

PROJECT REPORT

MASTER'S DEGREE PROGRAMME IN PSYCHOLOGY

A STUDY ON THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND
PERSONALITY TRAITS AMONG EMERGING ADULTS

By

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APPENDIX-I

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APPENDIX-IV

CONSENT LETTER OF GUIDE

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APPENDIX-X

CERTIFICATE OF COMPLETION

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APPENDIX-IX

CERTIFICATE OF ORIGINALITY

This is to certify that the Project Report titled “_____”
submitted to Indira Gandhi National Open University in partial fulfillment of the requirement for
the award of **Master of Arts Degree in Psychology (MAPC)** is an original work carried out by
Mr./ Ms. _____

(Enrollment Number: _____).

The matter embodied in this Project is a genuine work done by the student and has not been
submitted whether to this University or to any other University/ Institute for the fulfillment of the
requirement of any course of study. The content of project report/dissertation has been checked
for **plagiarism**.

Signature of the Learner

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ACKNOWLEDGEMENT

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ABSTRACT

The aim of the study was to study the relationship between family environment and personality traits of emerging adults. Family environment is the core process of every child upbringing, with positive and negative influences. When families experience sudden and unexpected trauma, such as loved ones sustaining severe burns, all members of the family are affected in one way or another.

While, Personality refers to that pattern of thoughts, feelings and behaviors consistently exhibited over time that strongly influences one's social adjustment, expectations, self-perceptions, values and attitudes. It also predicts human reactions to other people, problem and stress. Psychological wellbeing is a combination of positive affective states such as happiness which is the hedonic perspective and functioning with optimal effectiveness in individual and social life i.e., eudemonic perspective. Very few researches have dealt with this dimension of research in India. The sample of the study comprised 30 male and 30 female emerging adults of aged 18-29years old. To determine the personality of emerging adults, Neo Five Factor Inventory (NEO-FFI), constructed by Costa & McCrae (1992) was used.

The family environment as perceived by emerging adults was measured by using Family Environment Scale (FES), developed by R. H. Moos and his colleagues (1974, 1981).

A Demographic Variable Information Performa, developed by the researcher, was used to collect information relating to the demographic variables of the study.

Five null hypotheses were tested to find the effect of home environment, socio economic status, family relations, gender, parental education, income of the family, family size, birth order of the student and type of the family on adults' personality traits. Data was analyzed by using the correlational method. It was concluded from the study that with the exception of birth order and family type, all the independent variables of the study had a significant effect on the academic achievement of students. However, adults' personality was partially influenced by these variables.

CHAPTER -1

INTRODUCTION

Family is a special psychosocial system that every member pursues as individual needs and goals, and yet all functioning as a whole by multidirectional and circular impacts to maintain the homeostasis (Goldenberg and Goldenberg 2005). This resilient equilibrium undergoes a strained period when the child of family enters adolescence and develops autonomy to attempt becoming an independent one and to take responsibility of own world (Hill and Holmbeck 1986, Sprinthall and Collins 1995). Nonetheless, the family influences on offspring are so profound but unapparent that, for instance, irrational beliefs or behavioral patterns can be transmitted generation by generation and formulate a vicarious cycle (Adshead and Bluglass 2001, Kretchmar and Jacobvitz 2002). Despite of having a proliferated theoretical background, the trend of family research is, ironically, always not referring theory as the guidance (Jacob 1987). An extensive body of research is interested in comparing children and adolescents from nuclear family, stepfamily, single-parent family and divorced family (Amato and Keith 1991, Hanson 1996, Dunn 1998, Hazelton 1998).

Family research on Adults:

It is fair to say that focus of family research has been mainly concentrating on children and adolescence (Maccoby 1980). This could be expounded by the fact that psychological development during young ages is critically sensitive and subjective to the contexts of family

(Hunter and Youniss 1982, Greenberg 1983). For example, child's violent behavior and later adolescent's delinquency are related to both the presence and quality of parental involvement (Wright and Wright 1994). Contrarily, the increasing autonomy of young adult results in their declining reliance on parents whether in cognitive, emotional, or behavioral domains (Sprinthall and Collins 1995, Grotevant 1998). Adults have to achieve individuation from family of origin that separates their lives with parents (Frank 1988). Therefore, they are rarely considered on how can be changed or shaped by family.

Although adult is always regarded as an independent and autonomy unit, there are, still, few researches which recruited adult as subject to investigate the possible role of family influence. Serewicz and her colleagues (2007) found that in university students, the communication with family members was indicative of the qualities of family interactions, satisfaction and relationships. More importantly, this communication pattern learned from family continued to affect ninety percent of the left home adult. In addition, Siddique and D'Arcy (1984) demonstrated that perceived family stress has, surprisingly, more consistent and larger correlations with psychological adjustments than school and peer stresses in adolescents. This implies many unrealized but dominant roles of family on adults have been unrevealed such as family relationship in socialization (Weidman 1989, Pascarella and Terenzini 1991). All of these evidences suggested that family exerted direct and indirect effects on adult, which have always been overlooked.

Family Structures:

The following types of families exist today, with some families naturally falling into multiple categories. For example, a single parent family who lives in a larger, extended family. While these types of families are distinct in definition, in practice the lines are less clear. As laws and norms change, so do family structures.

- **Nuclear Family**

The nuclear family is the traditional type of family structure. This family type consists of two parents and children. The nuclear family was long held in esteem by society as being the ideal in which to raise children. Children in nuclear families receive strength and stability from the two-parent structure and generally have more opportunities due to the financial ease of two adults. According to 2010 U.S. Census data, almost 70 percent of children live in a nuclear family unit.

- **Single Parent Family**

The single parent family consists of one parent raising one or more children on his own. This family may include a single mother with her children, a single dad with his kids, or a single person with their kids. The single parent family is the biggest change society has seen in terms of the changes in family structures. One in four children is born to a single mother. Single parent families are generally close and find ways to work together to solve problems, such as dividing up household chores. When only one parent is at home, it may be a struggle to find childcare, as there is only one parent working. This limits income and opportunities in many cases, although many single parent families have support from relatives and friends.

- Extended Family

The extended family structure consists of two or more adults who are related, either by blood or marriage, living in the same home. This family includes many relatives living together and working toward common goals, such as raising the children and keeping up with the household duties. Many extended families include cousins, aunts or uncles and grandparents living together. This type of family structure may form due to financial difficulties or because older relatives are unable to care for themselves alone. Extended families are becoming increasingly common all over the world.

- Step Family

Over half of all marriages end in divorce, and many of these individuals choose to get remarried. This creates the step or blended family which involves two separate families merging into one new unit. It consists of a new husband, wife, or spouse and their children from previous marriages or relationships. Step families are about as common as the nuclear family, although they tend to have more problems, such as adjustment periods and discipline issues. Step families need to learn to work together and also work with their exes to ensure these family units run smoothly.

- Grandparent Family

Many grandparents today are raising their grandchildren for a variety of reasons. One in fourteen children is raised by his grandparents, and the parents are not present in the child's life. This could be due to parents' death, addiction, abandonment or being unfit parents.

Many grandparents need to go back to work or find additional sources of income to help raise their grandchildren.

TYPES OF FAMILY ENVIRONMENT

Functional family, on a completely different basis, is defined as an environment where people feel comfortable expressing themselves freely. A functional family uses respect as its main foundation

Modern define “family” as consisting of two or more people related by birth, marriage, or adoption residing in the same housing unit. It does not reflect the different colors of a family, the ages, the structure, or the sometimes oddly looking family tree

Conservative family values just mean that the core of our society is the nuclear family: father, mother, children all living together as a family. The parents are married. The children were conceived after the marriage. There might be a grandparent living with them.

Prefer Not to say: Mostly refer to abusive/dysfunctional families where the kid or parents don't prefer to disclose the family environment type

IMPORTANCE OF FAMILY ENVIRONMENT

POSITIVE INFLUENCE Good family environment will have a sense of love and mutual help, which based on the strong bond between families, and has a large contribution in building a child's personality. It can motivate children to develop themselves and improve their capabilities and potential.

NEGATIVE INFLUENCE When the family neglect their children, this condition give negative effects for a child personality. The loss sense of love and family causing bad result in education. They feel such neglected and abandoned, and hinder its ability to foster a sense of self-esteem that can benefit themselves and the community around it.

VARIATION IN FAMILIES

Today's families are more likely to conform to a variety of configurations. A family is a primary group which requires "people who are intimate and have frequent face-to face contact with one another, have norms that is, expectations regarding how members in the group should behave in common and share mutually enduring and extensive influences.

POSITIVE FAMILY FUNCTIONING In view of the vast range of family configurations, it is extremely difficult to define a "healthy" family. However, at least two concepts are important when assessing the effectiveness or healthiness of a family. These include how well family functions are undertaken and how well family members communicate with each other.

FAMILY FUNCTIONS Family functions include "child care and child socialization, income support and long-term care" in addition to other care giving functions. Children must be nurtured and taught. All family members need adequate resources to thrive.

GOOD COMMUNICATION Good communication is the second aspect which characterizes "healthy" families. Communication and autonomy are closely related concepts. Good communication involves clear expression of personal ideas and feelings even when they differ from those of other family members.

Personality can be defined as the dynamic organization within the individual of those psychosocial systems that determine his unique adjustment to the environment (Allport, 1961). It is set of traits which are more or less permanent. The term ‘Personality’ was derived from the Latin word ‘Persona’ which refers to a mask worn by performers in order to project different roles or disguise their identities. Traits include habitual behavior, cognition, emotional patterns. Personality evolved from both biological and environmental factors. The field of behavioral genetics concentrates on the relationship between genes and behavior and has given psychologists a glimpse of the link between genetics and personality. On studying 350 pairs of twins, including pairs of identical and fraternal twins reared together and apart, researchers found that identical twins, whether raised together or apart, possess personalities that are similar (Bouchard, 1994; Bouchard, Lykken, McGue, Segal, & Tellegen, 1990; Segal, 2012). Unique characteristics of a person builds his or her personality, which differs from individual to individual. Personality is referred as a distinctive way of thinking, feeling and acting that characterize the individual’s way of acting in his life situation, these three behavior i.e; thinking, acting, and feeling distinguish from other person, they are caused either by internal factors or by external factors, these behaviors are organized and structured. It can also be said that personality is a combination of behavior, emotion, motivation and thought patterns that define an individual. Personality psychology aims to study similarities and differences in these patterns among different people and groups. The five-factor model of personality has dominated the field of personality over the last three decades providing significant degree of convergence in the trait factor analytic psychology (Robertson & Callinan, 1998).

The five factors usually labeled as neuroticism, extraversion, openness to experience, agreeableness and conscientiousness (Costa & McCrae, 1992).

Five Factor Model of Personality:

- (i) Openness: this factor indicates how creative, original and imaginative a person is.
- (ii) Extroversion: this factor measures the extent to which an individual is sociable, active, optimistic and fun loving.
- (iii) Conscientiousness: this state reflects how methodical, well organized and dutiful a person is.
- (iv) Emotional stability: it indicates one's capacity to remain calm and composed and being free from traits which carry negative and emotional tone.
- (v) Agreeableness: it indicates how helpful, trusting, kind and cooperative a person is.

Few Key Terms:

Emerging adulthood: It is a phase of the life span between the adolescence and also full-fledged adulthood which encompasses late adolescence and early adulthood, proposed by Jeffrey Arnett in a 2000 article in the American Psychologist. The term describes young adults who do not have children, do not live in their own home, or do not have sufficient income to become fully independent. Arnett suggests emerging adulthood is the distinct period between 18 and 29 years of age where adolescents become more independent and explore various life possibilities. Arnett argues that this developmental period can be isolated from adolescence and young

adulthood. Emerging adulthood is a new demographic, is contentiously changing, and some believe that twenty-something have always struggled with "identity exploration, instability, self-focus, and feeling in-between". Arnett called this period "roleless role" because emerging adults do a wide variety of activities, but are not constrained by any sort of "role requirements".

Family Environment is defined as: family environment “involves the circumstances and social climate conditions within families.

Personality is defined as the characteristic sets of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors. Trait-based personality theories, such as those defined by Raymond Cattell, define personality as the traits that predict a person's behavior. On the other hand, more behaviorally based approaches define personality through learning and habits.

The study of the psychology of personality, called personality psychology, attempts to explain the tendencies that underlie differences in behavior. Many approaches have been taken on to study personality, including biological, cognitive, learning and trait based theories, as well as psychodynamic, and humanistic approaches.

Personality is often broken into statistically-identified traits called the Five Factors, which are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (or emotional stability).

CHAPTER 2

REVIEW OF LITERATURE

Review of literature is the essential aspect of scientific work. It helps the researcher in developing insight in the subject being studied. It certainly helps in conceptualization of the research problem and makes the investigator alert in existing relative status of the literature. It also helps designating the study and finalizing the methodology for collecting data.

Theoretical frame work

Theories of Personality:

Personality can be defined in various terms and not one theory can explain personality in concrete terms. Various intellect perspectives were given to define personality in the field of psychology.

Big Five Factor Model. A research program by McCrae and Costa (1987) identified a big five structure by investigating personality questions rather than descriptive terms. This widely examined theory suggests five broad dimensions used by some psychologists to describe human personality and psyche. Paul Costa and Robert McCrae's NEO-FFI version is one of the widely accepted and used scaled today. The acronyms OCEAN often used to describe the domains to

recall the five factors defined by them and also known as the Big Five Personality traits; those are Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

- Openness to Experience. The very first domain is openness to experience. The high score on this domain depicts they are curious about both inner and outer worlds and they live their lives experientially richer than those of closed individual.
- Conscientiousness. It is concerned with managing the temptation and the desires. Individuals with conscientiousness are purpose willed and determined. High scores on this domain show academic and occupational achievement and may lead to the annoying, compulsive neatness or workaholic behavior on the negative side.
- Extraversion. They are sociable; prefer large groups and social gatherings. They are assertive, active and talkative. They like excitement stimulation and tend to be very cheerful, energetic, upbeat and optimistic. On the extreme, they are introverts who are less sociable, less easy to portray. They are reserved, independent than being a follower and even paced than sluggish. They like being alone and may suffer from social anxiety.
- Agreeableness. This domain shows interpersonal tendencies and are altruistic. They are eager to help and believe other would be equally helpful. On the other hand, disagreeable individuals are skeptical of others intentions and competitively cooperative.

- Neuroticism. They have a tendency to experience the negative effects such as fear, sadness, embarrassment, anger, guilt, and disgust. They are more susceptible to psychological distress, perhaps, because descriptive emotions interfere with adaptation. On the contrary, individuals who are low on this domain are calm, even tempered and relaxed and are able to handle stressful situations without being upset.

It is not possible to take an account of all relevant published work, but some relevant published work in India and abroad reviewed and they are presented below:

Philip and Thomas (2014) examined whether there is a positive difference between the personality of only child and child with Siblings. They again access whether there any difference between parental supports provided to only child and child with siblings. High School Personality Questionnaire and Parental Support Scale are used to test the relationship. The sample size was 120 parents and 60 only children and 60 children with siblings aged between 12 to 17years. The researcher found significant difference between parental support and personality development between only child and child with siblings.

Samarein (2013) conducted a study to examine the relationship between personality traits and internet addiction of students at Kharazmi University. Descriptive and correlative method was employed to analyze the data 400 students who were selected using stratified sampling form all the faculties located in Kharazmi University. Results revealed that Internet addiction is

significantly and positively correlated to neuroticism and negatively correlated to extraversion, agreeableness and conscientiousness. Moreover, males scored significantly higher on IAD as compared to females.

Baker and Hoerger (2012) conducted a study to access the relationship of parental child-rearing strategies in family and individual differences in self-regulation, socio-emotional adjustment and psychopathology in early adulthood. Results revealed that, Parental warmth was found to be related to overall better self-regulation and improved interpersonal and academic adjustment. In contrast, both parental rejection and over-control were found to be related to general deficits in self-regulation as well as adjustment difficulties and psychopathology. Parental rejection was most closely related to anxiety and depression.

Bhat and Aminabhavi (2011) conducted a study on the impact of home environment with psychosocial competence of adolescents. Data was collected from 100 adolescents studying in IX and X standards in English medium high schools of Dharwad. The home environment was assessed by using Mishra's Home Environment Inventory, psycho social competence was measured using Dindial and Aminabhavi's psychosocial competence scale. Result revealed that adolescents with high control, social isolation, deprivation of privileges and rejection at home have shown significantly lower problem solving, decision making, coping with emotion, coping with stress and overall psychosocial competence children with high protectiveness, punishment, conformity, reward nurturance and permissiveness have better empathy. Critical thinking,

empathy, self-awareness, coping with stress, interpersonal relations and effective communication as well as overall psychological competence. Findings of the study reveal the significance of the home environment in the development of life skills.

Kaur (2009) conducted a study to explore academic achievement and home environment as correlates of self-concept (major dimension of personality) in a sample of 300 adolescents. The results of the study revealed that components of home environment such as protectiveness, conformity, reward, and nurturance significantly associated with self-concept, thus uses of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection.

Nakao (2000) conducted a study to assess the influence of family relationship on personality traits. A total sample of 150 children was interviewed at the Child Guidance Clinic in Osaka. Personality dimensions such as extraversion, maturity, and intellect are discussed with respect to family relationship. The results found that extraversion was negatively associated with overprotection and with maternal participation; Maturity associated with high SES and appropriate child rearing practices and Intellect was related to high SES and maternal

participation in child rearing. Result also revealed that, children with high introversion had stronger influence of their family relationship.

Kalyani Devi (1999) Studied, “Self-Concept of Early Adolescence In Single Parents and Intact Families”, She found that there was significant difference is regard with the self-concept of adolescence of intact families had greater self-concept also found that girls had higher self-concept than boys. Adolescents of intact family had high self-concept in the dimensions, such as physical, family, social, personal identity and behavior self and the single parent adolescents got high self- concept scores in moral and ethical self-area.

Hoffman (1994) describes that parents who rely on induction have teens with positive social values and high self-esteem. (Stafford and Bayer, 1993; Turner and Finkelhor, 1996) found that when parents rely on physical or verbal punitiveness, their children may develop hostility toward them and may resist or reject their authority. Patterson, Reid and Dishion, (1992) concluded from their study that adolescents may respond to parent’s punitive behavior with their own punitive behaviors (such as yelling or insulting parents), thereby creating a cycle of punitive responses in the family. Eckenrode, Laird and Doris (1993) found that adolescents whose parents use harsh punishment are expected to develop low self-esteem and less advanced moral values than their friends. They also are expected to have problems in school, use drugs and develop behavior problems.

Weaver and Clum (1993) were conducted a study to access the childhood trauma experiences such as sexual abuse, physical abuse, witnessed violence, and early separation experiences etc. and family environment characteristics. A questionnaire from a sample of depressed female inpatients; 17 were diagnosed as having borderline personality disorder (BPD), and 19 received no such diagnosis (NBPD). Study revealed that the individual having BPD is significantly reported more histories of sexual abuse, physical abuse, and witnessed violence than NBPD individuals. Trauma and sexual abuse proved as a significant predictor of dimensional BPD score, even after physical abuse, subjective depression score, diagnostic differences between groups, and family environment were controlled. Separation experiences in family were non- significantly different between groups. While it was also found the BPD families were reported to be distinctive for several different family environment characteristics, the control dimension significantly predicted dimensional borderline score even after sexual abuse was controlled.

The objective of this chapter is to familiarize the researcher with the relevant information and facilitate the analysis concerning the topic of the research.

CHAPTER-3

RATIONALE OF STUDY

Family research has been spotlighting on the well-being of child and adolescent, but the unheeded side is the effects of family on young adults who have been transiting from dependence to independence of family. This study is designed to investigate the family influence on young adult's (aged 18-29yrs) personality traits and factors associated. Specifically, the interrelations among family environment, and the development of personality traits among the emerging young adults on the basis of five factors will be examined by applying FES and Neo FFI on young adults both male and female.

Some research has investigated whether the relationship between happiness and extraversion seen in adults can also be seen in children. The implications of these findings can help identify children that are more likely to experience episodes of depression and develop types of treatment that such children are likely to respond to. In both children and adults, research shows that genetics, as opposed to environmental factors, exert a greater influence on happiness levels. Personality is not stable over the course of a lifetime. McCrae and Costa's Big Five model assesses personality traits in adults. Findings show that high degrees of sociability and low degrees of shyness are equivalent to adult extraversion, and correlate with higher levels of life satisfaction in children.

Another interesting finding has been the link found between acting extraverted and positive affect. Extraverted behaviors include acting talkative, assertive, adventurous, and outgoing. For the purposes of this study, positive affect is defined as experiences of happy and enjoyable emotions. This study investigated the effects of acting in a way that is counter to a person's dispositional nature. In other words, the study focused on the benefits and drawbacks of introverts (people who are shy, socially inhibited and non-aggressive) acting extraverted, and of extraverts acting introverted. After acting extraverted, introverts' experience of positive affect increased whereas extraverts seemed to experience lower levels of positive affect and suffered from the phenomenon of ego depletion.

So, we will analyze all these points and studies in this project and discuss how family environment and the relationships between family and emerging adults affect their personality trait development.

CHAPTER-4

METHODOLOGY

A research methodology is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in descriptive manner. Every research activity needs a particular type of methodology because the result of research lies more in its methods than in its contents or subject matter. The present research study is not an exception to this. The different steps of any research investigation like the selection of problem, selection of research area, sampling frame, use of different tools for data collection and various methods used for data analysis were also considered while carrying out the present investigation for: study on relationship between family environment and personality traits of emerging adults.

Problem Statement:

To study the relationship between family environment and personality traits of emerging adults. Keeping with the importance of the concept, the present research is proposed to study the below mentioned variables.

Objectives:

- To study the relationship between family environment and Openness to experience personality trait of adults.
- To study the relationship between family environment and Conscientiousness personality trait of adults.
- To study the relationship between family environment and Extraversion personality trait of adults.
- To study the relationship between family environment and Agreeableness personality trait of adults.
- To study the relationship between family environment and Neuroticism personality trait of adults.

Hypotheses:

Following Null hypotheses were formulated to achieve the objectives of the study: H01: There is no significant relationship between family environment and Openness to experience personality trait of adults

H02: There is no significant relationship between family environment and Conscientiousness personality trait of adults

H03: There is no significant relationship between family environment and Extraversion personality trait of adults

H04: There is no significant relationship between family environment and Agreeableness personality trait of adults

H05: There is no significant relationship between family environment and Neuroticism personality trait of adults

Variables:

Independent Variables: Personality Traits of the Subject based on Five Factor Model

- a. Openness
- b. Conscientiousness
- c. Extraversion
- d. Agreeableness
- e. Neuroticism

Dependent Variables: Family Environment of the subjects.

Again, both these variables are related to each other in the study when the samples were randomly selected from the population.

Operational Definition:

Family Environment: It refers to the quality and quantity of the cognitive, emotional and social support that has been available to the child within the family and connotes the psychological environment of family as perceived by adolescents to be measured by Bhatia and

Chadha (2004). Personality is defined as the characteristic sets of behaviors, cognitions, and emotional patterns that evolve from biological and environmental factors.

Personality is often broken into statistically-identified traits called the Big Five, which are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (or emotional stability). These components are generally stable over time, and about half of the variance appears to be attributable to a person's genetics rather than the effects of one's environment.

Emerging adulthood: It is a phase of the life span between the adolescence and also full-fledged adulthood which encompasses late adolescence and early adulthood, proposed by Jeffrey Arnett in a 2000 article in the American Psychologist. The term describes young adults who do not have children, do not live in their own home, or do not have sufficient income to become fully independent. Arnett suggests emerging adulthood is the distinct period between 18 and 29 years of age where adolescents become more independent and explore various life possibilities.

Sample:

All the items under consideration in any field of inquiry constitute a “population”. The researcher must decide the way of selecting a sample or what is popularly known as the sample design. A sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population.

The present research aims to study the population of emerging adults considering the impact of family environment in India.

A Sample of 60 respondents both male and female (30 each), from all over India, from the age group of emerging adults ranging between 18-29 yrs. for this research study.

Sampling Technique:

The present study will be done by using the convenient sampling technique or by collecting the data.

Research Design:

Non-Experimental (Effect-to-Causing Factors)

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. (Kerlinger 1986: 279). A research study is something in which the researcher starts from the effect(s) or outcome(s) and attempts to determine causation. If a relationship is studied in the first way, starting from the cause to establish the effects, it is classified as an experimental study. If the second path is followed – that is, starting from the effects to trace the cause – it is classified as a non-experimental study.

In the non-experimental form of comparative design, groups already receiving different interventions are identified, and only the post-observation with respect to the dependent variable is conducted. The pre-test data set is constructed either by asking the study population in each

group to recall the required information relating to the period before the introduction of the treatment, or by extracting such information from existing records. Sometimes a pre-test observation is not constructed at all, on the assumption that if the groups are comparable the baseline must be identical. As each group is assumed to have the same baseline, the difference in the post-test observation is assumed to be because of the intervention.

Test/ Tools:

A well-designed and developed questionnaire is important to achieve the objectives and purposes of any survey. A good questionnaire provides complete and exact information to achieve the research objectives; interviewers and respondents can fill it comfortably; and is so designed as to do comprehensive analysis and interpretation possible.

- Family Environment Scale (FES), which is one of the most acknowledged and accepted self-reported questionnaire, was frequently employed in these studies concerning well-being (Glidden and Schoolcraft 2007). FES is developed by R. H. Moos and his colleagues (1974, 1981) who aimed at assessing family climate, which defined as the perceived environment by each family member that they are influenced by its characteristics. It consists of nine subscales: cohesion, expressiveness, conflict, independence, achievement orientation, intellectual-cultural orientation, active recreational orientation, moral-religious emphasis, organization and control.
- Neo Five Factor Inventory (NEO-FFI), constructed by Costa & McCrae (1992) is a sixty- item version of the NEO PI-R. It provides a brief, comprehensive measure of the five domains of personality. The domains it measures are Neuroticism, Extraversion, Openness,

Agreeableness and Conscientiousness. It requires a sixth-grade reading level. It consists of five 12-item scales that measure each domain. The test contains three additional validity check items, at the end, to ask the respondent if he/she has responded to all the statements, in the correct boxes, honestly and accurately. The reliability coefficient alpha for domain scale ranges from .86 to .95 inventory.

Data Collection:

The present study will be collecting data from above mention tools. Data will be collected by the researcher personally.

Data Statistical Analysis:

The primary data which will be collected will be sorted, classified, edited, tabulated in a proper format and analyzed by utilizing appropriate statistical tools. The data will be entered in SPSS. Statistical Packages for Social Sciences (SPSS) a computer-aided software package of statistical tools for deploying different basic and advanced statistical tools in the research will also be used for the data analysis. The data will be analyze using the correlational method.

CHAPTER- 5

RESULTS AND DISCUSSIONS

This chapter presents the data analysis and interpretation. Data analysis is the process of bringing order, structure and meaning to the mass of collected data. This chapter describes the analysis of data followed by a discussion of the research finding. The finding relates to the research questions that guided the study. This chapter comprises the analysis, results and discussions of the findings based on the statistical tests. Sixty Adults participated in the study. The researcher analyzed the data, using the Statistical Package for Social Sciences (SPSS).

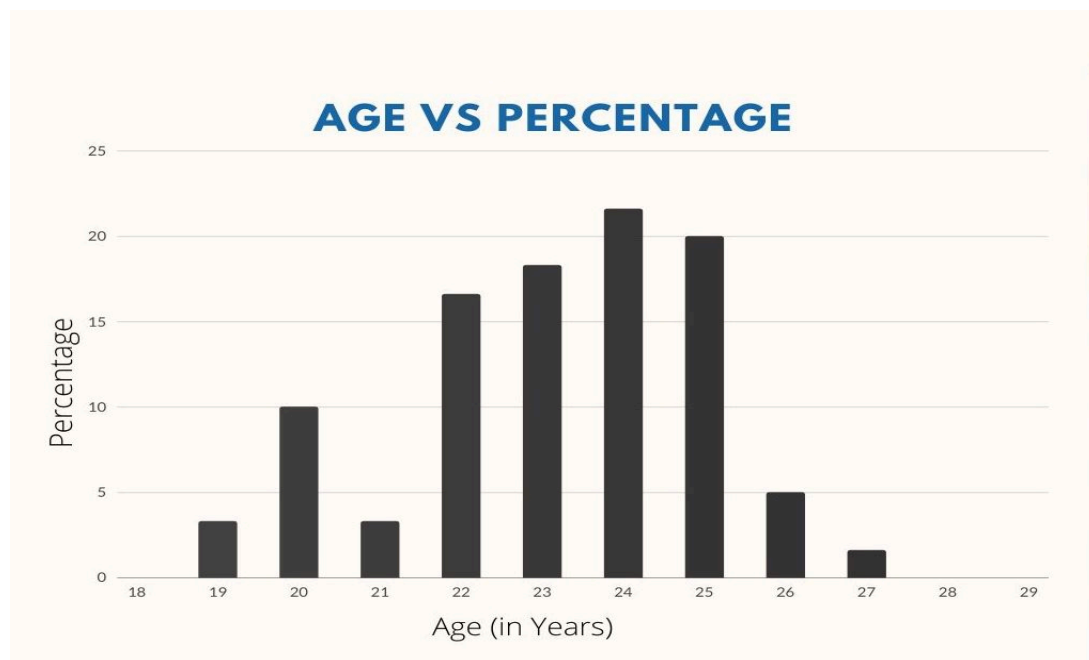
Descriptive statistics such as mean, standard deviation, tests were used in the data analysis to describe the distribution of respondents. The data from the current study explore the relationship between family environment and personality traits of emerging adult. Relationship between variables were identified using descriptives and Pearson correlation test.

NEO-FFI and Family Environment Scale were distributed as the proposed sample size was 60 emerging adults.

Table 4.1 Age Frequencies

Age	Frequency	Percentage
18	0	0
19	2	3.3
20	6	10
21	2	3.3
22	10	16.6
23	11	18.3
24	13	21.6
25	12	20
26	3	5
27	1	1.6
28	0	0
29	0	0
TOTAL	60	99.7

Table 4.1 shows the frequency and percentage of the age of emerging adults. Adults who fall between 18 to 29 years of age participated in the study. Those aged 24 have the highest frequency of 13 and percent of 21.6%. Lowest being the age 18,28,29 with a frequency and percent of 0 and 0% respectively.

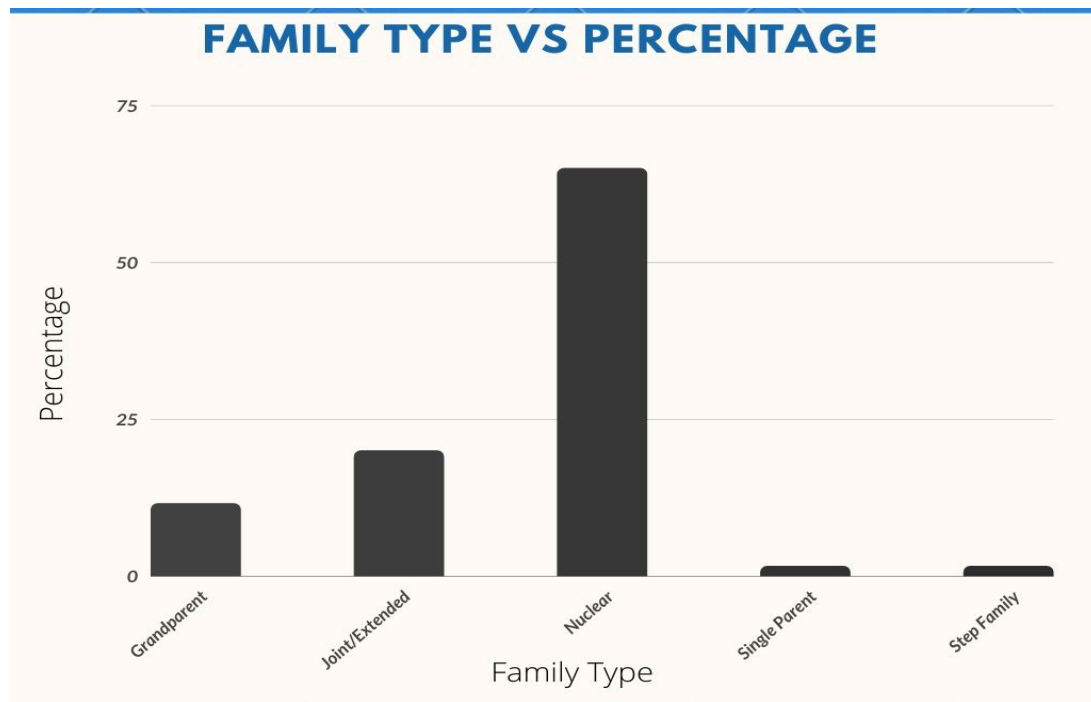


Graph 1 depicts a bar graph where X- axis represents the Age of Emerging Adults and Y- axis represents the Percentage. Emerging Adults who fall between 18 to 29 years of age participated in the study. Those aged 24 have the highest percentage; lowest being the age of 18,28,29 years.

Table 4.2 Family Type Frequencies

Family Type	Frequency	Percentage
Grandparent	7	11.6
Joint/Extended	12	20
Nuclear	39	65
Single Parent	1	1.6
Step Family	1	1.6
TOTAL	60	99.8

Table 4.2 shows the number of frequency and percentage of family types of 30 male and 30 females respectively.

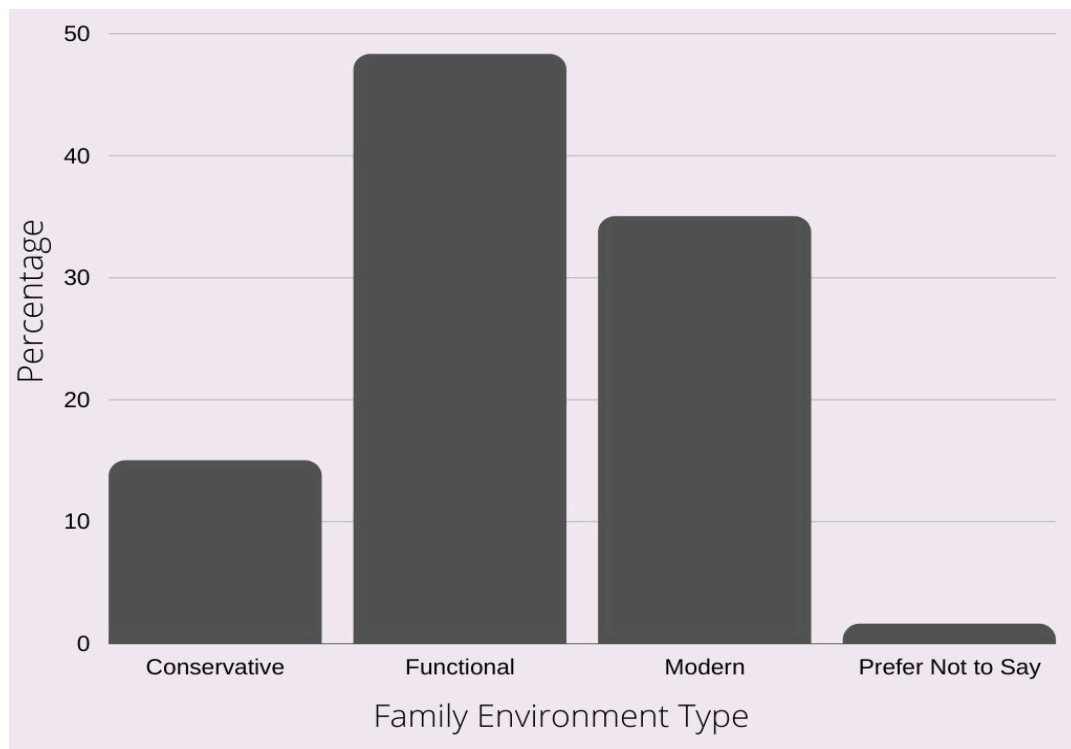


Graph 2 depicts a bar graph where X -axis represents the Family Type and Y- axis represents the Percentage. There were high number of Nuclear Family Type who participated in the study than others.

Table 4.3 Family Environment Type Frequencies

Family Environment Type	Frequency	Percentage
Conservative	9	15
Functional	29	48.3
Modern	21	35
Prefer Not to say	1	1.6
TOTAL	60	99.9

Table 4.3 shows the family environment type of adults in terms of frequency and percentage. Maximum adults belonged from functional family environment type, while the minimum preferred not to say about family environment type. Rest others are of modern/conservative family environment.



Graph 3 depicts a bar graph where X-axis represents Family Environment Type and Y- represents Percentage of Emerging Adults. It shows that most adults are from functional family environment, while least prefer not to say about family environment type.

Descriptives:

Table 4.4 Descriptive Statistics Table

Variables	N	Mean	Standard Deviation	Correlation Value
Openness to Experience	60	22.78	3.093	-0.008880224292
Conscientiousness	60	15.65	4.170	-0.3881335236
Extraversion	60	18.56	3.532	-0.4864021374
Agreeableness	60	20.45	4.825	-0.4312675732
Neuroticism	60	22.78	5.486	0.2619033141
Family Environment	60	258.28	29.920	

Table 4.5 shows the overall descriptives of Neuroticism, Extraversion, Openness to Experience, Agreeableness, Conscientiousness and Family Environment.

Objective 1:

To study the relationship between family environment and Openness to experience personality trait of adults.

Hypothesis 1:

There is no significant relationship between family environment and Openness to experience personality trait of adults

Table 4.4.1

Pearson Correlation Test– Openness to Experience and Family Environment

Variables	N	Mean	Standard Deviation	Pearson Correlation	Interpretation
Openness to Experience	60	22.78	3.093	-0.008880224292	Negative Low correlation
Family Environment	60	258.28	29.920		

For this research sample (N=60), relationship between Openness to Experience scores (M=22.78; SD=3.093) and Family Environment scores (M=258.28; SD=29.920) are negatively correlated, $r = -0.008$, $p = 0.95$ which is not significant at 0.05. The correlation is interpreted to be low, i.e. very slight inverse/opposite relationship between openness to experience and family environment. Hence, Hypothesis 1 is not retained since there is a negative low correlation between the two variables.

Objective 2:

To study the relationship between family environment and Conscientiousness personality trait of adults.

Hypothesis 2:

There is no significant relationship between family environment and Conscientiousness personality trait of adults

Table 4.4.2

Pearson Correlation Test– Conscientiousness and Family Environment

Variables	N	Mean	Standard Deviation	Pearson Correlation	Interpretation
Conscientiousness	60	15.65	4.170	-0.3881335236	Negative Moderate correlation
Family Environment	60	258.28	29.920		

For this research sample (N=60), Conscientiousness scores (M=15.65; SD=4.170) and Family Environment scores (M=258.28; SD=29.920) are negatively correlated, $r = -0.388$, $p = 0.002$ which is significant at 0.05. The correlation is interpreted to be moderate, i.e. slight inverse/opposite relationship between conscientiousness and family environment. Hence, Hypothesis 2 is not retained since there is a negative moderate correlation between the two variables.

Objective 3:

To study the relationship between family environment and Extraversion personality trait of adults.

Hypothesis 3:

There is no significant relationship between family environment and Extraversion personality trait of adults

Table 4.4.3

Pearson Correlation Test– Extraversion and Family Environment

Variables	N	Mean	Standard Deviation	Pearson Correlation	Interpretation
Extraversion	60	18.56	3.532	-0.4864021374	Negative Moderate correlation
Family Environment	60	258.28	29.920		

For this research sample (N=60), Extraversion scores (M=18.56; SD=3.532) and Family Environment scores (M=258.28; SD=29.920) are negatively correlated, $r = -0.486$, $p = 0.00008$ which is significant at 0.05. The correlation is interpreted to be moderate, i.e. slight inverse/opposite relationship between Extraversion and family environment. Hence, Hypothesis 3 is not retained since there is a negative moderate correlation between the two variables.

Objective 4:

To study the relationship between family environment and Agreeableness personality trait of adults.

Hypothesis 4:

There is no significant relationship between family environment and Agreeableness personality trait of adults

Table 4.4.4

Pearson Correlation Test– Agreeableness and Family Environment

Variables	N	Mean	Standard Deviation	Pearson Correlation	Interpretation
Agreeableness	60	20.45	4.825	-0.4312675732	Negative Moderate correlation
Family Environment	60	258.28	29.920		

For this research sample (N=60), Agreeableness scores (M=20.45; SD=4.825) and Family Environment scores (M=258.28; SD=29.920) are negatively correlated, $r = -0.431$, $p = 0.0005$ which is significant at 0.05. The correlation is interpreted to be moderate, i.e. slight inverse/opposite relationship between Agreeableness and family environment. Hence, Hypothesis 4 is not retained since there is a negative moderate correlation between the two variables.

Objective 5:

To study the relationship between family environment and Neuroticism personality trait of adults.

Hypothesis 5:

There is no significant relationship between family environment and Neuroticism personality trait of adults.

Table 4.4.5

Pearson Correlation Test–Neuroticism and Family Environment

Variables	N	Mean	Standard Deviation	Pearson Correlation	Interpretation
Neuroticism	60	22.78	5.486	0.2619033141	Positive Low correlation
Family Environment	60	258.28	29.920		

For this research sample (N=60), Neuroticism scores (M=22.78; SD=5.486) and Family Environment scores (M=258.28; SD=29.920) are positively correlated, $r = 0.261$, $p = 0.043$ which is significant at 0.05. The correlation is interpreted to be low, i.e. very less constant relationship between Neuroticism and family environment. Hence Hypothesis 5 is not retained since there is a positive low correlation between the two variables.

CHAPTER- 6

CONCLUSION AND IMPLICATIONS

This section of the study includes an in detailed explanation to the finding in the research study followed by the limitations of the study and the scope for further research. The objectives of the research findings were:

1. To study the relationship between family environment and Openness to experience personality trait of adults.
2. To study the relationship between family environment and Conscientiousness personality trait of adults.
3. To study the relationship between family environment and Extraversion personality trait of adults.
4. To study the relationship between family environment and Agreeableness personality trait of adults.
5. To study the relationship between family environment and Neuroticism personality trait of adults.

Significant Findings:

A descriptive analysis was done. The descriptive analysis of the mean of Neuroticism is 22.78 and the standard deviation was found to be 5.486. The descriptive analysis of the mean of Extraversion is 18.56 and the standard deviation was found to be 3.532. The descriptive analysis of the mean of Openness to Experience is 22.78 and the standard deviation was found to be 3.093. The descriptive analysis of the mean of Conscientiousness is 15.65 and the standard deviation was found to be 4.170. The descriptive analysis of the mean of Agreeableness is 20.45 and the standard deviation was found to be 4.825. The descriptive analysis of the mean of Family Environment is 258.28 and the standard deviation was found to be 29.920.

Hypothesis 1 suggests low negative correlation ($r = -0.008$) between Openness to Experience and Family Environment by a probability value ($p = 0.95$) of more than 0.05 which is not significant. Since there exists a negative relationship between the variables, the relationship is interpreted to be low i.e. very slight inverse relationship. Since the value of correlation is negatively correlated, it can be said that if the value of Openness to experience goes high, the value of Family Environment goes down and vice-versa.

Hypothesis 2 suggests significant moderate negative correlation ($r = -0.388$) by a probability value of $p = 0.002$ between Conscientiousness and Family Environment. Since there exists a negative relationship between the variables, the relationship is interpreted to be low i.e. very slight inverse relationship. Since the value of correlation is negatively correlated, it can be

said that if the value of Conscientiousness goes high, the value of Family Environment goes down and vice-versa.

Hypothesis 3 suggests significant moderate negative ($r = -0.486$) by a probability value of $p = 0.00008$ between Extraversion and Family Environment. Since there exists a negative relationship between the variables, the relationship is interpreted to be low i.e. very slight inverse relationship. Since the value of correlation is negatively correlated, it can be said that if the value of Extraversion goes high, the value of Family Environment goes down and vice-versa.

Hypothesis 4 suggests moderate negative correlation ($r = -0.431$) by a probability value of $p = 0.0005$ between Agreeableness and Family Environment. Since there exists a negative relationship between the variables, the relationship is interpreted to be low i.e. very slight inverse relationship. Since the value of correlation is negatively correlated, it can be said that if the value of Agreeableness goes high, the value of Family Environment goes down and vice-versa.

Hypothesis 5 suggests positive low correlation ($r = 0.261$) by a probability value $p = 0.043$ between Neuroticism and Psychological Wellbeing. Though there exists a positive relationship between the variables, the relationship is interpreted to be low i.e. very slight relationship. Since the value of correlation is positively correlated, it can be said that if the value of Neuroticism goes high, the value of Family Environment also goes high.

Implications:

Based on the findings of the study, research can be conducted on children, teenagers and even parents to understand their personality and family environment; and also, to understand the relationship between personality traits and family environment. Family life/environment affect the cognitive development of a person with the most profound impact, not with-standing the cons it has usually been generous proving love, care, safety and together wellbeing of individuals.

Conclusion:

The study gives an understanding of the relationship between family environment and personality traits of the emerging adults. They Emerging Adults are the future generation of the world and belong from various different family environments and hence their personality traits need to be studied and analyzed to understand more about them in detail. It helps in screening them in regards to their academic and career. The findings of the present study show that Openness to Experience, Conscientiousness, Extraversion and Agreeableness are negatively correlated with family environment; while Neuroticism is positively correlated with family environment.

CHAPTER- 7

DELIMITATIONS, LIMITATIONS AND FUTURE SUGGESTIONS

Delimitations:

Many family-related life events may not only influence the development of personality characteristics independently, but also effect the interaction with each other (Luhmann et al., 2014). Many family-related life events are thematically interrelated and occur in a specific temporal sequence (Hutteman et al., 2014). For instance, moving in with a partner necessitates engaging in a partnership first. Therefore, the observed effect of one specific event might either be a distal consequence of an earlier event or the joint result of experiencing both events, which was not covered in the present study.

Limitations:

Firstly, the present study focused solely on relationship between family environment in the broad Big Five personality traits. To draw a more complete picture of personality change in emerging adulthood, future research should investigate additional, finer-grained individual characteristics such as motives, values, or attitudes in order to unearth further and possibly even stronger age differences. For example, emerging adulthood is commonly described as a time of augmented self-focus and rapid increases in personal independence (Arnett, 2000), whereas

young adults were found to shift their focus more towards others (Hutteman et al., 2014; Salmela-Aro et al., 2016). This might find expression in the age-differential development of agentic and communal motives (e.g., Hagemeyer, Neyer, Neberich, & Asendorpf, 2013). In a similar vein, future research should examine Big Five personality change not only on the broad dimensional level, but also regarding their facets and nuances (Möttus, Kandler, Bleidorn, Riemann, & McCrae, 2017; Mund & Neyer, 2014).

Future Suggestions:

The central aim of the present study was to find out whether research on personality traits and family environment might show a finer-grained age differentiation in early adulthood, which is usually considered to represent a single age group. Given the growing evidence that personality traits can change throughout the entire life span (for recent reviews, see for example Donnellan & Robins, 2009; Mueller, Wagner, & Gerstorf, 2017; Specht, 2017a), future studies might extend this focus by including more age groups. Since the youngest participants in the present study were around 18 and the oldest participants around 29 years old, there are several older and younger age groups left to investigate. Critics of Arnett's theory have argued that emerging adulthood is nothing more than a prolonged transition from adolescence to young adulthood (Syed, 2015). Hence, examining differences between personality development in adulthood and adolescence remains another important task for future research.

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<https://osf.io/eqn7b/download>

APPENDICES

Appendix 1: Demographic Information Sheet

Appendix 2: Family Environment Scale

Appendix 3: NEO-FFI Questionnaire

SOCIO-DEMOGRAPHIC PROFILE

- Name:
- Contact Details: Email:
 Phone No:
- Age:
- Gender: Male ☐ Female ☐
- Marital Status: Single ☐ Married ☐
 Separated ☐ Divorced ☐ Remarried ☐
- Family Type: Nuclear Family ☐ Joint/ Extended ☐
 Step Family ☐ Grandparent Family ☐ Single Parent ☐
- Count of Family Members:
- Count of Siblings (if none, specify):
- Sibling Hierarchical Count: Younger ____ Elder ____

- Educational Qualification: 10th ☐ 12th ☐
Graduate ☐ Post Graduate ☐ Ph.D ☐
- Occupation: Student ☐ Working ☐
Not Working ☐ Owned Business ☐
- Monthly Income of Family: <1LPA ☐ 1LPA-3LPA ☐
3LPA-5LPA ☐ >5LPA ☐
- Hometown (Location):
- Location Type: Metropolitan ☐ Urban ☐
Semi-Urban ☐ Rural ☐
- Family Environment Type: Functional ☐ Modern ☐
Conservative ☐ Prefer Not to Say ☐

IGNOU (NMKRV College), Bangalore

Informed Consent Form

Information of Participants:

The present study titled: “*A Study on the Relationship between Family Environment and Personality Traits among Emerging Adults*” is being carried out as a part of the academic requirements of Post Graduate course in Psychology.

Undertaking by the Researcher:

I, *Shaily Bajpai*, Student of IGNOU (NMKRV College), Bangalore, will be carrying out the above mentioned research project under the guidance of faculty supervisors of IGNOU.

You are hereby requested to give your voluntary consent to participate in this study. Any information collected from you during the process would be kept confidential and will be used strictly for research purpose only. You are free to withdraw from the study at any point of time without any prejudice.

Date:

Signature of the Research Investigator

Statement of Consent by Research Participant:

I, _____ have read the above information
carefully and I give my consent to participate in the study.

Date:

Signature of the Research Participant

FAMILY ENVIRONMENT SCALE

INSTRUCTIONS

This booklet contains some statements. These statements are about your family, you have to decide which of these statements are applicable to you about your family and which are not. Alongside the statements have FIVE cells (☐). If you **strongly agree** with the statement, mark tick (☒) under the cell labeled '**Strongly Disagree**'. For in between preferences mark accordingly '**Agree**', '**Neutral**' or '**Disagree**'.

Give your general impression of your family. There are no right or wrong answers to any statement. Your responses will be kept in strict confidence and will be used only for research purposes.

Please respond to each statement and do not leave any statement unanswered.

Sr. No.	STATEMENTS
1.	We enjoy doing things together.
2.	Family members often do not express their feelings.
3.	Breaking things in anger is quite common in our family.
4.	Making decisions independently is strongly encouraged in our family.
5.	In our family everyone is encouraged to play and interact with neighbors.
6.	Responsibilities are not taken seriously in our family.
7.	All members of the family are expected to be together for at least one meal in a day.
8.	Affection is expressed openly, quite often in our family.
9.	Togetherness is the basic feeling of our family.
10.	Our feelings of happiness are shared openly with others in our family.
11.	Beating up people in anger is not seen in our family.
12.	There are a lot of restrictions in our family.
13.	Friends and guests are always welcome in our family.
14.	Everyone in our family is well aware of their responsibilities.
15.	Nobody in our family is bothered about rules of any kind.
16.	Everyone in our family listens to what each of us has to say.
17.	Whenever any work comes up, everyone tries to get out of the situation.
18.	It is difficult to express ourselves openly for fear of someone reacting to it angrily.
19.	Everyone tries to sort things out if there is a disagreement in the family.
20.	Thinking for ourselves is not encouraged in our family.
21.	We often go out together for movies in our family.
22.	Going for programmes without informing at home is not accepted in our family.
23.	Nobody bothers to look after anyone else in our family.
24.	Any new situation that arises is discussed openly in the family in order to get ideas and suggestions from everybody.
25.	We talk about our personal problems to each other in our family.

Sr. No.	STATEMENTS
26.	When members are angry, they do not talk to each other for days together.
27.	In our family, members ask for what they need, quite openly.
28.	Having hobbies is encouraged in our family.
29.	Quite often members of our family stay out without informing at home.
30.	Only when we do something well we get praise and attention from others in our family.
31.	Family members do not get along with each other.
32.	Complaining about something that we don't like is not accepted in our family.
33.	Finding faults with each other is quite common in our family.
34.	It is difficult to do something on your own in our family, without someone feeling rejected or left out.
35.	Watching T.V. is our only form of entertainment.
36.	There is plenty of time and attention for everyone in our family.
37.	Everyone comes together to sort out any new situation that may arise in our family.
38.	At home we feel free to do anything we want to.
39.	Shouting in anger is not common in our family.
40.	Everyone is expected to accept all decisions made in the family, whether they like it or not.
41.	Our family members are just confined to either work or school.
42.	We are careful not to hurt anyone in the family by thoughtless remarks.
43.	Whenever something needs to be done in the house, everyone joins in, happily.
44.	When any member is feeling upset, he/she talks to someone in the family.
45.	The members of our family constantly keep bickering over small matters.
46.	Whenever a marriage takes place in our family the person concerned is asked his/her views.
47.	We go out often to visit friends or relations.
48.	In our family if anyone is upset, there is always someone to comfort them.

Sr. No.	STATEMENTS
49.	There is no sense of closeness in our family.
50.	Family members often keep their feelings to themselves.
51.	Whenever anyone in our family is angry with another member, he makes sure to sort out things with him.
52.	The decision to take on or continue a particular job is taken by the family members concerned in consultation with other family members.
53.	Joking and laughing is not encouraged in our family.
54.	When things get tough there is always someone in the family whom we can turn to.
55.	When someone is sick in our family everyone participates in looking after the person.
56.	Expressing an opinion about matters at home is strongly encouraged in our family.
57.	Whenever a family member does something well, the other members feel upset about it.
58.	All major decisions in our family are taken by the elders in our family, without asking anyone else's opinion.
59.	There is a lot of affection amongst our family members.
60.	When a family vacation is planned we give our suggestions.
61.	Our family believes in not letting differences continue unsorted out.
62.	If any member gets into trouble he/she gets help and sympathy from other family members.
63.	When in trouble, all of us stand up for our family member.
64.	Quite often members of our family fail to arrive at a mutually acceptable solution.
65.	When anyone makes a mistake, the other members ridicule him.
66.	In our family, we enjoy sitting together and talking to each other.
67.	Showing anger by banging doors is rarely seen in our family.
68.	Members of our family are very critical of each other.
69.	All of us participate together in family functions/programmes.

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[illegible]

FAMILY ENVIRONMENT STUDY DATA SHEET						
Please fill up the following :						
Name : _____						
Age : _____ Sex _____ Family Income _____						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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51	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEO-FFI-3
NEO Five-Factor Inventory-3

Item Booklet Form 5-Adult
SELF-REPORT

David T. Costa, Jr., PhD and Robert R. McCrae, PhD

Instructions

Write only where indicated in this Item Booklet. Carefully read all of the instructions before beginning. This questionnaire contains 60 statements. Read each statement carefully. For each statement, fill in the circle with the response that best represents your opinion. Make sure that your answer is in the correct box.

Fill in (SD) if you *strongly disagree* or the statement is definitely false.

Fill in (D) if you *disagree* or the statement is mostly false.

Fill in (N) if you are *neutral* on the statement, if you cannot decide, or if the statement is about equally true and false.

Fill in (A) if you *agree* or the statement is mostly true.

Fill in (SA) if you *strongly agree* or the statement is definitely true.

Note that the responses are numbered in rows.

Example

First five responses from an individual who strongly disagrees with items 1, 2, and 3, and agrees with items 4 and 5.

ENTER
ACROSS
→

1	2	3	4	5
---	---	---	---	---

Fill in only one response for each statement. Respond to all of the statements, making sure that you fill in the correct response. **DO NOT ERASE!** If you need to change an answer, make an "X" through the incorrect response and then fill in the correct response.

Before responding to the statements, turn to the inside of this Item Booklet and enter your name, age, sex, ID number (if any), and today's date.

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A STUDY ON THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND PERSONALITY TRAITS AMONG EMERGING ADULTS

65

Name _____ Age _____ Sex _____ Today's date _____

1. I am not a worrier.
2. I like to have a lot of people around me.
3. I enjoy concentrating on a fantasy or daydream and exploring all its possibilities, letting it grow and develop.
4. I try to be courteous to everyone I meet.
5. I keep my belongings neat and clean.
6. At times I have felt bitter and resentful.
7. I laugh easily.
8. I think it's interesting to learn and develop new hobbies.
9. At times I bully or flatter people into doing what I want them to.
10. I'm pretty good about pacing myself so as to get things done on time.
11. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.
12. I prefer jobs that let me work alone without being bothered by other people.
13. I am intrigued by the patterns I find in art and nature.
14. Some people think I'm selfish and egotistical.
15. I often come into situations without being fully prepared.
16. I rarely feel lonely or blue.
17. I really enjoy talking to people.
18. I believe letting students hear controversial speakers can only confuse and mislead them.
19. If someone starts a fight, I'm ready to fight back.
20. I try to perform all the tasks assigned to me conscientiously.
21. I often feel tense and jittery.
22. I like to be where the action is.
23. Poetry has little or no effect on me.
24. I'm better than most people, and I know it.
25. I have a clear set of goals and work toward them in an orderly fashion.
26. Sometimes I feel completely worthless.
27. I shy away from crowds of people.
28. I would have difficulty just letting my mind wander without control or guidance.
29. When I've been insulted, I just try to forgive and forget.
30. I waste a lot of time before settling down to work.
31. I rarely feel fearful or anxious.
32. I often feel as if I'm bursting with energy.
33. I seldom notice the moods or feelings that different environments produce.
34. I tend to assume the best about people.
35. I work hard to accomplish my goals.
36. I often get angry at the way people treat me.
37. I am a cheerful, high-spirited person.
38. I experience a wide range of emotions or feelings.
39. Some people think of me as cold and calculating.
40. When I make a commitment, I can always be counted on to follow through.

A STUDY ON THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND PERSONALITY TRAITS AMONG EMERGING ADULTS

66

41. Too often, when things go wrong, I get discouraged and feel like giving up.
42. I don't get much pleasure from chatting with people.
43. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.
44. I have no sympathy for beggars.
45. Sometimes I'm not as dependable or reliable as I should be.
46. I am seldom sad or depressed.
47. My life is fast-paced.
48. I have little interest in speculating on the nature of the universe or the human condition.
49. I generally try to be thoughtful and considerate.
50. I am a productive person who always gets the job done.
51. I often feel helpless and want someone else to solve my problems.
52. I am a very active person.
53. I have a lot of intellectual curiosity.
54. If I don't like people, I let them know it.
55. I never seem to be able to get organized.
56. At times I have been so ashamed I just wanted to hide.
57. I would rather go my own way than be a leader of others.
58. I often enjoy playing with theories or abstract ideas.
59. If necessary, I am willing to manipulate people to get what I want.
60. I strive for excellence in everything I do.

Enter your responses here—remember to enter responses *ACROSS* the rows.
SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

1 (SD) (D) (N) (A) (SA)	2 (SD) (D) (N) (A) (SA)	3 (SD) (D) (N) (A) (SA)	4 (SD) (D) (N) (A) (SA)	5 (SD) (D) (N) (A) (SA)
6 (SD) (D) (N) (A) (SA)	7 (SD) (D) (N) (A) (SA)	8 (SD) (D) (N) (A) (SA)	9 (SD) (D) (N) (A) (SA)	10 (SD) (D) (N) (A) (SA)
11 (SD) (D) (N) (A) (SA)	12 (SD) (D) (N) (A) (SA)	13 (SD) (D) (N) (A) (SA)	14 (SD) (D) (N) (A) (SA)	15 (SD) (D) (N) (A) (SA)
16 (SD) (D) (N) (A) (SA)	17 (SD) (D) (N) (A) (SA)	18 (SD) (D) (N) (A) (SA)	19 (SD) (D) (N) (A) (SA)	20 (SD) (D) (N) (A) (SA)
21 (SD) (D) (N) (A) (SA)	22 (SD) (D) (N) (A) (SA)	23 (SD) (D) (N) (A) (SA)	24 (SD) (D) (N) (A) (SA)	25 (SD) (D) (N) (A) (SA)
26 (SD) (D) (N) (A) (SA)	27 (SD) (D) (N) (A) (SA)	28 (SD) (D) (N) (A) (SA)	29 (SD) (D) (N) (A) (SA)	30 (SD) (D) (N) (A) (SA)
31 (SD) (D) (N) (A) (SA)	32 (SD) (D) (N) (A) (SA)	33 (SD) (D) (N) (A) (SA)	34 (SD) (D) (N) (A) (SA)	35 (SD) (D) (N) (A) (SA)
36 (SD) (D) (N) (A) (SA)	37 (SD) (D) (N) (A) (SA)	38 (SD) (D) (N) (A) (SA)	39 (SD) (D) (N) (A) (SA)	40 (SD) (D) (N) (A) (SA)
41 (SD) (D) (N) (A) (SA)	42 (SD) (D) (N) (A) (SA)	43 (SD) (D) (N) (A) (SA)	44 (SD) (D) (N) (A) (SA)	45 (SD) (D) (N) (A) (SA)
46 (SD) (D) (N) (A) (SA)	47 (SD) (D) (N) (A) (SA)	48 (SD) (D) (N) (A) (SA)	49 (SD) (D) (N) (A) (SA)	50 (SD) (D) (N) (A) (SA)
51 (SD) (D) (N) (A) (SA)	52 (SD) (D) (N) (A) (SA)	53 (SD) (D) (N) (A) (SA)	54 (SD) (D) (N) (A) (SA)	55 (SD) (D) (N) (A) (SA)
56 (SD) (D) (N) (A) (SA)	57 (SD) (D) (N) (A) (SA)	58 (SD) (D) (N) (A) (SA)	59 (SD) (D) (N) (A) (SA)	60 (SD) (D) (N) (A) (SA)

Now answer the three questions labeled A, B, and C below.

- A. Have you responded to all of the statements? _____ Yes _____ No
- B. Have you entered your responses across the rows? _____ Yes _____ No
- C. Have you responded accurately and honestly? _____ Yes _____ No