CHAPTER III

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Contemporary researchers in developmental psychology had become increasingly concerned with the processes of human growth and development - with a theoretical synthesis of observed phenomena which could provide us with the how and why of the origin of behavior. Researchers nowadays were more interested in investigating the factors that produce the difference in their behavior. The definitions of the field of developmental psychology and the major direction of research had changed radically. Areas that formerly ignored or thought to be minor significant had become critical areas.

The present study, "Impact of family environment on the personality development of child" had been taken up by the researcher for bringing an understanding to all the parents or guardian the need of providing a secure, sound and healthy family environment to their children.
As such definition and meaning of each term of the present study was felt required in order to have a clear-cut, vivid and lucid meanings of the study. Thus the meaning and definition of each term were given separately.

DEFINITION

Personality

The concept of personality had given an understanding of the entire human organism, its structure, nature and functioning. Apart from the various definitions the word, Personality was derived from the Latin word persona which referred to the mask used by actors in Greek theatres. It referred to the appearance or the outer manifestation of a person, the face that was revealed to the public. As a matter of fact the word was borrowed by the personality theorists to explain human behavior as it seems.

Personality was interpreted to include all qualities that were uniquely present in the individuals. Psychologists had developed many theories in attempting to explain human personality, become the major subject matter of psychology. It comprised of all individual characteristic
or qualities within itself. The major explanation of personality had been classified into four types namely the probabilistic, the deductive, the teleological and the genetic.

The probabilistic approach was based on probable or predictive explanations of human personality. The deductive approach had resemblance to other physical science and was based on logical influence. From the influence available on the particular quality, inferences were made. The teleological or functional explanation emphasis the events being the effect of certain causes or functions in adaptation. The genetic type of explanation was frequently found in social science and often in other branches of science. The term, 'genetic' means genesis or beginning and had nothing to do with the mechanism of behavior, the underlying factors or the roots of such characteristics.

The nature of personality had been explained by psychologists as the unique set of behavior and enduring qualities, that influence the way he adjust to his environment. However the psychologists had also given importance to similarities among human nature. In general, it may be seen that psychologists, in attempting to understand personality had found that human beings were all like all others in some certain characteristics and only like some other in certain others and like no one in still certain
characteristics. Though the general qualities may be present in all human beings on the basis of heredity and environment, certain unique interaction take place resulting the individual interaction.

**Goldon Allport theories of personality**

Goldon Allport said that as the individual matures, the bond with the past was broken, emphasizing the present to be most important and that there was no link between the past and the present. According to him, 'personality was the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought'. By dynamic organization, he means that personality was both dynamic since it was changing and growing and it was organized because the growth was highly systematic. Psychophysical means that personality was composed as a mind and body acting in concert and as a unit. The third key term Allport had used was the term determination of characteristic behavior and thoughts; meaning that everything an individual does or think was characteristic and was activated or directed by his personality.

Allport stressed the uniqueness of personality, though he accepted inheritance. Heredity according to Allport, consist of raw material such as physique, intelligence and temperament. However, Allport viewed even
heredity to had variance even among sibling because there was infinity of possible gene combinations. Allport studied personality as an individual approach known as the ideographic approach. This was the opposition of the monothetic approach, which studies a large number of subjects. Allport was of the opinion that personality could be understood only through the ideographic method.

**Henry A. Murray theory**

Henry A. Murray said, “Personality” was an African jungle without boundaries and described the study of personality as a personalological system.

The most distinctive contribution of Murray was his description of personality to be an all-embracing formulation. He argued that it was a combination, interaction of a psychological system and a physiological system. His pithy comment ‘no brain no personality’ was rooted in the brain, for it was the brain, which governed and guided the action of the organism. So, Murray considered these brain processes to be controlling which he called as regnant or ruling processes.

The second basic formulation on which Murray built his theory of personality was his concept of tension processes. These according to
Murray were basically need induced, whether psychological or physiological. He postulated that human beings were basically concerned with this, tension reduction. However, he believed that there couldn’t be tension free state altogether, which means, the person becomes greatly distressed because he was inactive. Therefore, the human being only strives to reduce tension and not to obtain a tension-free state.

Murray emphasized the concept of personality to be a continuous process. He argued that personality develops and modifies throughout one’s life. The temporal segment of his life had to be understood which he named as proceedings. Several related proceedings would form to make a serial. A serial in other words, was an organized succession of proceedings. These proceedings had been classified as internal and external proceedings. The real action was an external proceeding whereas an imagined action was an internal proceeding.

**Kurt Lewin theory**

Kurt Lewin was the exponent of the most famous field theory of personality. He represented an outgrowth of Gestalt psychology. Lewin treated, behavior as a function of the person and the world as perceived by the person.
The above figure was a symbolization of the relationship between the person and his environment.

P, E --- Lifespace, according to Lewin ‘P’ refers to person and ‘E’ refers to the environment to which he belongs. P and E together constitute the ‘life space’ for the individual. The person cannot be studied in isolation from his environment. It refers only to the significant environment. The person cannot be studied in isolation from his environment. It refers only to the significant environment, those aspects which had relevance and interactions. However, the region of ‘E’ keeps changing according to how the person perceived.

The person consists of two important factors, the peripheral region and the central region. Central region consists of the basic factors such as abilities, interest and motives. The peripheral region consists of the motor
regions. Motives activate the person to behave in a particular way. Motives again, depend on two important factors, namely the valence and the vector factors. Vector, according to Lewin was the force or the strength of the motive. This vector or force again depends on the valence factor. Valence refers to value in field theory. The value of a person attaches to the goals he was presented within the environment depends on various environmental factors such as culture, community, religion, peer group, education etcetra. Lewin contended that the person’s personality therefore cannot be functioning in isolation. It was a by-product of person and environment

**Sigmund Freud theory**

The detailed of Freudian theory were difficult to summarized since he revised and enlarged them throughout his career as a psychoanalyst that spanned four decades. However, psychologists had described his theory through certain of his key contribution. One of the most important and most influential concepts had been his concept of the structure and function of the human mind. The second important concept had been the outcome of the interaction between these two, the structure and function of the human personality.
Apart from these, he also spoke about the interrelationship between mind and personality, the growth and developmental stages in personality, the motive and live energy, the various mechanisms through which the person copes up with realistic situation etcetra. The contribution he had made in diagnosing personality problem through the unique technique of free association and dream analysis was also mentioning. Finally, he also contributed for treatment, which he called the psychoanalytic treatment.

According to Freud, the human mind was an iceberg with only a small part visible and the rest submerged and concealed. All of us, he maintained, consist of a human mind comprising of three parts, namely the conscious, subconscious and the unconscious areas. The unconscious mind was a powerful region of the human mind, consisting of all the desires, needs and thoughts of which the person was not aware. He was not conscious of the region of the unconscious. The subconscious according to Freud was that part of the mind which consists of memories, though forgotten for the present, which could be brought to the level of consciousness, whenever desired. The conscious region of the mind, Freud stated, was the awareness state of the person. This
consists of thoughts and ideas of which the individual was conscious about.

Freud conceived the human personality as composing of three major parts that he called Id, Ego, and the Superego. The Id was the most basic and primitive part of the human personality consisting of all drives and urges, imperiously seeking results and tolerating no delay. The Id seeks satisfaction of all desires that gives him pleasure and also to avoid all unpleasantness.

In this juncture, Freud also introduced the most important life motive- a motive for seeking pleasure and to avoid pain. It was on this principle that every human being operates or functions. Only the pleasure seeking and pain- avoiding principle controlled it without any consideration for norms and values.

It was illogical and though governed by the unconscious region of the mind, it continues to struggle to relieve tensions by finding instant gratification. The outlet may be indirect.

The other major life energy which strengthens, forces them the individual into moulding and maturing one’s own personality was the life energy called by him as libido. To Freud, libido or life energy was the sex
energy. Therefore, according to Freud personality development depends to a great extent on the way in which this libido flows through several developmental stages. Freud called these developmental stages as psychosexual developmental stages. The first stage, during infancy and babyhood, he called as oral stages, where the motivation was oral desires and satisfactions concerning sucking and eating behavior. This was followed by the anal stages from one half years to three years, in which desires and gratification moves to the other end of the body, namely the alimentary canal and were concerned with the act of emptying and refraining the bowel.

This was followed by phallic stages, in which the libido was principally in the external sex organ, male or female. During late childhood and early adolescences the child entire the genital stages, where the child gradually developed a homosexual, followed by the heterosexual stages. These stages were very must and emphasized by Freud, because according to him any thwarting of gratification at any stage lead to incomplete psychosexual development, leading to what Freud called as fixation, in which the original focus of the drive persist to an abnormal degree into adult life. For example a fixation or
dissatisfaction at the oral stage may be displayed in passivity, dependence and excessive concern with eating and smoking.

The other aspects of personality were the Ego and the Superego, governed mainly by the conscious region of the mind. The Ego works on a realistic principle. This consists of ideas and thoughts we like to believe that we possess. This was also a place for our abilities, knowledge etcctra. It was the logical region of the mind which helps to cope with the demands and to conform to the society whenever the Id tries to find its expression in the consciousness, the conscious mind tries to suppress the direct inlet and tries to satisfy the Id desires in an indirect way so that the libido was properly channelized. For example a direct sexual expression of the libido may be substituted at the ego level, through developing artistic expression, through painting, poems or even novel writing.

The third main aspects of one's personality according to Freud, was the conscience, our sense of moral values. Freud considered this moral aspect to be very strong, and dynamic, much like the Id, since it was to some extend unconscious and illogical sometimes. The superego was not logical since it always demand a kind of perfection. Freud contended that the standards of rights and wrong and the rules and punishment of the superego were so extremely rigid, relentless and
vengeful that the person may had to suffer from guilt throughout his life. Of course it does help the ego in controlling the demands of the Id.

Freud regarded these three aspects of personality as presents in every human beings and life in maintenance of balance between these three vital components. When any one part, especially the Id or Superego starts dominating the Ego or the self, the individual starts to had an imbalance. This according to Freud, results in a disequilibrium leading to mental disorders.

Another important contribution of Sigmund Freud was the derivation of defense mechanism. These had been used by individual in coping frustration and conflicts. These were according to Freud, positive defense mechanism and negative defense mechanism. The positive aspects include factors such as rationalization, sublimation, compensation, reaction formation etcetera. the negative defenses include projection, regression, repression, displacement etcetera. when defenses fail, and an individual becomes a neurotic or a psychotic.

**Social learning theory:**

The social learning approach to personality had derived its main impetus from the behavioral movement in psychology. Social learning
theory especially of Bandura and Walters postulated that all learning needs not to be direct. It was enough, they said if they only observe antecedents and consequences. Imitation according to Bandura plays an important role in learning. We observed our observation, depends on our interest. We try to imitate what we observe when we identify certain models in our environment. The child usually takes the mother as a model, and girls especially starts imitating the mother and the boy usually the father.

Bandura and Walters also had pointed how wrong models could set bad examples to individuals. A child, who was rejected and neglected by parents, goes out in search of warmth and affection. If this was provided by a wrong model, anti-social elements, then he becomes the ‘hero’ of the child, whom he wants to imitate.

Bower postulated that behavior was a combination of person variables and situation or environment variables and how they interact between them. Bower felt from his experience that such could be attributed to person variables, situation or environment variables and interaction variables in terms of percentage, for behavior was not constant. It means that for every behavior the percentage of those three, namely the person, situation or environment and the interaction variables vary.
As such, the social learning viewpoint placed a great emphasis on the importance of learning and environment in personality. Human behavior was only a resultant of person, environment or situation variables and their interaction. Keeping some of these few dominating definitions into importance, a dictionary meaning was also given as follows. According to Webster’s Third new international dictionary, “personality was the quality or the state of being a person and not an abstraction, thing or lower being: the fact of being an individual person: personal existence or entity: capacity for the choices or experiences and liabilities of an individual person”.

FAMILY

For building the component of child’s personality family played an important role because the family was the most important primary group in society. It was the simplest and most elementary form of society. It was the most basic of all social grouping. It was the first and the most immediate social environment in which a child was exposed. It was in the family that the child develops its basic attitudes.

Amongst, all the groups that affect the lives of individual in society none touches them so intimately or as continuously as does the family.

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From the moment of birth to the moment of death, family exerts a constant influence. The family was the first group in which we find ourselves. It provides the most enduring relationship in one form or other. Every one of us grows up in a family and every one of us too would be a member of one family or the other.

According to Robert Bierstedt, "the family, almost without question, was the most important of any groups that human experience offers. Other groups, we join for longer or shorter periods of time for the satisfaction of this interest or that. The family on the contrary was with us always or rather more precisely, we were with it."\(^{73}\)

The word, ‘family’ had been taken from Latin word, ‘famulus’ which means a servant. In Roman law the word denoted a group of producers and slaves and other servant as well as member connected by some descent or marriage.

Thus originally family consisted of man and woman with a child or children. Different sociologists, anthropologists, educationists and social scientists on family gave many definitions. Amongst other definitions, M.F. Ninkoff stated that, ‘family was more or less durable association of

husband and wife with or without child, or of a man or women alone with children.\textsuperscript{74}

According to Burges and Locke "family was a group of person united by ties of marriage, blood or adoption constituting a single household interacting and intercommunicating with each other in their respective social roles of husband and wife, father and mother and son and daughter, brother and sister, creating a common culture.\textsuperscript{75}

Eliot and Merrill say that, "the biological social unit composed of husband, wife and children"\textsuperscript{76}. MacIver stated that, "family was a group defined by sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children"\textsuperscript{77}. In addition to the above definitions, the dictionary meaning of family was also considered. According to Webster’s Third new international dictionary, family meant familia, servant of a household, household including not only the servant but also the head of the household all person in it related to him by blood or marriage\textsuperscript{78}.

\textsuperscript{74} ibid, p439
\textsuperscript{75} ibid
\textsuperscript{76} ibid
\textsuperscript{77} ibid
\textsuperscript{78} Webster’s Third new international Dictionary and seven language Dictionary, vol-1, 1971, p821
ENVIRONMENT

The child had its own development in the environment where he or she had been brought. No child could live apart from the environment whether healthy or unhealthy atmosphere. There are many definitions given on environment. Amongst others P. Gisbert stated that environment as the term indicates is anything immediately surrounding an object and exerting a direct influence on it.

According to Kimball Young, environment referred to, "those forces, situation or stimuli which influences the organism from outside". The role of environment was so great, it could influence that it could affect our society and our behavior. The environment was more than "conditioning" factors of life. MacIver remarked that it interpenetrates life everywhere. It direct or diverts, stimulates or depresses man's energies. It moulds his speech; it subtly changes his frame. Nay, more it lives within him. It was entirely inseperable from life. "Life and environment were in fact correlates".

Furthermore, every change in a living creature involves some change in its relation to environment; and every change in the environment, some change in the response of the organic being". It was, indeed, a factor of great complexity, it consist of various aspects. In
addition to the definitions given above the dictionary meaning of environment was “Environment meant something that environs or surroundings. The aggregate of social and cultural conditions (as customs, laws, language, religion, and economic and political organization) that influence the life of individual or community.” as mentioned in Webster’s Third new international Dictionary.

Types of environment

The type of environment was further classified. As such Environment was a complex totality of many things. It had been divided into different types.

MacIver and Page\textsuperscript{80} had mentioned of two types of environment; outer environment and inner environment. Marshall Jones\textsuperscript{81} had spoken of three kind of environment; physical, social and cultural environment. P. Gisbert\textsuperscript{82} had divided environment environment into four types: artificial, social, psychological, and natural environment. Kimball

\textsuperscript{79} Webster’s Third new international Dictionary and seven language Dictionary, vol-I, 1971, p760
\textsuperscript{80} Shankar Rao C.N, Sociology, Primary principles, S. Chand and Company Limited, 2004
\textsuperscript{81} ibid
\textsuperscript{82} ibid
Young\textsuperscript{83} divided it into two types; geographic and socio-cultural environment.

Two types of environment namely; geographic and man-made environment were generally considered.

**Geographical environment**

Geographical environment could be called 'natural environment' for it consists of things that were provided by nature. This could be also called as physical environment, for it includes the physical condition of life. The geographic or physical condition exists independently of man's existence. Man had limited and sometime no control over him. This environment includes; the surface of the earth, natural resources, land and water, mountain and plain, fertile land and deserts, oceans, storms, cyclone, weather and climatic factors, seasons etcetra. it also includes biological condition such as plants, animals, with all their complexities.

**Man-made environment**

In order to control the condition of his life, man had created a new environment, which could be called 'man-made environment' and some

\textsuperscript{83} ibid
had called it ‘socio-cultural environment’. It could be divided into two types: outer and inner environment.

Outer environment: Man, though the introduction of science and technology had tried to modify the condition of physical environment. It could be understood as outer environment. We, what we were today were because of the modification of physical environment introduced by man’s technology. It includes our houses, cities, our means of transport and communication, our comfort and conveniences.

It also includes the vast system of industry and machinery created by man. It covers, in brief, the whole apparatus of our civilization. Some anthropologist called this part of socio-cultural environment, ‘material environment’.

Inner environment: The inner environment could be considered as the society itself. It was the social environment and endures only so long as the society endures. It consists of the organization and regulations, the traditions and the institution. It includes the folkways and mores and customs which every human group provide for man. The environment was also known as ‘social heritage’ and sometime referred as the order of ‘non-material culture’. The social heritage was the necessary condition
for human social life to arise and to continue. It had a profound influence on man’s life.

The so-called ‘artificial environment’ which refers to the modified form of physical environment and the economic environment, which refers to all things of human creation that had great economic value—could be understood as nothing but two aspect of the man-made environment.

The family environment was a small part of the above mentioned inner environment. This environment consists of father, mother, grandparents, children etcetra. In this study, we would be concentrating only to a small part of the environment that was the ‘family environment’, the environment where parents reared their children and make them grow as an independent adult.

Development

According to Webster’s Third new international Dictionary, the act, process or result of developing: the state of being developed: a gradual unfolding by which something (as a plan or method, a living body) was developed: gradual advance or growth through progressive
changes: an expansion by means of which all the element contained in a given expression were made explicit”.84

The present study had taken into account all thee mentioned in the personality development of child. The study would explore the impact of these factors towards the development of child’s personality particulary in the Imphal west District of Manipur.

OBJECTIVES OF THE STUDY

The objectives of this study were:

i) To study the personality of children reared in a healthy family environment and unhealthy family environment

ii) To study the correlation between personality development and family environment of children reared in healthy environment of Imphal West.

iii) To study the correlation between personality development and family environment of children reared in unhealthy environment of Imphal West.

84 Webster’s Third new international Dictionary and seven language Dictionary, vol-I, 1971
iv) To study the attitude towards oneself and with their age-mates, their development in the everyday used concepts and their development in conscience, morality and social values.

v) To study their attitude towards social group and institution and their achievement in personal independent.

HYPOTHESIS

The hypothesis of the present study was, “children brought up or reared in a Healthy Family Environment developed more socially acceptable personality as compared to those brought up or reared in an Unhealthy Family Environment”.

LIMITATIONS

1) The present study was confined only in the Imphal West District of Manipur.

2) The study covered only the children within the age group of 6-12 years of both sex.

3) Under unhealthy family environment, the study confined only to drug addicts and alcoholics family environments.
TOOLS

In the present investigation the tools used were:

1) Personality Assessment questionnaire schedule for the child

2) Parent-child relationship questionnaire for the parents or guardian

3) Child performance level assessment questionnaire for the teacher.

THE SAMPLE

A purposive random sampling had been done in the present study. Out of the total population of 2,50,965 children of the age group of 0-14 years, in the Imphal East and West District of Manipur the investigator had taken a sample of 250 children from Imphal west whose parents or guardian were alcoholic, drug addicts. Simultaneously another sample of 250 children who were brought up or reared in a normal, secure family was also taken up. In this study, normal and secure family implied to those family who had provided adequate and proper facilities to their children for their health, diet, education, and social participation etcetra.

In addition a sample of 250 drug addicts or alcoholic parents or guardians and 250 parents and guardians of normal, secure family was also taken up. 500 primary teachers teaching the children of the age group
of 6-11 of both the healthy and unhealthy family environment were also taken up.

In short sampling was done on 1500 population representing 250 each from the parents or guardians of healthy and unhealthy family environment, children of the drug addicts and alcoholic family and normal secure family background, and teachers of the two groups of children having different background.

**METHOD OF APPROACH**

Taking into consideration of the merits of field survey, analytical and scientific approach, the researcher applied the multiple approaches for this study with a purposive random sampling. Correlational analysis was employed in this study to describe the co-variation between the family environment and the personality of child.

The present study also applied the discrete analysis method of Dewey, Francis Bacon and others which yielded research. It consisted of i) The recognition of the problem area and the searching out of the related questions which, when answered, would offer explanation of the problem ii) A compiling of the fact relevant to the questions which had been developed. iii) Formulation of hypothesis that was consistent with the fact
previously assembled and lends itself to a deductive analysis in which new fact might be predicted. iv) Verification: the observation of new facts which were consistent with the hypothesis.

In short the present study would be analytical and scientific basing on the field survey data, and it also would apply discrete analytical method. The finding would be verified and tested through statistical application whenever necessary. In other words multiple approach method would be employed in the present study.

MECHANICS OF DATA COLLECTION

In the present study, the investigator developed and employed certain tools and techniques in order to enable the in-depth study through the exploration of needed information. The tools developed were, i) Questionnaire schedule of child for assessing their Personality Development. ii) Questionnaire schedule for Parents or Guardians for assessing the Family Environment. iii) Questionnaire schedule for teachers for assessing the Performance of child
METHODS OF DATA COLLECTION

In the present study, the researcher collected information from various government departments like Directorate of Economics and Statistic, Directorate of Education (S) statistical cell, Lamphel, Directorate of Census operations, and from non governmental organizations, NGOs like Centre for Social Development (CSD), Social Awareness Service Organisation (SASO), Francois- Xavier Bagnoud (FXB), and other voluntary organizations like women’s self help group of different localities of Imphal west. The investigator consulted the library of Manipur University, Jamia Millia Islamia University, New Delhi, Delhi University Library for this study.

The tools employed for collecting data from child, parents or guardian and teachers were the Questionnaire Schedule. The questions were framed in such a way that the objectives of the study were carefully detailed. The questions were framed in a very systematic way so as to avoid vague responses and to avoid any doubt or confusion to the respondents. In order to standardize the respective Questionnaire Schedule the researcher pretest the framed questionnaires to a sample of 20 children, parents and teacher and revised the questionnaires before executing the data collection. The questionnaires schedule for the child
respondent, parents or guardians and teachers were simple. The forms of question were closed type of questions and insisting free response. The questions were in sequence and confined to the personality and family environment. After application to the selected few it was modified in order to make it reliable.

For collecting the data, the researcher personally visited the child respondents, their parents or guardians and their teachers to collect the needed information. And in some cases, the researcher approached the NGOs who had been working for the marginalized children and giving support to these misfortune children in their education and health. Francois- Xavier Bagnoud (FXB), a voluntary organization residing in Singjamei, Imphal, Manipur, working for the well-being of those unfortunate children by giving educational support helped the researcher in gathering information about these children. The organization also made the arrangement for giving the researcher to collect information from their parents and teachers.

The researcher also took help and support from SASO, Lalambung Makhong, Imphal, Manipur, an NGO working in the field of drugs and HIV or AIDS. From this organization, the researcher could gather information of those children who were affected and infected by HIV and
whose parents were drug users. CSD (Centre for Social Development), Palace compound, Imphal, Manipur, an NGO working in the field of Drug, HIV or AIDS, Gender, and other social issues.

The Questionnaires were collected from the child respondents, from their parents or guardians and from their concerned teachers. In all cases the questions were responded fully as the researcher collected the data personally. Some similar questions were put up in the questionnaires schedule of child respondents and the parents for counter checking the accuracy of the response.

In the Questionnaires Schedule of the child, the first 12 questions were for gathering the general information of the child and the income of their parents, the remaining were for assessing the personality and understanding the prevailing family environment of the child.

In the Questionnaires Schedule of the Parents or Guardians, the first five questions were for gathering the general information and the remaining were related to the study. The questionnaires schedule of the teacher had been framed and developed for assessing the performance of the targeted child respondent in their class and in other extra curriculum activities of school.
Family Environment Assessment schedule of the parent or guardian:

The questionnaires schedule had been developed for assessing the family environment where he or she had been brought up. The schedule covered the following dimensions. I) Cohesion ii) Expressiveness iii) Conflict iv) Active recreational orientation v) Moral religious emphasis vi) Control vii) Organization

These seven Dimensions were put under three main domains including

i) Relationship dimensions. This Dimension included

a) Cohesion: the degree of commitment, help and support family members provide for one another; b) Expressiveness: the extend to which the family members were encourage to act openly and to express their feelings directly and c) Conflict: the amount of openly expressed anger, aggression and conflict among family members

The second dimension was Personality Growth Dimensions: it included

a) Active recreational orientation: the extent of participation in social, recreational activities and b) Moral Religious Emphasis: the degree emphasis on ethical and religious issues.
The third Dimension was Systematic Maintenance Dimensions: it included

a) Control: the extent to which set rules and procedures were used in family and schools

b) Organization: the degree of importance of clear organization and structure in planning family activities and responsibilities.

**Questionnaires format:**

The questionnaires were in Yes or No format. Forty six statements were provided for identifying the parent child relationship or for assessing the prevailing family environment where the child had been reared or brought up. The questions were arranged randomly to issue variety and interest of the respondents so that the respondent does not get the possibility of facing the problem of boredom.

- Questions 1-5 were for gathering the general information.
- Questions 6-29 were for assessing the prevailing environment where the child had been reared or brought up.
- Questions 30-50 were for assessing the outlook of parents towards the child behavior and attitude.
i) Question for identifying Cohesions’ area

ii) Questions for identifying the Expressiveness area

iii) Question for identifying Conflict’s area

iv) Active Recreational Orientation

v) Moral Religious Emphasis

vi) Control

vii) Organizations

The Questionnaire schedule had been given in Annexure I

**Personality assessment questionnaires schedule for the child:**

The questionnaires schedule had been developed for the purpose of measuring the personal and social adjustment of the child. This had been categorized into four broad categories.

i) Home Adjustment

ii) School Adjustment

iii) Social Adjustment

iv) Emotional Adjustment
Questionnaires format

Questionnaires were analysed in Yes or No format. Thirty-three statements had been developed for assessing the personality of the respondents. The questions were arranged randomly to issue variety and interest of the respondents. The other statements in the schedule were to gather the general information. (i) Question for assessing home adjustment (ii) Questions for assessing school adjustment (iii) Questions for assessing social adjustment (iv) Questions for emotional adjustment.

There was commonality of some important questions in the questionnaire schedule of the parents and child to counter-check the degree of accuracy of the responses.

The Questionnaire schedule had been given in Annexure II

Child performance level test questionnaire schedule for the teacher:

The questionnaire schedule had been developed for the purpose of assessing the performance level of the child in his or her study and other co-curricular activities.

Dimensions covered in this study were:

i) Achievement level

ii) Attitude or behavior of the child with his or her schoolmates.
**Questionnaire format:**

Questionnaire was in the Yes or No format. Apart from the questions that had been developed for gathering the general information of the teachers, 12 statements had been developed for assessing the performance and skill of the child in their study.

i) Questions for assessing achievement level.

ii) Questions for assessing behavior or attitude with his or her schoolmates or friends. The Questionnaire schedule had been given in Annexure III

**SCORING**

The responses were arranged carefully for easy assessment. Each answers for all the assessment scale was score 0 to 1 point. For ‘YES’ response, a score of 1 point had been given and 0 score had been given for ‘NO’ response.

There was variation in the number of questions that were included in each dimension. For example, in the ‘cohesion’ dimension of family environment assessment scale, there were 6 questions and in the active recreational dimension of family environment assessment scale, there were 8 questions.