5. DISCUSSION

5.1: INTRODUCTION:

The title of the research was “study of achievement motivation and its relationship with family environment and personality factors” The main reason behind selecting of the problem was to study the social, Psychological, behavioral, family environmental changes that occurs in the modern society due to information technology and internet communication development. Because of this change people from all countries in the world come closer and it causes the effect of human behavior and, the desire and Achievement motivation of adolescent boys and girls.

Generally, Achievement motivation, Personality factor are determent by social environment, family environment is important. All these things have an impact on their Personality development and level of achievement Motivation.

Though there were various researchers who have conducted research in this area, present study will be useful for society, parent education to know the nature of achievement motivation in adolescent. It will also useful to identify the correlation of the achievement motivation and personality factor, and family environment of adolescent girls and boys.

The main objectives of the present research were to study the relationship of achievement motivation with family environment variables (cohesion, expressiveness and conflict) and personality factors (neuroticism, extroversion, agreeableness, conscientiousness and openness to experience). The study was also aimed at finding the gender differences in terms of achievement motivation, personality factors and family environment variables. In last the study, intended of studying the predictors of achievement motivation among the junior college students. Collected data was analysis applying the psychological test.
5.2: HYPOTHESIS NO.-01:

The hypothesis stating that ‘Achievement motivation will be positively correlated with cohesiveness and expressiveness, dimensions of family environment’ results in Table no.4.4.1 showed that achievement motivation had significant positive relationship with the three family environment variable included in this study. There was positive relationship between achievement motivation and cohesiveness (r=0.180, p<.01) among the college students. Similarly, significant (r=0.182, p<.01) and positive relationship was noted between achievement motivation and family environment variable of expressiveness. Also shown that among college students there was significant relationship between achievement motivation and family environment variable of conflict (r=0.117, p<.01). Total family environment score obtained by adding the raw score of three factors, namely cohesiveness, expressive and conflict was also had strong positive relationship with achievement motivation in this group of adolescents.

The results in Table no. 4.4.3 showed that achievement motivation had significant positive relationship with the entire three family environment variable included in this study. There was positive relationship between achievement motivation and cohesiveness (r=0.185, p<.01) among the college Boy students. Similarly, significant (r=0.195, p<.01) and positive relationship was noted between achievement motivation and family environment variable of expressiveness. Significant (r=0.219, p<.01) and positive relationship was noted between achievement motivation and family environment variable of Conflict. Significant (r=0.262, p<.01) and positive relationship was noted between achievement motivation and total family environment. Total family environment score obtained by adding the raw score of three factors, namely cohesiveness, expressiveness and conflict was also had strong positive relationship with achievement motivation in this group of adolescents Boy students. Boy’s decision and behavior accepted in family, and also having freedom express their emotions that effect the family environment and achievement motivation.
Achievement motivation means to attain the aims without having anyone’s help. A person is trying to complete various objectives in life with the help of achievement motivation and include the other academic motivation and types of any motivation. To complete the achievement motivation of young boys and girls, their family members are trying to fulfill that purpose. The family environment depends up on the interactions as well as the achievement motivation of the family members.

Family environment contains various elements. Cohesiveness is one of the elements of family environment. Cohesiveness is the extent to which family members are concerned and committed to the family and the degree to which family members are helpful and supportive to each other.

Cohesiveness means the attraction and affection between the members of the family. According to the researchers, There was positive relationship between achievement motivation and cohesiveness (r=0.180, p<.01) among the college students It means that there is positive relation between Achievement motivation and cohesiveness. The present study covered hypothesis which is accepted.

The different type of environment in family surely affects Achievement motivation. The relation between these two elements remains unclear. Another type of family environment is Expressiveness. It is proved that, there is a positive relation between Expressiveness family environment and Achievement motivation .The value between these two is 0.182, which is significant at the level of 0.01(table no.4.4.1).

Expressiveness in family environment is the extent to which family members are allowed and encouraged to act openly and to express their feelings directly. Expressiveness in family environment means to express our experiences in our daily life at different levels with the help of discussion method. We discuss consult and exchange our ideas to each other. There is a friendly relations and encouragement or motivation is effective or the development of Achievement motivation. The relation between these two elements is already proved.
The Results of the regression analysis (table no. 4.5.2) that among the college student’s the family environment variables of cohesiveness, expressiveness, the results of the regression analysis that family environment variables, namely, cohesiveness, expressiveness were significant in predicting the variance in achievement motivation of junior college students. The variance in achievement motivation of junior college students explained by family environment variable of cohesiveness was 3.1% (Adjusted $R^2=0.031$). Whereas family environment variable of expressiveness was predicted 3.2% (Adjusted $R^2=0.032$) of the variance in achievement motivation of junior college students. This finding is consistent with the findings reported by Scott and Colleague (1991). They found that opportunity provided to Child to express their views freely facilitate the achievement motivation. But there was no significance among college students.

5.3: HYPOTHESIS NO.-02:

The hypothesis number two stating that ‘Achievement motivation will be negatively correlated with conflict of family environment’ it was not accepted. The value between them is ($r=0.117$ $p<0.01$ (table no. 4.4.1). The value shows very negligible analysis between Achievement motivation and family environment, therefore there no negative correlation between Achievement motivation and family environment. In fact in presently it is assumed that these two factors are reactively correlated. But the result of the correlated family environment and achievement motivation shows very low correlation. Therefore this hypothesis is rejected.

The results in girls adolescent (table no. 4.4.5) showed that achievement motivation had not significant relationship with the entire three family environment variable included in this study. Total family environment score obtained by adding the raw score of three factors, namely cohesiveness, expressiveness and conflict was also had not strong relationship with achievement motivation in this group of adolescents girl student.
Girls have not give permission to express have emotion and freedom in family and adolescence, change the cohesiveness is not within family and expressiveness so, in family. Parents and overly conflicts are always in family.

Conflict family environment is the extent to which the open expression of anger and aggression and generally conflctions are characteristics of the family. Conflict family environment means the hatred, conflict, arguments and continuous conflicting environment between the members of the family. All these things cause the environment of conflict.

The Results of the regression analysis (table no. 4.5.1) that among the college student’s the family environment variables of Conflict the results of the regression analysis that family environment variables conflict. Conflict was also significant in explaining the variance in achievement motivation in studied sample. Variance explained by family environment of conflict was 1.2% (Adjusted $R^2 =0.012$) in the achievement motivation of junior college students played a significant role in predicting achievement motivation among junior college students.

Conflict environment affects Achievements motivation of the girls and boys of younger age and that is negative by nature. But this hypothesis is not accepted because there is no continuity in the family environment. The same family environment is not created. There is continuous change in family environment. Parents support the adolescent boys and girls, and seek help from family members. Social supports, motivation from friends, guidance from teachers and other persons because of these conflicts reasons adolescent boys and girls ignore the family environment and these adolescents boy and girls try to complete their objectives with the help of others. Adolescents are encouraged because of conflicting environment and they themselves try to complete achievement motivation. The value of 0.182 is significant at the level of 0.01 (table no. 4.4.1).

Expressiveness and cohesiveness family environment correlation value is 0.529 is significant at the level of 0.01(table no. 4.4.1), achievement motivation and
conflict family environment Correlation value is 0.177 is significant at the level of 0.01, expressiveness and conflict family environment correlation value is 0.186 significant at the level of 0.01, but conflict and cohesiveness family environment correlation value is 0.024 is not significant. Total family environment and achievement motivation correlation value is 0.568 is significant at the level of 0.01.

Rani Muhnraj and Latha (2005) According the study aimed to the relation two between academic motivation and family environment in adolescent’s boys and girls. Were assessed using the moos and moos Family environment scale. The study found that family environment and academic motivation were correlated, significant positive relationships emerged (0.60; p<0.001) between the Conflict family environment.

Regression analysis was also carried out to understand the predictors of academic achievement. Conflict of family environment did contribute minimally (10%) to achievement motivation this relationship between conflict family environment and academic motivation were correlation of significant positively relationship emerged.

Donald G. Unger, Laurie Ellis McLeod et al., (2005) Study found that family support was the relation between conflict and adolescent academic achievement .Results indicated that two dimensions of family support, family cohesion the relation between conflict and academic achievement. The results further suggested that family support was more to function as a mediator for girls than for boys.

5.4: HYPOTESIS NO.-03:

The hypothesis numbers three stating that ‘Achievement motivation will be positively correlated with extroversion, agreeableness, conscientiousness and openness’ was supported with some exceptions the analysis of correlation coefficient achievement motivation and personality factor is as follows. The results of the correlation analysis, presented in Table no. 4.4.2 showed that all the personality factors included in this had significant positive relationship with achievement motivation, except extraversion. There were significant correlations between
achievement motivation and positive relation \( (r=0.147, p<.01) \) was also seen between achievement motivation and personality variables of openness. Similarly, it was found that among college students, achievement motivation had positive relationship with personality variables of agreeableness \( (r=0.102, p<.01) \) and conscientiousness \( (r=0.077, p<.05) \). But the relationships between achievement motivation and personality variable of extraversion was insignificant \( (r=0.038, ns) \) among college students. Total personality score obtained by adding the raw scores on five personality factors also shown positive and significant \( (r=0.153, p<.01) \) relationship with achievement motivation in this group of adolescents.

Openness is 0.147, openness and neuroticism is 0.268, openness and extroversion is 0.294, all this values are significant at the level of 0.001(table no. 4.4.2). The value of the correlation between achievement motivation and agreeableness is 0.102 and is significant at the level of 0.05, and the other hand the value is the correlation between agreeableness and neuroticism is 0.123, agreeableness and extroversion is 0.279, agreeableness and openness is 0.417, all this values are significant at the level of 0.01.

The value of the correlation between achievement motivation and conscientiousness is 0.077 and is not significant. Conscientiousness and neuroticism is 0.104 and is significant at the level of 0.01, and other hand the values of the correlation between conscientiousness and extroversion is 0.426, conscientiousness and openness is 0.205, and conscientiousness and agreeableness is 0.314, the all value is significant at the level of 0.01. Achievement motivation and total personality is positively correlation, total personality is 0153, and this value is significant at the level of 0.01.

The results of the correlation analysis, presented in Table no. 4.4.4 showed that all the personality factors included in this had significant positive relationship with achievement motivation, except extraversion. Significant and positive relation \( (r=0.237, p<.01) \) was also seen between achievement motivation and personality variables of openness. Similarly, it was found that among college students,
achievement motivation had positive relationship with personality variables of agreeableness \( (r=0.224, \ p<.01) \) and conscientiousness \( (r=0.165, \ p<.01) \). But the relationships between achievement motivation and personality variable of extraversion was insignificant \( (r=0.032, \ ns) \) among college students. Total personality score obtained by adding the raw scores on five personality factors also shown positive and significant \( (r=0.277, \ p<.01) \) relationship with achievement motivation in this group of adolescents boy student.

The results of the correlation analysis for boy adolescents, presented in Table no 4.4.6, shows that all the personality factors included in this table, has significant positive relationship with achievement motivation. There were significant correlations between achievement motivation and personality variables of openness \( (r=0.127, \ p<.01) \). Significant and positive relation \( (r=0.119, \ p<.01) \) was also seen between achievement motivation and personality variables of agreeableness. Similarly, it was found that among college students, achievement motivation had positive relationship with personality variables of conscientiousness \( (r=0.111, \ p<.01) \) But the relationships between achievement motivation and personality variable of extraversion was insignificant \( (r=0.101, \ ns) \) and Neuroticism \( (r=0.002) \) among college students. Total personality score obtained by adding the raw scores on five personality factors also shown positive and significant \( (r=0.177, \ p<.1) \) relationship with achievement motivation in this group of adolescents girl student.

Achievement motivation had significant positive relationship with agreeableness and openness. But the obtained results have shown that extroversion and conscientiousness, personality dimensions, were failed to yield significant correlation with achievement motivation.

The results of the regression analysis among the college student’s personality variables such as Consciousness, Openness and Agreeableness were also significant in predicting the achievement motivation.

These findings are consistent with findings reported by Pandey (1981). He also concluded that extroversion and introversion dimensions of personality are not
related with achievement motivation. But on a contrary, in a study of Indian students other researchers (Jahan, 1985; Nayak and Sen, 1985) found positive relationship between achievement motivation introversion.

Achievement motivation and with extroversion, agreeableness, conscientiousness and openness these things had positive correlation in personality. Because that the achievement motivation depends on family environment, social environment, educational environment as well as on the development of a person’s personality. Extraversion is a type of personality. The correlation between achievement motivations extraversion is 0.035. This correlation is not significant. In statistical analysis various elements affect on the relation between achievement motivation and extraversion.

Extroversion means to babble or chatter, to talk. Whereas achievement motivation means to complete the aim with the concentration because of this reason the relation between these two might be not significant.

According to researches, adolescence boys used to discuss on one subject and their aim is before them. Because of this reason there might be positive correlation between achievement motivation and extraversion. But we do not find this relation because these boys have not fixed aim in their lives. Thus, there is positive correlation between achievement motivations and agreeableness is 0.102, which is significant at the level of 0.05. (table no. 4.4.2), Here, the probable answer by the researchers is accepted. The correlation between achievement motivation and agreeableness is 0.102 which is significant at the level of 0.05. (table no. 4.4.2), The adolescences theirs to complete achievement motivation with the background of the discussion with mother and father in family and the support of them. This type of adolescences tries to know the opinions of others and agreeableness with them.

The positive relation was found between achievement motivation and openness. This relation is 0.146, which is significant at the level of 0.01. This hypothesis is acceptable. The adolescences clearly state their opinions and try to make
clear statements. They themselves try to choose their field and to do some things, their family environment is also nourishing. They are aware of social environment. Parents also support them. Thus, they easily complete their achievement motivation.

According to researchers the relation between achievement motivation and conscientiousness is positive, which is not acceptable, because the relation between these two is 0.077 from the statistical analysis, which is not significant. Because these type of adolescences tries to think deeply with introvert. They try to stick to only one aim. They do not give respect to the others as well as always involve themselves in controversies and conflicts and failure. These things does not affect on the Achievement motivation present studies found the possible result that.

Above all four elements have positive correlation with achievement motivation. But this relation was not found in some elements. According to the researchers, the reason for this is the whole social condition, merits and demerits in family environment, the elements in educational environment, the support of parents, family background, types of family. These entire things affect on achievement motivation a lot.

There are some studies found that supported results of the present studies. Mitra (1985) studied the determinants of academic performance in preadolescent children. The objectives of the study were mentioned below:

i) to see the variation in academic achievement and its correlates with reference to schools.

ii) to find out sex differences with regard to academic achievement, intelligence, achievement motivation, extraversion and neuroticism,

iii) to study the relationship between intelligence, achievement motivation, extraversion and neuroticism for both sex, and

iv) to ascertain the pattern of prediction of academic achievement from its correlation, indicating the contribution of sex.
He found that i) Achievement motivation and extraversion positively and significantly correlated with academic achievement for both sex, but both lost their significant effect on academic achievement when intelligence was partial lead out. ii) Students possessing relatively higher extraversion tended to achieve relatively higher, but neuroticism was not a factor that influenced achievement. iii) There were no sex differences at the preadolescent level with regard to intelligence, achievement motivation and extraversion, but the Boys were more neurotic than girls.

Donald G. Unger et al., (2005) were examined Family support as a mediator of the relation between inter-parental conflict and adolescent academic achievement. Results indicated that two dimensions of family support, family cohesion, mediated the relation between inter-parental conflict and academic achievement.

Ching, I. Teng (2009) found that openness is negatively correlated with fulfillment of need for achievement. Conscientiousness is correlated with fulfillment of need for achievement. Extraversion is positively correlation with fulfillment of need for achievement.

Lisse: Swets and Zeitlinger (1992) postulated four deferent learning styles: a meaning directed, a reproduction directed, an application directed and an undirected style. Aim of this project is to investigate the relation between these learning styles, the big personality traits and achievement motivation. Subjects were about 900 university students. Extraversion correlated positively with the meaning directed, reproduction directed and application directed learning style. Conscientiousness was associated positively with the meaning, reproduction and application directed learning style, and negatively with the undirected learning style. Openness to experience correlated positively with the meaning and application directed learning style, and negatively with the undirected learning style. Besides, it was found that neuroticism correlated positively with the undirected learning style and negatively with the meaning and reproduction directed learning style. Agreeableness was associated positively with the reproduction and application directed learning style. Positive
correlations were found for achievement motivation with the meaning, reproduction and the application directed learning style, and a negative one with the undirected learning style.

The work of Vittorio V. Busato (2000) directed towards an integration of intellectual ability, learning style, personality and achievement motivation as predictors of academic success in higher education. Co-relational analyses partly confirmed and partly disconfirmed our expectations in a sample of 409 first-year psychology students. Consistent with the literature, intellectual ability and achievement motivation were associated positively with academic success. For the meaning directed, reproduction directed and application directed learning style, no positive association with academic success could be detected. The undirected learning style, however, appeared to be a consistent negative predictor. For the Big Five personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience), a consistent, positive association for conscientiousness with academic success was found.

5.5: HYPOTESIS NO. 04:

The hypothesis number four stating that ‘Achievement motivation will be negatively correlated with neuroticism’ was not supported. Personality variables of neuroticism (r=0.103, p<.01). Significant, The value of the correlation between Achievement motivation and Neuroticism is (table no. 4.4.2), 0.103 and is significant at the level of 0.05. Rather, there were significant positive correlation seen between achievement and neuroticism among junior college students. There were significant correlations between achievement motivation and personality variables of neuroticism (r=0.222, p<.01) (table no. 4.4.4.). But the relationships between achievement motivation and personality variable of extraversion was insignificant (r=.101, ns) and Neuroticism (r=0.002) among Girl adolescent students (table no. 4.4.6).
This result is consistent with the findings reported by Khalek, Ahmed, Nayal and Mayssah (1992) had also found positive relationship between achievement motivation and neuroticism. Contradictory with other studies reported that (Pandey, 1981; Jahan, 1985; Nayak and Sen, 1985) that the higher achievers are emotionally stable and less anxious and worried.

In the present studies regression analysis (table no. 4.5.2) also done of relation of above variables. The Results of the regression analysis that among the college student’s the personality variable of neuroticism explained .9% (Adjusted \( R^2 = .009 \)) variance in achievement motivation of junior college students. The variance explained by personality variable of extroversion in achievement motivation of junior college students was .0% (Adjusted \( R^2 =.000 \)). Conscientiousness, personality variable, explained .4% (Adjusted \( R^2 =.004 \)) variance in achievement motivation of junior college students. Similarly, the variance in achievement motivation of junior college students explained by personality variable of openness was 2.0% (Adjusted \( R^2 =.020 \)). Agreeableness is a personality variable that also explained only 9% (Adjusted \( R^2 =.009 \)), variance in achievement motivation of junior college students.

Those personality variables such as neuroticism, conscientiousness, openness and agreeableness were significant in predicting the achievement motivation among college students irrespective of their gender. However the personality variable of extroversion not played any crucial role in predicting the achievement motivation among the junior college students. Consistent with McCrae and Costa (1992) this study also found that conscientiousness is a good predictor of achievement motivation.

In the present studies above hypothesis is rejected. The probable reason may be in the type of personality i.e. neuroticism, adolescences are disintegrated psychologically, and likely to live scheduled; they are always busy in thinking one thing. There is a development of negativity in their personality. Thus, it is clear that there might be a correlation between neuron-personality and achievement motivation.
The adolescences, who have developed the quality of Neurotic ion, try to develop good quality to complete their objectives with the help of parents in the family. It is found that there is a positive correlation between achievement motivation and Neuroticism because of the family members support, friends and peer groups and social and family support etc. The relation between achievement motivation and neuroticism is positive correlation which is 0.103 and is significant the level of 0.05.

5.6: HYPOTESIS NO. 05:

The hypothesis number five stating that ‘The male students will have high score achievement motivation than the female students’ were supported results of the One-way ANOVA, presented in that there were significant differences (table no. 4.6.1.), (F (1, 598)=30.303, p<.001) between boy and girl students on achievement motivation variable. The Boy students (table no. 4.3.1), (M= 24.09) compared to girl students (M=21.39) have higher score on achievement motivation and ’t’ value mean comparison is 5.425, with the df 598. Calculated value is more than the table value it means there is significant difference is on achievement motivation among boys and girls.

There were significant gender differences (F (1, 598) = 30.303, p<.001) found on achievement motivation variable, where the boy students had higher score on achievement motivation than the girl students. This finding can be explained throwing light on gender difference in socialization. In Indian culture male and female children are brought by emphasizing different values. For example, male children are encouraged for their achievement motivation where as female children caring and love is more emphasized.

This hypothesis is acceptable, because according to statistical analysis it is clearly proved that the Achievement motivation level of boys is more than that of girls. The some findings related with this hypothesis are also observed by following researchers:
Adsul, R. K. and Kamble, V. (2008) showed that there is a significant difference between male and female students. As well as male students having a high achievement motivation while females students having a below average level of achievement motivation. The significant difference in achievement motivation between male and female students on achievement motivation males score significantly higher than female.

Pratibha Sood (2006) and Pandy and Ahmad (2006) found no significant gender difference in college students. They revealed that male students having higher level of achievement motivation and female students having an average level of achievement motivation.

As Indian society is patriarchal, even today we find that in every family, parents are trying to fulfill the wishes and expectations theirs sons only. Thus, even today interest of parents also is not changed and because of this girls are given secondary position in society not only in social and educational fields but also on all other aspects. This way the development of girls is totally neglected.

5.7: HYPOTESIS NO. 06:

The hypotheses number six stating that ‘The male students will high score on extraversion, agreeableness conscientiousness and openness than female students’ were supported though the boy students (M=31.02) compared to girl student (M=29.46) had higher mean score on Extroversion, ‘t’ value 3.05 value significant at 0.05 and 0.01 level (table no.4.3.3). Calculated value is more than the table value means there is significant difference is seen on extraversion among boys and girls.

The results of the ANOVA showed that there was significant difference between boy and girl students on personality variables of Extraversion. There were significant difference (F (1, 598)=9.611, p<.01) between boy students and girl students were found on personality variable of Extroversion (table no. 4.6.4).
The results of the ANOVA presented that there were significant differences \( (F (1, 598)=10.238, p<.01) \) (table no. 4.6.5), between boy students and girl students on personality factors of openness. Boy students \( (M=26.54) \) compared to girl student \( (M=24.87) \) had higher mean score on openness. ‘t’ value 3.09 is significant at 0.05, and 0.01, level \( (t\text{-ratio}-3.09) \) (table no. 4.3.4), calculated value is more than the table value, it means there is significant difference is seen on openness among boys and girls.

There were significant differences \( (F (1, 598)=45.894, p<.001) \) (table no. 4.6.6), between boy students and girl students on personality variables of agreeableness. Female students \( (M=28.82) \) compared to boy student \( (M=25.18) \) had higher mean score on agreeableness. There were also significant differences found between \( (F (1, 598)=34.573, p<.001) \) (table no. 4.3.5), between boy students and girl students were found on personality factors of conscientiousness. Boy students \( (M=34.48) \) compared to girl student \( (M=31.24) \) (table no. 4.6.4), had higher mean score on conscientiousness.

There are significant differences found between boy and girl students on personality variables such as extroversion \( (F (1, 598)=9.611, p<.01) \). Similarly, the gender differences \( (F (1, 598)=45.894, p<.001) \) were also noted in terms of personality variable of agreeableness. Results shows that boy and girl students differ \( (F (1, 598)=34.573, p<.001) \) on the personality dimension of conscientiousness. Similarly, significant difference was also seen among boy students and girl students on personality dimension of openness \( (F (1, 598)=10.238, p<.001) \), (table no. 4.6.4).

Costa and McCrae’s (1992) NEO-PI-R (Big Five) questionnaire has became an accepted instrument for the measurement of occupational propensities and includes scales for evaluating levels of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness.

Boys are scored on personality element is more than girls because all the members of the family are trying to pay more attention towards the personality
development of the boys. Children’s all round personality development is also affected by the mother’s nurture. Than male adolescence receive free atmosphere and freedom from family members. But female adolescence is bounded of their personality development. Thus, there is deference between the personality of girls and boys.

Indian culture is known as male dominated culture and first preference is given to the boys rather than the girls in the family. The reason behind this is that the son in each family is supposed to be main support of the family. In Indian society men have been given the prime status where as women have given secondary status in the family this has adversely affected on the personality development of the women. Whereas the more concentration is given to the boys and the focus is given to mould the personality of the son who is the survival in the family.

In the modern days too we do not find much difference in the attitude of the family members to educate the girls in the family. As compared to past period, the girls now a days are getting good education as per their requirement to certain extent even though the girls have proved there indenting in many fields still the boys are given first performance by the modern society.

5.8: HYPOTESIS NO. 07:

The hypothesis number seven stating that ‘The female students will high score on neuroticism than male students’ was rejected. The results of the one-way ANOVA, presented in that there were not significant (F (1, 598) =1.311) between boy and girl students on personality variable of neuroticism. There were no differences (F(1, 598)=1.311, ns) (table no. 4.3.2), reported among girl and boy students on personality dimension of neuroticism.

The present study score on Neuroticism (as a personality dimension) is seen 22.31 mean score and 6.20 SD, among boys and 23.00 mean score and 8.40 SD (table no. 4.3.2),. The girls mean score and SD, score is little higher than boys. ‘t’ test for
mean comparison is 1.11 value is not significant at 0.5, 0.01 and 0.001 level. Calculated value is less than the table value. There is no significant difference is seen on Neuroticism among boys and girls.

Mitra (1985) found that the boy were more neurotic than girls in his study. Kok, L. P. (1968) found that score on the Eysenck personality questionnaire showed a significant difference between the male and female students in which the females appeared to be more neurotic.

In Indian society, women always receive secondary position. Girls were seen by negative approach. Because of this neuroticism, the quality of personality increases in girls today though the level of education of girls is increased. Societal attitude of looking to the girls is not changed. This affects on personality of the girls. Though there is discrimination about girl students in Indian families, the neuroticism is found some in both sexes. It means there is no difference between boy and girl, above their personality dimension. This was being happen because the boy and girl students nurtures in the same cultural background of the Indian society. boy and girl students may be development the same attitude about the environment faces.

5.9: HYPOTESIS NO. 08:

The hypothesis number eight stating that ‘The male students will high score on cohesiveness, expressiveness and conflict dimension of family environment than female students’ was accepted. The results of the One-way ANOVA, presented in that there were significant differences (F (1, 598)=51.405, p<.01) (table no. 4.6.9) between boy students and girl students on family environment variables of Cohesiveness. Boy students (table no. 4.2.7) (M=54.21) compared to Girl student (M=48.23) had higher mean score on Cohesiveness, and the ‘t’ value 7.04 is significant is 0.05, 0.01 and 0.001 level (table no. 4.3.7). Calculated value is more than the table value means there is significant difference is seen on conscientiousness among boys and girls.
There were significant differences (F (1, 598) = 39.236, p<.001) (table no. 4.6.10), between boy students and girl students on family environment variables of Expressiveness. Boy students (M= 50.81) compared to girl student (M= 45.66) (table no. 4.3.8), had higher mean score on expressiveness. The ‘t’ test for mean comparison is 6.13 significant at 0.05, 0.01 and 0.001 level. There were also significant differences (F (1, 598) = 55.016, p<.001) (table no. 4.6.11), found between boy students and girl students on family environment variables of conflict. Female students (M=44.08) compared to boy students (M=38.57) (table no. 4.3.9), had higher mean score on conflict. This means conflicts were less in families of girl adolescents than male adolescents. The ‘t’ test for mean comparison ‘t’ value is 7.25 significant at 0.05 and 0.01 and 0.001 level. Calculated value is more than the table value it means there is significant difference is seen on conflict among boys and girls.

Significant differences (F (1, 598) = 51.405, p<.001) (table no. 4.6.9) among boy and girl students were noted in terms of family environment dimension of cohesiveness. The boys mean score 34.48 and girls means score is 31.24. (table no. 4.3.6). The boys mean score is more than girls mean score and the difference between two mean score is significantly different at 0.05, 0.01 and 0.001 level (‘t’-ratio; 6.62). Calculated value is more than the table value it means there is significant difference is seen on agreeableness among boys and girls.

Gender differences (F (1, 598) = 39.236, p<.001) (table no. 4.6.10) was also seen in terms of family environment dimension of expressiveness. Similarly, on family environment dimension of conflict (F (1, 598) = 55.016, p<.001) (table no. 4.6.11) boy students had higher score then girl students.

In present study, it is found that in family environment the score of boys in cohesiveness, expressiveness and conflicts, as compared to the score of girls. Thus, the hypothesis presented in this study is accepted.

Boys do not have any kind of restrictions in the family environment. They are always busy out of the family environment. Family members try to adjustment with
the boys. But this does not happen about the girls. Girls have so many restrictions and bondages in the family environment as well as outer world. They cannot take their own decisions. They are depended on their parents. This might be the reason of the low score of the girls.

Though it is 21st century and though there are changes in Indian culture according to the time, then also there is not that much change in the family environment, standard of living or level of life of the girls. This study does not contain the classification of girls according to rural and urban, and types of family. Thus, there is the possibility of the effect of internal variables on my hypothesis.

Girls have to face so many restrictions on every walk of life. Though their standard of living is increased, they are not at liberty do anything. Girls have to obtain prior permission of their parents before doing anything. Thus, they cannot seek freely or discuss their problems fearlessly. They are always in search of job opportunities or to do something at their own. Thus, girl tries to discuss their problems, experiences and feelings with their friends. Boys are career-oriented but girls are not because they are always suppressed by their parents and others. This might be the reason of the low core of the girls.

The researcher also calculated the F value of boy and girl students on combined score of personality factor F (1,598) =20.325, p<.01) (Table no. 4.6.2), and family environment (F (1, 5698)=48.552 p<0.01) (Table no. 4.6.8). It shows the significant difference on their combined score of personality factor and family environment. It means that there is significant difference boy and girl students in personality factor of Neuroticism, Openness, Agreeableness, Extroversion, and Consciousness, and family environment of Cohesiveness, Expressiveness and conflict.
5.10: SUMMARY

This chapter explained in detail the results obtained from the present task. The results were discussed according to the order of the hypotheses. Relevant studies were discussed to provide support and insights regarding the results. Overall, the present findings show that there is a significant relationship between achievement motivation, family environment, and personality. Gender difference was also noted on achievement motivation, family environment, as well as personality.