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The effects of family type on adolescents' personality among families of different social class

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Abstract

The current study assessed the effects of family types on adolescents' personality among families of G.B.P.U.A. &T., pantnagar. The sample for the present study consists of 160 respondents from four different social classes include class I, class II, class III and class IV of G.B.P.U.A. &T., university. The sample comprised of 160 adolescents' selected randomly from government and private schools of pantnagar and this sample consists of 40 adolescents' from each social class. Adolescents were selected using simple random sampling technique. Self designed socio-demographic questionnaire and Multi-Dimensional Assessment of Personality questionnaire respectively used for data collection. ANOVA test was employed to find out the significance difference in effects of family types on adolescents' personality among families of G.B.P.U.A. &T., across social class. Results revealed that adolescent's personality differs significantly across social classes. Respondent showed high significant difference in the domains academic achievement, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, maturity, mental health, morality, self control, sensitivity, social sufficiency, social warmth and tension with their relation across family type of class I and II as compared to class III and IV. Whereas, adaptability, boldness and leadership among family types of class III and class IV have high level of significant difference.

Keywords: Family type, adolescents' personality, academic achievement, competition, creativity,

Introduction

Adolescence has been defined in a number of ways, as a period of physical change and chronological change or sociological changes. The psychology of the adolescent, who is no longer a young person, but not yet a mature, is important in the study of human behavior. The term adolescence comes from the Latin word 'adolescere' meaning 'to grow into maturity'. The principal task of adolescence is to resolve the "crises" of identity versus identity confusion or identity versus role confusion (Erickson, 1968) [5], so as to become a distinctive grown with a consistent sense of self and a valued role in society. The term personality comes from the Latin word persona, meaning 'mask' and to the Romans, persona meant 'as one appears to others', what a person feels thinks and is are integrated in that person's whole psychological make-up and to a great extent, revealed through behavior and traits. Personality, then, is not one definite, specific attribute; rather, it is the quality of the person's total behavior.

Personality is the special group of traits that makes one unique behaviors, looks, actions, and interests all contribute to one's personality. It also includes skills, achievement, feelings, thoughts, and behavior. It even includes how one gets along with others and what others believe of the person. In fact, personality is a product change of physical, community, emotional, and intellectual development. As one grows and changes in each of these ways, personality nurtures and changes. This will extend throughout the lifetime. In case of the personality pattern, the different psychophysical arrangements that make up the individual's personality are interrelated, with one manipulating the others.

Personality is a less or more stable and regards with the acceptance of a person's temperaments, quality, mental power, and physical type, which decides unique adjustment to his environment. Its means personality trait exists in an individual and it is efficient and energetic. Personality is out appeared as an integrated and organized self-concept, self-attitudes, self-value, goals and all other dispositions peculiar to an individual as a distinctive or unique creature. Today, personality emerges early and uncontrollably to change in meaningful ways throughout the life span in the field of psychology.

Environment plays a significant role in the growth of children as is quite evident from Urie Bronfenbrenner's Ecological system theory. A healthy family environment is mandatory for the overall wellbeing of adolescents.

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Virginia Cooperative Extension (2009) in an article suggested that family type and environment acts successfully in influencing the personalities of the adolescent and developing overall life skills among them. It means that family types and structures as well as environment of a family play very important for their overall development of adolescent especially in personality.

Family environment irrespective of the type of family at such plays a significant role in the healthy development of an adolescent. Over the years, researchers have highlighted the impact of family type in the improvement of adolescent personality. Several researches show that both overall family system functioning and parental behaviors are positively related to adolescent protection and directly related to adolescent personality. (Miyamoto *et al.* 2001; Muris *et al.* 2004) ^[10, 11].

Bilquis and Mayuri (1999) ^[1] through their study proved that family nature and size contribute indirectly to the personality development of children. Dayal and Mishra (2012) ^[2] aimed at examined the outlines of personality formation of children as affected by family size, age and gender. The sample comprised of 100 school going children from low income group families selected purposively from the school of Lucknow city in UP. Results indicated that a number of the personality factors were affected by family size and family type. The children of small family were more reserved, disconnected and dangerous in comparison to large family children. Also they were more excitable, irritated, challenging and overactive. No significant difference was found among boys and girls of small size family and a significant difference was found among boys and girls of large families in personality factor 'I', the boys being more tough-minded than girls.

Above discussion clearly reflects that effects of family type on adolescents' personality among families of G.B.P.U.A. & T., Pantnagar. However, the main interest in present study is to explore the analyzing effects of family type on adolescents' personality among families of G.B.P.U.A. & T., pantnagar.

Thus, the present study has been taken up with following objectives:

- To assess the effects of family type on adolescents' personality among families of G.B.P.U.A.&T., pantnagar

Methodology

Locale

The study was carried out exclusively in G.B Pant University of Agriculture and Technology, Pantnagar. The sample for the present study was preferred randomly from the five Schools out of eight schools running in the university, of G.B.P.U.A& T., Pantnagar. Name of the five schools, viz; Campus School, Government Girls Inter College (GGIC), Pantnagar Inter College (PIC), Balnilyam Junior School, and Saraswati Shishu Mandir.

Sample

A list of adolescent studying in 7th – 9th standard (13-18 years) belonging to four different social class selected from five schools running in the university G.B Pant University of Agriculture and Technology, Pantnagar. Schools were listed and categorized under four groups on the basis of their family social class namely Class I, Class II, Class III, and Class IV. For this study, a sample of 160 adolescents was randomly selected from G.B Pant University of Agriculture and Technology, Pantnagar Uttarakhand state and this sample

consists of 40 adolescents from each social class. Two types of variables, that is, dependent and independent were studied under present study. The independent variables included sociodemographic and socio- economic variables. Adolescent personality aspects of adolescents were taken as dependent variable.

Research Tools

The self-designed general questionnaire was used to study the socio-demographic and socio-economic characteristics of respondents. Adolescent personality was assessed using Multi-dimensional Assessment of Personality Questionnaire. MAP is a 147-item questionnaire designed to examine personality of adolescent. The dimensions under study are: Adaptability (Ad), Academic Achievement (Am), Boldness (Bo), Competition (Co), Creativity (Cr), Enthusiasm (En), Excitability (Ex), General Ability (Ga), Guilt proneness (Gp), Individualism (Id), Innovation (In), Leadership (Ld), Maturity (Ma), Mental Health (Mh), Morality (Mo), Self Control (Sc), Sensitivity (Se), Self sufficiency (Ss), Social Warmth (Sw), Tension (Tn). This test is applicable on 12-18 years of age; it takes 45 minutes to complete. MAP form T consist of 147 questions which are divided into 20 domains each domain consist of 7 questions, each question have 3 choices except General ability having only two choices from which respondent have to tick only one. Each option is scored by the scoring key, these were added vertically and it was found that minimum score obtained was 0 and maximum score was 15 and further categorized into 3 levels.

Data Collection

The investigators approached the school principals through a letter of request from the department which clarified the purpose of the study. Firstly the purpose of the study was made clear to them. After the selection of the eligible subjects, self-prepared background information Performa was administered to collect the detailed information and Multi-dimensional Assessment of Personality was administered in the classroom setting to each subject individually after providing necessary instructions. Data were collected separately from each school. The questionnaires were distributed to randomly selected adolescents with proper instruction. The data collected was classified and tabulated in accordance with the objectives to arrive at meaningful and relevant inferences. The data was analyzed using statistical techniques like mean, ANOVA test.

Results and Discussion

Adolescents' personality across family type in families from different social classes of G.B.P.U.A&T., Pantnagar

In Table 1 the association of personality aspect in families from different social classes depicts that there was significant difference in all domains of adolescents' personality in families. The relationship of personality aspect in families from different social classes are represented which depicts significant difference in all the domains of adolescent's personality in the families except for maturity. It was observed that social class have great impact on adolescents' personality. The data elucidates that domains of personality that is academic achievement, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, maturity, mental health, morality, self control, sensitivity, social sufficiency, social warmth and tension show the significance difference. It is evident from the

Table that domain that is academic achievement, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, maturity, mental health, morality, self control, sensitivity, social sufficiency, social warmth and tension with nuclear family types of class I and class II has high level of significant difference as compared to class III and class IV. Whereas the domains of the personality characteristic that is adaptability, boldness and leadership among class III and class IV have high level of significant differences. Similar results were found with joint and extended family type's respondents among four different classes. Family is a key factor in the development of children and adolescents. It is a vital part of the system of childhood and adolescence, as well as a system in its own right. Almost every known society has some type of family organization that is an intermediate between the individual and the larger social community. Usually family is defined as a unit of two or more persons united by marriage, blood and adoption (Desai 1994) ^[4]. Family disorganization indicates detachment in those family ties, which should exist between family members to create a smooth functioning as a group. Family disorganization with the associated factors of emotional deficiency in formative years, give rise to a multitude of personality problems which take different forms, like mental

illness, delinquency, low achievement motivation, loss of adult role to follow, economic hardship, low academic achievement, poor health and nutrition, conflicts, frustration, stress, tension and destructive effect on adolescents (Demo and Acock 1988) ^[3]. Forecast of specific form of deviant or damaged behavior depend upon the contributing factors to the child's personality and behavior. This included parents, their existing status, attitude and values, childrearing practices, the nature of the parent-child relationship, family education background, and social class, family's financial status and other personal and socio-economic characters give different impact towards personality of adolescents. Social class was found to be significantly associated with guilt proneness, leadership, mental health, general ability, self-control and social warmth level of respondents. Economic hardship contributes in tension level of adolescents in family, components such as adolescent role performance, school structure; resources and family background were included. The multivariate regression results indicate that the strongest manipulate on a student's academic achievement is their socioeconomic placement, (Engweiler, 2005) ^[6]. The personality advances rapidly with changes in perception, feeling and behavior. Desires, values, interests and attitudes communicated by the family begin to mould his personality.

able 1: Mean differences in adolescents' personality across family type in families from different social classes of G.B.P.U.A & T., Pantnagar

Domains of adolescent personality	Social Class I (n ₁ =40)		F Cal. (C.D)	Social Class II (n ₂ =40)			F Cal. (C.D)	Social Class III (n ₃ =40)				Social Class IV (n ₄ =40)			
	Nuclear (n _{1a} =38)	Joint (n _{1b} =02)		Nuclear (n _{2a} =38)	Joint (n _{2b} =01)	Extended (n _{2c} =01)		Nuclear (n _{3a} =32)	Joint (n _{3b} =06)	Extended (n _{3c} =02)	F Cal. (C.D)	Nuclear (n _{4a} =17)	Joint (n _{4b} =12)	Extended (n _{4c} =11)	F Cal. (C.D)
Adaptability	9.15 ^a	9.80 ^a	7.98 * (1.12)	9.19 ^a	9.99 ^a	9.93 ^a	7.50* (1.02)	10.24 ^b	10.80 ^b	10.90 ^b	9.09* (1.59)	11.70 ^c	11.96 ^c	12.26 ^c	10.01** (2.99)
Academic Achievement	11.75 ^a	11.65 ^a	14.83** (2.19)	11.65 ^a	11.45 ^a	10.06 ^a	10.02** (1.29)	10.48 ^b	10.16 ^b	8.80 ^b	8.25* (1.00)	8.10 ^c	7.25 ^c	7.00 ^c	7.25* (0.99)
Boldness	9.55 ^a	9.75 ^a	9.50* (1.26)	9.58 ^a	9.95 ^a	10.60 ^a	9.48 * (1.23)	10.85 ^b	10.99 ^b	10.80 ^b	4.19* (0.31)	11.99 ^c	12.67 ^c	12.95 ^c	3.11* (0.21)
Competition	14.20 ^a	14.10 ^a	11.68 ** (1.43)	14.00 ^a	14.00 ^a	12.26 ^a	11.63 ** (1.38)	11.00 ^b	10.60 ^b	9.35 ^b	6.07* (1.00)	9.10 ^c	8.06 ^c	7.57 ^c	3.07* (0.90)
Creativity	14.97 ^a	13.75 ^a	15.84** (1.18)	14.80 ^a	13.45 ^a	12.03 ^a	15.45** (1.08)	11.77 ^b	11.16 ^b	10.05 ^b	13.09** (0.94)	8.10 ^c	7.46 ^c	7.07 ^c	3.09* (0.64)
Enthusiasm	13.99 ^a	12.85 ^a	12.62 ** (1.23)	13.88 ^a	12.79 ^a	11.53 ^a	11.61 ** (1.13)	11.70 ^b	10.42 ^b	10.00 ^b	4.25 * (0.73)	11.01 ^c	10.01 ^c	9.50 ^c	2.25 * (0.03)
Excitability	12.32 ^a	11.90 ^a	14.80** (1.19)	12.25 ^a	11.10 ^a	11.03 ^a	14.87** (1.17)	9.71 ^b	9.60 ^b	9.05 ^b	10.41** (0.96)	7.00 ^c	6.69 ^c	6.88 ^c	3.41* (.08)
General Ability	12.90 ^a	11.40 ^a	23.56** (1.39)	12.50 ^a	11.30 ^a	11.66 ^a	22.76** (1.21)	10.00 ^b	10.00 ^b	9.75 ^b	15.57** (1.02)	5.02 ^c	5.00 ^c	4.19 ^c	5.57* (0.32)
Guilt Proneness	11.44 ^a	11.20 ^a	17.29** (1.99)	11.37 ^a	11.11 ^a	10.90 ^a	17.00** (1.96)	10.85 ^b	10.93 ^b	9.90 ^b	10.26 ** (1.69)	8.44 ^c	9.07 ^c	8.38 ^c	3.26 * (1.09)
Individualism	11.95 ^a	10.65 ^a	14.66** (1.23)	11.79 ^a	10.54 ^a	10.00 ^a	14.25 ** (1.06)	9.45 ^b	9.00 ^b	9.25 ^b	10.26* (1.00)	8.00 ^c	7.80 ^c	8.39 ^c	5.26* (0.5)
Innovation	11.20 ^a	11.80 ^a	10.34** (1.63)	11.05 ^a	11.41 ^a	11.20 ^a	10.19** (1.58)	10.75 ^b	10.86 ^b	9.25 ^b	4.17 * (1.06)	9.00 ^c	9.38 ^c	7.19 ^c	2.17 * (0.96)
Leadership	7.04 ^a	8.10 ^a	26.42** (1.31)	7.25 ^a	8.80 ^a	8.76 ^a	23.79 ** (1.23)	9.37 ^b	9.53 ^b	9.90 ^b	6.91 * (0.63)	11.00 ^c	11.92 ^c	12.34 ^c	3.91* (0.03)
Maturity	10.54	10.60	1.06 (1.17)	10.50	10.97	10.96	1.29 (1.15)	10.96	11.03	11.70	1.78 (1.04)	10.99	11.29	11.96	1.78 (1.04)
Mental Health	10.94 ^a	10.99 ^a	17.88** (1.97)	10.85 ^a	10.96 ^a	11.46 ^a	17.83** (1.94)	9.85 ^b	9.26 ^b	9.05 ^b	6.58* (0.66)	7.00 ^c	6.76 ^c	5.57 ^c	2.58* (0.06)
Morality	10.91 ^a	10.05 ^a	19.94** (1.90)	10.80 ^a	10.01 ^a	9.40 ^a	19.70 ** (1.21)	9.14 ^b	9.08 ^b	8.85 ^b	10.99 * (1.07)	6.00 ^c	5.46 ^c	5.06 ^c	4.99 * (0.47)
Self control	10.90 ^a	10.85 ^a	19.97 ** (1.93)	10.50 ^a	10.05 ^a	10.20 ^a	19.78 ** (1.50)	8.57 ^b	9.06 ^b	8.30 ^b	5.07 * (1.15)	7.00 ^c	7.30 ^c	7.11 ^c	2.07 * (0.95)
Sensitivity	10.99 ^a	10.80 ^a	16.79** (1.62)	10.75 ^a	10.20 ^a	10.40 ^a	16.41** (1.10)	9.57 ^b	9.80 ^b	9.00 ^b	6.75* (0.92)	8.00 ^c	6.76 ^c	5.06 ^c	3.75* (0.02)
Self Sufficiency	11.88 ^a	11.76 ^a	18.19** (1.67)	11.50 ^a	11.06 ^a	11.46 ^a	14.27** (1.59)	9.14 ^b	7.98 ^b	7.05 ^b	9.94* (0.77)	7.00 ^c	5.76 ^c	6.61 ^c	3.94* (0.07)
Social warmth	11.55 ^a	11.05 ^a	17.21** (1.32)	11.50 ^a	11.01 ^a	10.83 ^a	16.90** (1.20)	10.00 ^b	9.33 ^b	9.05 ^b	3.65* (0.64)	8.00 ^c	7.15 ^c	6.15 ^c	1.65* (0.02)
Tension	11.34 ^a	11.30 ^a	14.29** (1.64)	11.29 ^a	11.10 ^a	10.30 ^a	13.25 ** (1.07)	10.80 ^b	10.95 ^b	9.00 ^b	5.68 * (0.54)	8.90 ^c	8.75 ^c	7.84 ^c	3.68 * (0.04)

Note:

1. Higher the mean score on domains of adolescent personality, better the personality.
2. Means with different superscripts show significant difference
3. * Significant at 0.05 level of significance ** Significant at .01 level of significance

Conclusion

It was concluded from the study that family type has great impact over the personality of adolescents. Adolescent's personality differs significantly across social classes. Respondent showed high significant difference in the domains academic achievement, competition, creativity, enthusiasm, excitability, general ability, guilt proneness, individualism, innovation, maturity, mental health, morality, self control, sensitivity, social sufficiency, social warmth and tension with their relation across family type of class I and II as compared to class III and IV. Whereas, adaptability, boldness and leadership among family types of class III and class IV have high level of significant difference.

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