and boys: The role

of mother and fathers.” Found the effects to parenting on ego development and self-esteem. Encouraging, warmer mothering related more strongly to boys’ ego development than to girls.” Higher self-esteem was related to boys’ and girls’ perception of their cross-sex parent a being warm and supportive.

Kaur, R. (2000), “A study of student activism in relation to family environment”, found that there is no significant and positive relationship between student activism and family environment. Further it was found out that all the dimensions of family environment are positively related to activism. Wise, et al (2008), “Family environment as a predictors of the quality of college students’ friendships.” Found that the relationship between family environment and best friendships, by administering the family environment scale (FES) and acquaintance description from revised (ADF-F2) to 408 college students. Family environment was a better predictor of friendship quality for female college students than for male college students. Personality has not related with any one aspect of the man. It is the total integration of physical, intellectual, emotional and character make up of the individual which is expressed in terms of behaviour, manners, attitudes, values beliefs, ambitions, aspiration, interests, habits, sentiments, temperaments and traits. Personality has been regarded as a practical fontal in determining success or failure in life. The importance of personality increase as social life becomes more complex society and is highly prized and sought after. Practically personality plays major role in every aspect of a life. Human personality is very complex and is make up of many components, some of which are objective, observable and measurable(e.g. motives, attitudes and aspirations), methods of studying personality have not been limited to measuring the individual’s characteristics behaviors or the degree of his adjustment to different situations. McGrath, et al (1977), “Female and male students: differences in specialty choice selection and personality.” Studied sex differences in specially choices, specially belief and personality characteristics of female and male medical students. They found that there is a significant difference between men and women and indicated that female medical students’ choices and personality characteristics have changed to less traditional and stereotypic positions. Novak, et al (1980), “Investigation of the relationships between personality types of English-Grade science students and cognitive preference orientation”, found the relationship among personality types, cognitive preference orientation, science achievement, intelligence, attitude toward science and scientists, sex, and geographic area. Statistical significance also existed between intelligence and attitude toward science (but not scientists), and between science achievement and attitudes towards both science and scientists. Rajan (2001-03), “Personality patterns of

destitute and non destitute students.” Found that students who stay in orphanage have less developed personality as compared to non-destitute students.

Objectives of the Study

The study was carried out with the following objectives:-

1. To study the family environment of adolescents.
2. To study the family environment of adolescents in relation to gender.
3. To study the family environment of adolescents in relation to locale.
4. To study the personality of adolescents.
5. To study the personality of adolescents in relation to gender.
6. To study the personality of adolescents in relation to locale.
7. To study the relationship between family environment and personality of adolescents.

Sample

In the present study, keeping the limited source of time and money only 150 Senior Secondary students from Institution of Moga district were randomly selected. Out of selected students, 75 were taken boys and 75 were taken girls. Out of 75 senior secondary boys were taken 38 from rural areas and 37 from urban areas. As this way, 37 girls taken from rural areas and 38 from 38 from urban areas.

Measures

The selection of suitable table or instrument is of vital importance for the collection of data in any research of study. In this study researcher has taken following tools

1. Family environment scale (FES) by Dr. Harpreet Bhatia and Dr. N.K. Chadda (1993).
2. Multidimensional personality inventory by Km. Manju Agarwal (2001).

Results and Discussion

Table 1.1: Showing the family environment of adolescents.

N	Mean	S.D.
150	30.3	14

Table 1.1 shows the mean score of 150 adolescents. The mean score is 30.3 and S.D. is 14.

Table 1.2: Showing the percentage schedule of family environment of adolescents.

Category	Description	Range	No. of Students	%
A	High Favorable	300 above	0	0
B	Favorable	230-299	21	14%
C	Unfavorable	229 below	129	86%

1.2Table Shows the percentage schedule of family environment of 150 adolescents 0% students comes under High favorable and 14% under Favorable and 86% under unfavorable.

This show that 21 of students show high favorable attitude towards family and 129 of students shows unfavorable attitude.

Table 1.3: Showing the personality of adolescents

N	Mean	SD
150	48.13	78.3

1.3Table shows the mean score of personality of 150 adolescents. The mean score is 48.13 and S.D. is 78.3.

Table 1.4: Showing t-ratio between the differences in the means of family environment of adolescents in relation to gender.

Variable	Category	N	Mean	S.D.	SE _D	T
Family environment	Boys	75	212.1	16.5	8.9	3.89**
	Girls	75	221	10.8		

**significant at 0.05 of confidence.

** Significant at 0.01 level of confidence.

From table 1.4 it has been observed that t-value for family environment of boys and girls adolescent is found to be significant at 0.01 level of confidence.. Thus hypothesis namely there is significant difference in the family environment of adolescents in relation to gender is accepted. **Table 1.5: Showingt-ratio between the differences in the means of family environment of adolescents in relation to locale.**

Variable	Category	N	Mean	S.D.	SE _D	T
Family environment	Urban	75	219.3	31.28	3.43	0.83
	Rural	75	215.7	16.78		

** significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

From table 1.5 it has been observed that ‘t value for family environment of urban and rural adolescent is not take significant at both 0.05 and 0.01 level of confidence. Mean scores that the urban adolescents are found to be more batter family environment than rural adolescents

Table 1.6 showing the t-ratio between the difference the means of personality of adolescents in relation to gender.

Variable	Category	N	Mean	S.D.	SE _D	t
Personality	Boys	75	276.33	29	0.2	0.01
	Girls	75	276.13	12.73		

**significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

From table 1.6 it has been observed that t-ratio for personality of boys and girls is not found to be significant at both 0.05 and 0.01 level of confidence. Mean scores of boys are found to have better personality than girls. Thus, the hypothesis namely there is significant difference personality in suggests that gender does not make impact on the personality of adolescents.

Table 1.7: showing t-ratio between the difference in the means of personality of adolescents in relation to locale.

Variable	Category	N	Mean	S.D.	SE _D	T
Personality	Urban	75	272.6	14.9	7.6	3.29**
	Rural	75	280.2	13.3		

**significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

From table 1.7 It has been observed that t-values for cores of personality of urban and rural adolescent is found to be significant at 0.01 level of confidence. It is reflected from the observation of mean scores that the rural adolescents are found to have better personality than urban adolescent. **Table 1.8: Showing the Coefficient of correlation between the family environment and personality of adolescents..**

Variables	Correlation
Family environment Personality	0.97**

** significant at 0.05 level of confidence.

** significant at 0.01 level of confidence.

It has observed from the table 1.8 that 'r' values for family environment and personality found to be significant at 0.01 level of confidence. There is positive relationship between family environment and personality of adolescents.

Conclusion

On the basis of analysis and interpretation data it is found that there is positive relationship between family environment and personality of adolescents. As far as personality of adolescents is concerned rural adolescents are found to have better personality than urban adolescents and family environment of adolescents is concerned urban adolescents are found to be better personality than rural adolescents.

Educational Implications

In the present study the investigator found that there is significant relationship between family environment and personality of adolescents. Both variables are positively correlated with each other. It means one variable affects the other. Both are directly proportional to each other. If the family environment is favorable then personality of adolescents also affect.

These results will give immense help to researches, guidance workers, teachers to develop suitable methods of teaching and guide to develop healthy attitude among the students. The present study helps the teachers and parents to develop the all-round personality of the students. The findings also helps the teachers and parents to sowed day to clay problems of the students.

Family environment play a pivotal role in the nourishment of harmonious and all round personality of students. In this study family environment of rural and urban effect the personality of adolescents. In the rural area due to the lack of education unfavorable family environment develop and than effects the personality of adolescents. Education helps in the creation of favorable or healthy family environment which helpful in the nourishment of personality.

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