

# A study on Personality Adjustment and Family Environment of ninth grade female students of Kashmir

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**Abstract:** Personality includes disposition or temperament, intelligence, skill, aptitude, interests and physical makeup. All of these continually interact with each other and with environment. If this interaction is accompanied by much strain and conflict, the individual maladjusted or not integrated but if this interaction is harmonious and tranquil the individual is said to be well adjusted and integrated. The family environment plays an important role on developing adolescents, providing secure relationship, well build parenting skill, superior contact and model optimistic behaviours. The main focus of the present study was on investigating the difference between girls with high personality adjustment and girls with low personality adjustment on cohesion and total family environment. It is clear from the interpreted data that there is significant relationship between personality adjustment and family environment

**Keywords:** Family Environment, Adjustment, Female students

## Introduction

Both nature and nurture interplay to determine personality characteristics. One's family experiences can also influence a person's behaviour. In adolescence or adolescent stage numerous changes take place. If the adolescents are not made aware of these changes, it adverse effects will definitely disturb their psychological condition. During this stage, all the aspects of personality of adolescents are affected such as physical development, mental development, social development and emotional development. The personality pattern changes relatively little after people become adults. Therefore, adolescence, especially the latter part of adolescence, is regarded as a "critical age" in personality development. It is regarded as critical for two reasons. First, this is the time at which it is determined whether a person will be a mature, socially conscious, and resolute adult or will be immature, dependent, frustrated and unsure of himself. Second, the personality pattern, already well set, is either well or poorly integrated by this time so far as any gap between the real and ideal self-concept is concerned. The smaller the gap, the better the adjustment to adult life. Persons who have well-integrated personality patterns with stable and realistic self-concepts make far better personal and social adjustments than those with unstable and unrealistic self-concepts.

## Review of Literature

Mrs Nilam Singh & Prof Marion Mathew C.J. (2019) findings showed that Perception of Control, Protectiveness, Nurturance, Rejection, Permissiveness component of family environment does not contribute in social and emotional adjustment government and private students studying in secondary students of Allahabad.

Malsawmtluanga, Lallianzuali Fanai (2018), A study on relationship between home environment and academic achievement among secondary school students of Champhai town, Mizoram. The study was conducted to find out the relationship between Home environment and Academic Achievement among Secondary School Students of Champhai town, Mizoram. A very weak correlation was found between Home environment and Academic Achievement among Female students and Private School students and negatively weak correlation was found among Government school Students.

The findings of Rashmi (2016) study reveal that there is a positive correlation between the family environment and academic achievement. As the cohesion increases the academic achievement of the students also increases

Gunjan Bhatia (2012) in his findings reveal that healthy family relationship greatly influences emotional intelligence of the adolescents. The Objectives of the study by Jaffee, Sara R. *et al.* (2007) were: Children who are physically maltreated are at risk of a range of adverse outcomes in childhood and adulthood, but some children who are maltreated manage to function well despite their history of adversity. These findings suggest that for children residing in multi-problem families, personal resources may not be sufficient to promote their adaptive functioning.

Gerard Saucier *et al.* (2007) stated that environmental variables are often assumed to constitute a qualitatively different domain from personality variables, and unlike personality variables, their structure is relatively poorly understood. Results suggest possible homology between the structure of family environments and the structure of personality dispositions. M. Victoria, *et al.* (2006) investigated the influence of personality factors in the value allotted by adolescents to various groups of goals.

Grant, Darlene (2006) state that Girl Scouts Beyond Bars, an in-prison mother-daughter visitation program, was designed using a resilience framework. This article describes the Girl Scouts Beyond Bars program and discusses current research findings about the effects of the program on participants' ability to form healthier relationships with their mothers and improve their sense of self and self-esteem. The study conducted by

Charlotte, N. M. Patrick, M. M. and Barbaraj, T. (2003) examined relation between 60 fifth grade girls (mean age = 10.72 years) self reports and maternal reports of the Five-Factor model of personality (FFM) and girls participation in risky behaviours one year later (mean age = 11.74). The results indicated that unconscientious and disagreeable girls were susceptible to participation in risky behaviours. These relations remained significant even after controlling for assessments of girls' pubertal development. An interaction between girls openness to experience and pubertal development was found; girls who were open and who developed early were at risk for engaging in health compromising behaviours.

Koteshwar, M. N and Reddy, B. R. (2001) attempted to explore the impact of personality characteristics on the reading achievement of high school students. The sample consisted of 1,293 students of classes VIII, IX and X. The high school reading achievement test in Telugu developed by the investigator as well as Cattell's High school personality questionnaire (HSPQ) were administered. The results indicated that all the 14 factors of HSPQ had a significant impact on the reading achievement of the sample subjects.

### Statement of Problem

A study on personality adjustment and family environment of ninth grade female students of Kashmir

### Objectives

1. To study the personality characteristics of 9<sup>th</sup> grade girl students.
2. To study the personality adjustment of 9<sup>th</sup> grade girl students.
3. To compare ninth grade girls students having high slash low personality adjustment on cohesion and total family environment
4. To study the family environment and its relationship with the personality pattern of 9<sup>th</sup> grade girl students

### Hypotheses

1. Girl students of 9<sup>th</sup> grade having high/low personality adjustment will differ significantly in their family environment.
2. There will be positive and significant relationship between family environment and personality adjustment of 9<sup>th</sup> grade girl students

### Design of Study

The main focus of the present study was on investigating the difference between girls with high personality adjustment and girls with low personality adjustment on cohesion and total family environment.

### Sample

A sample of five hundred students studying in 9<sup>th</sup> grade ranging in the age group of 15 to 16 years was drawn from six districts of Kashmir

### Description of Tools

1. The Jr. Sr. High School Personality Questionnaire (14 HSPQ) by Cattell and Cattell.
2. Family Environment Scale ( FES) by Bhatia and Chadha

### Analysis of Data:

The data obtained was treated by using suitable statistical techniques. T-test was used to find out the significance of difference between two groups. Product movement method of correlation was used to find out the relationship between personality adjustment and family environment

### Main Findings:

The data have been analysed and interpreted in the following tables:-

**Table 1: Significance of difference between the mean scores of high/low personality adjustment on cohesion**

Group	Mean	SD	SED	t-value	Level of Significance
High Personality Adjustment	47.50	6.24	0.83	4.71	0.01
Low Personality Adjustment	43.59	7.17			

From the table 1, it is evident that the t-value is 4.71, which is significant at 0.01 level of confidence. It means that there is significant difference between the girls with high personality adjustment and the girls with low personality adjustment in cohesion. However, the table shows the higher mean score of the girls with high personality adjustment.

**Table 2: Significance of difference between the mean scores of high/low personality adjustment on total family environment**

Group	Mean	SD	SED	t-value	Level of Significance
High Personality Adjustment	237.44	28.42	3.55	5.72	0.01
Low Personality Adjustment	217.13	29.11			

A perusal of table 2 reveals that the t-value is 5.72, which is significant at 0.01 level of confidence. It means that there is significant difference between the high personality adjusted girls and low personality adjusted girls in their total family environment. However, the table shows the higher mean score of the high personality adjusted girls.

**Table 3: Correlation between Personality Adjustment and Family Environment**

Variables	High Personality Adjustment and Cohesion	Low Personality Adjustment and Cohesion	High Personality Adjustment and Total Family Environment	Low Personality Adjustment and Total Family Environment	Personality Adjustment and Total Family Environment
r-value	0.027	0.15	0.028	0.11	0.256**

\* Significant at 0.05 level of confidence \*\* Significant at 0.01 level of confidence

From Table 3 it is evident that the r-value for high personality adjustment and cohesion is 0.027 which is non-significant at both levels i.e. 0.01 or 0.05 level of confidence. It means that there is no significant relationship between high personality adjustment and cohesion. The table also shows the r-value for low personality adjustment and cohesion. The value is 0.15, which is not significant. Thus, it becomes clear that there is no significant relationship between low personality adjustment and cohesion.

The perusal of the above table shows the correlation between high personality adjustment and family environment. The r-value is 0.028, which is not significant. The result shows that there is no relationship between the high personality adjustment and family environment. The table also shows the r-value for low personality adjustment and family environment. The r-value is 0.11, which is not significant. It means that there is no relationship between low personality adjustment and family environment.

The above table also shows that the r-value for personality adjustment and total family environment is 0.256 which is significant at 0.01 level of confidence, thus, it becomes evident that there is significant relationship between the personality adjustment and family environment.

**Discussion:** The analysis of the data shows that:

- i) There is significant difference between high personality adjusted girls and low personality adjusted girls in their family environment.
- ii) There is positive and significant relationship between the personality adjustment and family environment.

Thus, the hypotheses have been accepted.

The results have shown that there is significant difference between the girls with high personality adjustment and the girls with low personality adjustment in cohesion. It is also evident that these two groups of girls definitely differ in their total family environment. It is also clear from the interpreted data that there is a significant relationship between the personality adjustment and family environment.

The same results have been corroborated by Mrs Nilam Singh & Prof Marion Mathew C.J. (2019) whose findings showed that Perception of Control, Protectiveness, Nurturance, Rejection, Permissiveness component of family environment does not contribute in social and emotional adjustment. Malsawmtluanga, Lallianzuali Fanai (2018), indicated that a very weak correlation was found between Home environment and Academic Achievement among Female students and Private School students

and negatively weak correlation was found among Government school Students. The findings of Rashmi (2016) study reveal that there is a positive correlation between the family environment and academic achievement whereas Gunjan Bhatia (2012) in his findings reveal that healthy family relationship greatly influences emotional intelligence of the adolescents. The same results have been corroborated by Gerard Saucier and Kelly R. Wilson (2007) whose results suggest possible homology between the structure of family environments and the structure of personality dispositions. Jaffee, Monica, Alan (2007) have concluded that for children residing in multi problem families, personal resources may not be sufficient to promote their adaptive functioning. Brendgen, Mara (2005) found that a problematic relationship with parents increased the odds of an elevated trajectory of depressed mood regardless of individual temperament. Bhargava, M. and Saxena, A. (1997) indicated that adolescents of both the sexes differed significantly on emotional construction and difficulty in establishing close personal relationships, abundance of creative impulses and dependence and degree of empathy and anxiety concerning bodily function.

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