Predictors of personality in adolescents

■ KRITIKA GAHLAWAT **and** C.K. SINGH

■ **ABSTRACT :** According to K. Young, 'Personality is a patterned body of habits, traits, attitudes and ideas of an individual, as these are organized externally into roles and statuses, and as they relate internally to motivation, goals and various aspects of selfhood. A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience. Two environments home and school share an influential space in individual's life and there exists a unique combination between the two. This study examines the, home and school environment on the personality of adolescents. The study was conducted in Hisar city of Haryana state where two colleges and two schools were selected. The sample comprised of 160 adolescents (80 girls and 80 boys) taken equally from each institution. Adolescents were assessed for their personality by big five inventory developed John and Srivastava, while home and school environment were measure through respective inventories developed by Mishra. The personality traits among adolescents are significantly and positively correlated with positive home environment dimensions of reward and nurturance. The students showed insignificant association with all the aspects of school environment expect permissiveness.

■ **KEY WORDS:** Predictors, Personality, Adolescents

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Adolescence is a period of transition between playful childhood and responsible adulthood. Adolescence is a period of rapid development, when young people acquire new capacities and are faced with many new situations that create not only opportunities for progress, but also risk to health and well-being (WHO, 1998).

Allport (1937) defined personality as 'the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.' The environment one lives in has a huge impact on the personality. The influence of physical environment is something that cannot be disputed. Hence, the socio-economic factors as well as the personal variables greatly affect an individual's personality. Experts blame pushy parents for aggravating the stress caused by an already fault system of education (Times of India, 2008).

The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan. Adult personality traits are believed to have a basis in infant temperament, meaning that individual differences in disposition and behaviour appear early in

life, possibly even before language or conscious self-representation develop.

The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. Educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience. The child spends most of his time in school and here his environment is exerting a different influence on performance through curricula, teaching techniques, relationship. Educational institutions are intimately linked with society at large. They are the temples of knowledge. They are the agents of social change and transformation. Environment plays a vital role in the development of the personality of the students. As a student spends most of his life at school, the school environment is highly responsible for the inculcating of great values in him, and thus his personality (Lawrence and Vimala, 2012).

■ RESEARCH METHODS
Sampling of respondents :

A total of 160 adolescents were taken for the study. Eighty adolescents from Chaudhary Charan Singh Haryana Agricultural University, Hisar and eighty students from senior secondary schools were selected. A list of co-educational senior secondary schools in Hisar city was obtained. Two schools were randomly selected from this list. A list of students from class 11th and 12th was prepared, separately for males and females. Forty students from each school were selected at random from this list, equally representing both the sexes.

Measures :
Home environment :

Home Environment Inventory (HEI) developed by Mishra (1989) was used to measure the home environment of the adolescents. HEI contains 100 items related to ten dimensions of home environment. The ten dimensions are: (A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social Isolation, (F) Reward, (G) Deprivation of Privileges, (H) Nurturance, (I) Rejection, (J) Permissiveness.

School environment :

School Environment Inventory (SEI) developed by Mishra (1989) was used to measure the school environment of the adolescents. SEI contains 70 items related to the six dimensions of school environment *i.e.* (A) Creative Stimulation (CRS), (B) Cognitive Encouragement (COE), (C) Acceptance (ACC), (D) Permissiveness (PER), (E) Rejection (REJ) and (F) Control (CON).

Personality :

Big Five Inventory by John and Srivastava (1999) was used to measure the personality of the adolescents in the study. The five dimensions of the inventory are extraversion, conscientiousness, agreeableness, openness to experience and neuroticism.

■ RESEARCH FINDINGS AND DISCUSSION

Table 1 discloses correlation of various aspects of home environment with sub-aspects of personality. Openness was found to be negatively and significantly correlated to protectiveness (r = -0.1) and deprivation of privileges (r = 0.2). Conscientiousness significantly and negatively correlated to protectiveness (r = -0.2), control (r = -0.5), punishment (r = -0.2), social isolation (r = -0.5), deprivation of privileges (r = -0.4), rejection (r = -0.5) and permissiveness (r = -0.2). While reward (r = 0.2) was positively correlated with it.

Extraversion on the other hand was negatively and significantly correlated to control (r = -0.3), punishment (r = -0.3), conformity (r = -0.2), social isolation (r = -0.2), deprivation of privileges (r = -0.4) and rejection (r = -0.3). It was significantly and positively correlated to reward (r = 0.3).

Agreeableness was positively and significantly correlated to punishment (r = 0.3), nurturance (r = -0.2) and conformity (r = 0.3). Also it was negatively and significantly correlated to social isolation (r = -0.4), deprivation of privileges (r = -0.3) and rejection (r =-0.3).

Neuroticism was positively and significantly correlated to protectiveness (r = 0.2), conformity (r = 0.2), reward (r = 0.2) and nurturance (r = 0.6). It was significantly and positively correlated to. It can be seen that neuroticism was negatively and significantly correlated to permissiveness (r = -0.2) and deprivation of privileges (r = -0.2).

Correlation between school/institution environment and personality :

Table 2 depicts correlation of various aspects of school/institution environment with sub-aspects of personality. Openness was seen to be negatively and significantly correlated to rejection (r = -0.3). Conscientiousness was found to be positively and significantly correlated to creative stimulation (r = 0.309), cognitive encouragement (r = 0.3), acceptance (r = 0.3) and permissiveness (r = 0.2). It was significantly and negatively correlated to rejection (r = -0.5). Extraversion was negatively and significantly correlated to rejection (r = -0.2).

Agreeableness was significantly and positively correlated to creative stimulation (r = 0.3), cognitive stimulation (r = 0.3) and acceptance (r = 0.3). It was significantly and positively correlated to permissiveness (r = 0.2). Agreeableness was negatively and significantly correlated to rejection (r = -0.4). Neuroticism was seen to be negatively and significantly correlated to permissiveness (r = -0.2).

There was no significant correlation amongst rest of the aspects of school environment with sub-aspects of personality.

Singh and Poonam (2013) in their research found that there was significant effect of home environment on extroversion factor of student's personality. Neuroticism factor of student's personality was highest and lowest in higher and lower home environment, respectively. Also there was significant effect of home environment on Neuroticism factor of the respondents. Results of this study similarly portrayed the association of various traits of personality with home environment of the adolescents. Kamuti (2015) also revealed that correlation co-efficient between parents' involvement and student's personality, implying that there was a weak positive relationship between parent/family involvement and students' personality in public secondary schools. This implied that increment in parents' involvement increased students' personality in positive direction. In another study it was found that in case of controlling parents, girls reported less psychologically controlling parenting and less frustration than boys. Older adolescents reported being more conscientious and more open minded but had less extraversion and were rated as scoring higher on internalizing problems by their mothers (Mabbe *et al.*, 2015).

All the aspects of school environment were significantly associated which can also be interpreted that better the school environment better is the

Table 1 : Correlation of home environment with personality					
Home environment	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Control	0.1	-0.5**	-0.3**	-0.1	0.1
Protectiveness	-0.2*	-0.2*	0.1	0.1	0.2*
Punishment	0.1	-0.2*	-0.3**	0.3**	0.1
Conformity	0.1	0.1	-0.2*	0.3**	0.2*
Social isolation	0.1	-0.5**	-0.2*	-0.4**	0.1
Reward	0.1	0.2*	0.3**	0.1	0.2*
Deprivation of privileges	-0.2*	-0.4**	-0.4**	-0.3**	-0.2*
Nurturance	0.1	0.2*	0.1	0.2*	0.6**
Rejection	-0.1	-0.5**	-0.3**	-0.3**	-0.1
Permissiveness	-0.1	-0.2*	-0.1	-0.1	-0.2*

* and ** indicate significance of values at P=0.05 and 0.01, respectively

Table 2 : Correlation of school environment/institution with personality					
School environment	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Creative stimulation	-0.1	0.3**	0.1	0.3**	-0.1
Cognitive encouragement	-0.1	0.3**	0.1	0.3**	-0.1
Acceptance	-0.1	0.3**	0.1	0.3**	-0.1
Permissiveness	0.1	0.2*	0.1	0.2*	-0.2*
Rejection	-0.3**	-0.5**	-0.2*	-0.4**	0.1
Control	-0.1	-0.1	0.1	0.1	0.1

* and ** indicate significance of values at P=0.05 and 0.01, respectively

personality of the students. According to Young and Fraser (1994) the impact of school on the personality of students and found that children learn through exploration of their environment, in particular the home and school, as important developmental factors. It was found that there were significant association between the personality and negative dimensions of home environment like punishment, deprivation of privileges and rejection and was associated with positive dimensions which include nurturance. It can be supported with the findings of Kaur (2012) who found that personality traits among adolescents are negatively and significantly correlated with the negative dimensions of home environment which were permissiveness, deprivation of privileges and rejection. However the personality traits among adolescents are significantly and positively correlated with positive home environment dimensions of reward and nurturance. The students showed insignificant association with all the aspects of school environment expect permisssiveness.

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