CHAPTER -1

INTRODUCTION
I. Origin of the Study:

"Man is not born human nor is born social, but he becomes so both through association and communication, and the family is the first and foremost agency in his "Cultural conditioning" in this direction, by providing for him "his earliest behaviour patterns and standards of conduct"

-Burgess and Lucke

The infant at birth is primarily on biological level. Its first contact by which it begins to become a social psychological being are in the family. A baby is born not only into a culture but also into an environment of interpersonal relations. From the moment of birth the infant is in emotional and mental interaction first with his mother, and then with the other members of the family. The emotional experiences, psychological rather than cultural in their nature, give definitive shape to the initial structure of personality which is supposed to be the resultant of heredity and environment. The genie traits and characteristics, which are due to biological inheritance, provide the potentialities on the one hand and limitations on the other within which personality traits could develop, improve or change. Political, religious and social attitudes of the parents, custom and traditions, norms and belief, or in other words, the culture of family are potential forces which shape the personality of a child. The psycho-social influence of the family environment on the child is so deep and so quick that in the view of psychologist the child acquires almost all its personality and character traits of later adulthood before five, and according to some, even earlier. Thus in the family the biological, psychological and sociological forces meet in giving the individual his start of life. Parent child interaction and parents way to deal with their children develop certain attitudes among the children towards their home environment. This environment comprises the social, physical and emotional activities of the family. All these combined together constitute the family climate. Needless to say that environment of family, a part of society, where a child passes most of the time, have the impact on development of his/her personality and values. It is generally observed that children from different families exhibit different types of personality
traits, value patterns as well as academic achievements, irrespective of fact that they are getting education in same school rather in same class. Family is said to be the first school of child where he/she gets education in informal way. Psychologists admit it as a matter of fact that as soon as the child opens his eyes, starts receiving various stimuli from his/her family environment which develops the part of unconscious mind, resulting a unique personality pattern and values, being owner of which he/she puts first step in the school and outward society. This first step to school takes him to open his channel of formal education, which leads him/her to academic pursuits.

As the 21st century unfolds it is becoming increasingly apparent that the future of any society depends on the ability of its citizens to help children and youth to develop this full potential and have the opportunity to leads productive and meaningful lives. The family no doubt plays a critical role in this endeavor. In contemporary India there are millions of young people who are failing to acquire competence and skills needed for success in adult life. The adolescent segment of India's population has been exploding since the early 1950's and individuals between 10-21 years of age make up more than half (57%) of India's population. (Shukla 1994). The number of rural adolescents is rising at unprecedented rates and now constitutes approximately 73% of the total youth population (Carson, Chaudhary 2002).

In India parents in particular along with siblings and grand parents have traditionally been a source of security and identify serving as protective factors against stress and risk in the lives of children and adolescent. This is still normative in families today, despite of adolescent's growing tendency towards independence, self definition, and departure from some beliefs and practices of past (Chaudary & Muni 1995). However protective factors do not automatically result in positive outcomes. As Rutter (1987) indicates, protection does not lie in the availability of potentially supportive resources, but in the use mode of them. The connection between family dynamics and characteristics and adolescent competence has been examined by a number of Indian investigators (eg
Chaudhary, 1990, Hariharan 1991, Sahoo & Sia 1988, Simhadri 1989, Tewari 1990). Not surprisingly a repeated theme in the research has been that there is a strong association between a caring and supportive family environment (including positive behavior management and parenting styles) and social and intellectual competence. A caring and supportive family plays a major role in augmenting successful coping in children and adolescents and in facilities in learning and school performance (Naúda & Dash 1996, Padhi 1994).

A recent study of 107 Orrisan adolescents to and their families living in an urban area illustrated the close relationship among certain family variables and adolescent competence and psychological adjustment (Carson et al. 1999). Families of adolescents who were high achievers academically and socially were more democratic with regard to parental discipline input, and decision making, more cumulative with and emotionally expressive towards their child, higher in family ideas and lower in external locus control.

In contrast, family of lower achieving and mal adjusted i.e. less socially competent and more anti social adolescents had higher level of conflict, were more enmeshed and external of control oriented and leaned toward either an authoritarian or permissive style of parenting rather than democratic one.

Numerous studies have been conducted to study the environmental factors which have one or other influence upon child's personality development. One of the most important environmental factor is the family of child. It is the most important institution for the existence and continuation of human life. Before going to school, the child spends almost whole of his time within his family. Even when the child joins the school, family exerts the major environmental influence out side the periphery of the school, determining his physical, mental, social and emotional development.

Though an array of factors and components constitute the total environment of the family but now a days in single or divided short structured families parents constitute a major part of the family environment. Three most
important factors which directly responsible for the childcare and development are parents' personalities, parents attitudes, and parental behaviour.

Parents are the first socializing agents. The child identifies with them and tries to imitate their behaviour patterns. Therefore, it can be well imagined that what influences the parents personality can also have its impact on the child development. Mooris and Nicholas (1950) have noted similarities between personality-disturbed characteristics of parents and children in an attempt to demonstrate that personality characteristics of parents are unknowingly learnt by their children. How the adult conceives of the parental role in relation to the child influences his attitudes as a parent. Symonds (1949) have stated that the essence of parent child relations, lies more in how a parent feels that in what a parent does. The authoritative attitude of parents would produce a child who would be submissive, lacking in security and independence and less popular with his companions. The over protective attitude of parents foster over dependency, nervous tendencies and poor performance in school work. The parental behavior also stern effectively in influencing child's personality development. However, how the child perceives the parental behavior is more important than the behaviour itself. Symonds has emphatically clammed if an individual perceives his parents, as stable, courageous and loving, chances are that he would be a good student, a good leader and a good citizen. The children who receive warmth and acceptance from their parents have been found to be good achievers, well adjusted and having optimal level of educational aspiration. The rejected children on the other hand show, generally, poor performance in schools. Nuttal and Nuttall (1978) have demonstrated in their study that parents of boys showing acceptance, using less hostile psychological control and firm discipline be helpful in raising the level of educational aspiration of their children.

It may obviously be concluded from the foregoing discussion that development of various characteristics of child personality is very much influenced by the child surroundings which generally, are woven by parents.
During this phase of child's life parents participate in almost all the sphere of child's life space. As the child grows, other various social systems and group creep into his environment such as school, peer group etc. Simultaneously, the parental sphere of operation starts diminishing. A growing child spends almost half of the day in school. Remaining half of the day is generally consumed in completing home assignments and other related work. This life style of child delimits the periphery of parents' participation in child's life space only up to his academic activities. Therefore, this becomes important for a parent of a growing child to converge his attention to the academic as well as other activities of his child. Edward (1977) has demonstrated that mother's participation in school affairs is positively associated with student's reading achievements in schools. Significant differences between high and low achievers have also been found by Wilson and Washington (1976) reveal that if parents get involved in their children's education, their children's grade point average will go up. Other but few variables of child's personality have also been studied in term of parental educational behaviour by Romane, (1970) Fischman (1982) and Mack. (1982).

It may be summed up, in view of this foregoing discussion, that parents' participation in the academic activities of their children constitutes a critical domain of a growing child's life space. Many educationists and psychologists have been advocating the educational role of parents in the development of child's personality. The personal observation and experience of the researcher have also convinced him of the strong association between parents' behaviour and child's personality development.

II. Conceptual Framework of the Problem:

The present study draws its sap from some basic theoretical concepts namely, ecosystem, environment, family or home environment, family climate, values, personality traits and academic achievement. The raison de atre of choice of the study will not be possible unless these concepts are explained and examined. As such it is proposed to gain insight into its conceptual framework under the following heads.
A. The ecosystem or Environment: Its concept and modus operandi.

The ecosystem.... is an active, energies composite.... an intra dependent activity network. It is not only the individual members of the system who act and react but the total system "behaves" as a whole (Rhodes 1972). In this sense behaviour is a property of system rather than an attribute of the individual (Willeams 1973) organism-environment behaviour relationships are best conceived in terms of a transaction model. Both organism and environment exists as complex system each with properties of its own, yet both have from basically the same block" (Bransuick 1957) The essence of the inter relationship between the two is coming to terms across the boundaries between them. Behaviour is the product of interaction between organism and its environment.

The concept of environment as dictator, directing man's action is one direction rather than another come to popularity in the late nineteenth century. Both terminological and conceptual problems have resulted from the use of word environment in a wide variety of contexts. To many geographers, environment traditionally meant the physical world of land forms and climate.

A TRANSACTIONAL MODEL OF ORGANISM ENVIRONMENT RELATIONSHIP
To architects, it is largely the structures built by man. Sociologists are concerned with an individual's environment as it consists of social groups made up of other individuals. Child psychiatrists and counselors may use the word loosely to mean the home background of the child. In attempting to add specificity to the concept, a variety of adjectival forms have emerged, social environment, molar environment, physical environment, home environment, psychological environment, behavioural environment, geographical environment and others, are terms frequently encountered. In an attempt to rationalize the use of single terms to include everything from climate and psychiatric ward to peer group, Sonenfield (1972) suggested a nested hierarchy of environments. The entire universe, external to the individual, is the objective geographical environment within this lies the operational environment which consists of those portions of the world which impinge on man, whether he is aware of this or not. That portion of which he is aware is termed as perceptual environment. Awareness may be the result of present sensations or post experience, and may be derived at second-hand. The inner most level, or behavioral environment, is that part of the perceptual environment which also elicits a behavioral response toward it, or toward which such a response is directed.

A NESTED HIERARCHY OF ENVIRONMENTS
B. **Family Climate- Its concept and Components:**

Burges Shocke defined family as "A group of persons united by ties of marriage, blood or adoption constituting a single household, interacting and communicating with each other in respective social roles of husband and wife, mother and father, son and daughter, brother and sister and creating and maintaining common culture" which support the statement that an infant at the time of his birth is only a biological entity. It is the family only which provides him the first socio-psychological experience of this world. As soon as he opens the eyes for the first time he becomes the social entity too. Mother makes him to experience as the member of family through the first sense of love and affection. This psychogenic interaction starts early emotional development of the child. It is the family and its members, which opens the channel of his personality development. Psychologists of confirm the opinions that the personality of a human is shacked up to the childhood stage. In this process of personality development family plays a emendable major role by providing him the opportunity of interaction with family members, peer group, psychological and social and emotional environment. The interaction of the member of the family in their psychogenic aspects is termed by Burgess and lock" the family psychodrama" with a psychological stage on which "the players take roles determined by the interplay of the emotions of love, fear and hate, of the feelings of superiority and inferiority and reaction of security insecurity adequacy and inadequacy" mother, symbol of love father symbol of discipline and other family members faster the values, Sauskars also in the child by providing have environment (family climate). In such a psychodrama the psychogenic reaction patterns of the individual are gradually shaped maileded and fixed and they are not likely to change afterwards.

Thus family climate constitutes the nature of mutual relations among family members, their attitudes and sentiments towards one another and their reciprocal emotional bands. Climate of the family is reflected in the perceptions and behaviours of its members.
C. Factors Related to Family Climate:

Family climate may exhibit the variations due to the influence of several factors. Some important factors may be listed as follow.

**Family Size:** Family differ among themselves in respect to size. Size of family depends upon the number of family members. Family of large size may face scarcity of money and means of comfort, freedom and negligence of the member may be of higher degree on one hand but emotional aspect of climate may increase, with the size of the family.

**Joint or Unit Family:** In a joint family members of more than one generation live together, while in a unit family only wife and husband and their unmarried off springs live under a roof. Climate of joint families differ very much from that of unit families. Peter J Stim supported the view that adult members are of major social and psychological support to the youngers. But on other side in joint family dominance and restrictive ness aspect of climate increases, which may have some negative effects on personality development of younger members.

**Education Status:** Families also have variations regarding the educational status of its members. Education develops the mental and psychological horizon causing observation of open communication and freedom among the members. Aries (1962) noted that development of new educational philosophies and institutions had important effect on the family by modifying prevalent beliefs and norms about early life and about parents' relation with children.

**Age of Parents:** Age of person shows its influence on his mental setup, physical efficiency and psychological traits, which tends to be on negative side in comparison to young age. Sense of insecurity, cold relations, hopelessness, controlled communication and restrictive ness develop resulting the changed family climate in comparison to that of his young age.

**Socio-Economic Status:** Conservative or traditional, progressive or modern and of different status families shows different types of family climate. Neil J. Simelser is of the view that modernization (which could mean urbanization,
industrialization or technological innovation) resulted in the attenuation of extended family bonds and intensification of ties within the nuclear family. From the SES view point families may vary from low SES to vary high SES. SES influences the various aspects of the family climate.

**Religion:** Religion is the main source which foster spiritual and moral mind set of human. It directly influences the family climate by changing the behavior of family members from dominance to submissiveness distrust to trust, rejection to acceptance, partiality to fairness etc.

**Serving Non Mother:** In Indian structure of family generally father shoulders the finance responsibility of the family through the occupation he adopts. Mother generally used to take care of hence and other family members. But due the lack of time working mother do not find themselves in position to sphere sufficient time for other family members due to which they can feel neglected, avoided and may become they sphere the responsibility and develop confidence.

**Parental Behaviour:** Parental behaviour is the key factor of constitutive the family climate type of communication. Trust distrust submissiveness dominance, warmth cold relations, attitude negligence etc all the elements of family climate are directly influenced by parental behaviour.

**Inter Personal Relations of Family Members:** "The number of hour it to go from one place to another are not in themselves matter of kinship" what is important in kin-relationship is socio-emotional distance between kins which makes them turn to one another in case of need. So relationship among the family member causes the type of environment of the family.

**Occupation:** Occupation status of parents determines and influences the family climate. It is observed that occupation of a person has direct bearings upon his personality makeup. Various dimensions of family climate such as freedom or restrictive-ness, Submissiveness or dominance, open or controlled communication, authoritative or democratic etc. are determine by the attitudes, personalities and values of elder members or parents.
Locale: The area in which family resides also plays role in influencing the family climate, researches have shown that in the cities kinship ties are weaker and the family are of less social significance than in rural area.

Along with above major factors some other factors such as attitudes, values, parenting behaviour and, lifestyle etc. are also related to family climate.

IV. Statement of the Problem:

As a matter of fact climate of different families have variations among themselves. Therefore, the children belonging to these families may also differ in their perceptions of family climate. Male and female students and the students belonging to rural and urban families also differ in their perceptions of family climate. Further, it is also conceptualized in the study that the family climate contributes significantly in the personality characteristics, values and academic achievement of the students. Since all the families do not have similar family climate, there must be some difference correspondingly in the students personality traits, values and academic achievement also, hence the investigators has taken the present work on the problem entitled as "A study of the influence of family climate on personality traits, values and academic achievement of the student of intermediate schools".

V. Objectives of the Study:

Following were the main objectives of the present study:

1. To study the family climate of students of secondary schools.
2. To study the value patterns of (male and female) students with reference to the family climate.
3. To study the personality traits of the students in relation to family climate.
4. To study the academic achievement of the students in relation to their family climate.
5. To study the regression of values personality traits and academic achievement of students or family climate.
The above main objectives will be divided into sub objectives and a comparative study will be made on the basis of sex and the locality etc. of the students.

VI. Hypotheses of the study:

Following null hypotheses were tested in the present study.

1. There is no relationship between personality traits of students and their family climate.
   (a) There is no relationship between personality traits of male students and their family climate.
   (b) There is no relationship between personality traits of female students and their family climate.
   (c) There is no relationship between personality traits of urban students and their family climate.
   (d) There is no relationship between personality traits of rural students and their family climate.

2. There is no relationship between values of students and their family climate.
   (a) There is no relationship between values of male students and their family climate.
   (b) There is no relationship between values of female students and their family climate.
   (c) There is no relationship between values of urban students and their family climate.
   (d) There is no relationship between values of rural students and their family climate.

3. There is no relationship between academic achievement of students and their family climate.
   (a) There is no relationship between academic achievement of male students and their family climate.
(b) There is no relationship between academic achievement of female students and their family climate.

(c) There is no relationship between academic achievement of urban students and their family climate.

(d) There is no relationship between academic achievement of rural students and their family climate.

4. There is no significant regression of values, personality traits and academic achievement of students on family climate.

(a) There is no significant regression of values, personality traits and academic achievement of male students on family climate.

(b) There is no significant regression of values, personality traits and academic achievement of female students on family climate.

(c) There is no significant regression of values, personality traits and academic achievement of urban students on family climate.

(d) There is no significant regression of values, personality traits and academic achievement of rural students on family climate.

VII. Delimitations:

1. The study was conducted in the schools of rural and urban areas of Baghpat and Meerut District.

2. The students of only intermediate classes were used as the subject of study,

3. Both male and female students of class XIII of the selected institutions only constitutes sample.

4. Family climate has been studied in relation to values, personality traits and academic achievement only. Thus it excludes from its purview other variables.
(VIII) Definitions of the Key terms

I. **Family Climate:**

The word ‘climate’ is more comprehensive one. It includes within itself the word ‘environment’. The human elements around the child is called ‘environment’. It embraces social, physical and emotional activities of the family. All these combined together constitute the ‘Family Climate’.

In the research study in hand, Family Climate means an interpersonal relationship between the parents and the child. It includes parents’ attitude towards the child as perceived by him in 10 dimensions of Family Climate.

II. **Definitions of the Sixteen Primary Personality Factors:**

**Factor A (PF1)**

Sizothymia: Reserved, Detached, Critical, Cool

The person who scores low (sten of 1 to 3) on Factor A tends to be stiff, cool, skeptical, and aloof. He likes things rather than people, working alone, and avoiding compromises of viewpoints. He is likely to be precise and “rigid” in his way of doing things and in personal standards, and in many occupations these are desirable traits. He may tend, at times, to be critical, obstructive, or hard.

Affectothymia: Warmhearted, Easy-going, Participating.

The person who scores high (sten of 8 to 10) on Factor A tends to be good-natured, easy-going, emotionally expressive (hence naturally Affectothymia), ready to cooperate, attentive to people, soft-hearted, kindly, adaptable. He likes occupations dealing with people and socially impressive situations. He readily forms active groups. He is generous in personal relations, less afraid of criticism, better able to remember names of people.

**Factor B (PF 2)**

Lower scholastic mental capacity: Less intelligent, concrete thinking.
The person scoring low on Factor B tends to be slow to learn and grasp, dull, given to concrete and literal interpretation. His dullness may be simply a reflection of low intelligence, or it may represent poor functioning due to psychopathology.

Higher scholastic mental capacity: More intelligent, Abstract thinking, Bright.

The person who scores high on Factor B tends to be quick to grasp ideas, a fast learner, intelligent. There is some correlation with level of culture, and some with alertness. High scores indicate deterioration of mental functions in pathological conditions.

Factor C (PF 3)


The person who scores low on Factor C tends to be low in frustration tolerance for unsatisfactory conditions, changeable and plastic, evading necessary reality demands, neurotically fatigued, fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms (phobias, sleep disturbances, psychosomatic complaints, etc.). low Factor C score in common to almost all forms of neurotic and some psychotic disorders.

Higher ego strength: Emotionally Stable, Faces Reality, Calm, Mature.

The person who scores high on Factor C tends to be emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale. Sometimes he may be a person making a resigned adjustment to unsolved emotional problems.

Factor E (PF 4)

Submissiveness: Humble, Mild, Accommodating, Conforming.

The person who scores low on Factor E tends to given way to others, to be docile, and to conform. He is often dependent, confessing, anxious for obsessional correctness. This passivity is part of many neurotic syndromes.
Dominance: Assertive, Independent, Aggressive, Competitive, Stubborn.
The person who scores high on Factor E is assertive, self-assured, and independent-minded. He tends to be austere, a law to himself, hostile or extrapunitive, authoritarian (managing others), and disregards authority.

**Factor F (PF 5)**

Desurgency: Sober, Prudent, Serious, Taciturn.

The person who scores low on Factor F tends to be restrained, reticent, introspective. He is sometimes dour, pessimistic, unduly deliberate, and considered smug and primly correct by observers. He tends to be a sober, dependable person.

Surgency: Happy-go-lucky, Impulsively Lively, Enthusiastic.

The person who scores high on this trait tends to be cheerful, active, talkative, frank, expressive, effervescent, carefree. He is frequently chosen as an elected leader. He may be impulsive and mercurial.

**Factor G (PF 6)**

Weaker superego strength: Expedient, Evades Rules, Feels Few Obligations.

The person who scores low on Factor G tends to be unsteady in purpose. He is often casual and lacking in effort for mands. His freedom form group influence may lead to anti-social acts, but at times makes him more effective, while his refusal to be bound by rules causes him to have less somatic upset form stress.

Stronger superego strength: Conscientious, Persevering, Staid, Rule-Bound.

The person who scores high on Factor G tends to be exacting in character, dominated by sense of duty, persevering, responsible, playful, “fills the unforgiving minute.” He is usually conscientious and moralistic, and he prefers hare-working people to witty companions. The inner “categorical imperative” of
this essential superego (in the psychoanalytic sense) should be distinguished from the superficially similar “social ideal self” of Q+.

**Factor H (PF 7)**
Threctia: Shy, Restrained, Diffident, Timid.

The person who scores low on this trait tends to be shy, withdrawing, cautious, retiring, a “wallflower.” He usually has inferiority feelings. He tends to be slow and impeded in speech and in expressing himself, dislikes occupations with personal contacts, prefers one or two close friends to large groups, and is not given to keeping in contact with all that is going on around him.

Parmia: Venturesome, Socially-bold, Uninhibited, Spontaneous.
The person who scores high on Factor H is sociable, bold, ready to try new things, spontaneous, and abundant in emotional response. His “thick-skinned-ness” enables him to face were and tear in dealing with people and grueling emotional situations, without fatigue. How ever, he can be careless of detail, ignore danger signals, and consume much time talking. He tends to be “pushy” and actively interested in the opposite sex.

**Factor I (PF 8)**
Harria: Tough-minded, self-reliant, Realistic, No-nonsense.

The person who scores low on Factor I tends to be practical, realistic, masculine, independent, responsible, but skeptical of subjective, cultural elaborations. He is sometimes unmoved, hard, cynical, smug. He tends to keep a group operating on a practical and realistic “no-nonsense” basis.

Premisia: Tender-minded, Dependent, Over-protected. Sensitive.
The person who score high on Factor I tends to be tender-minded, daydreaming, artistic, fastidious, feminine. He is sometimes demanding of attention and help, impatient, dependent, impractical. He dislikes crude people and rough
occupations. He tends to slow up group performance, and to upset group morale by unrealistic fussiness.

Factor L (PF 9)
Alaxia: Trusting, Adaptable, Free of Jealousy, Easy to get on with.

The person who scores low on Factor L tends to be free of jealous tendencies, adaptable, cheerful, un-competitive, concerned about other people, a good team worker.

Protension: Suspicious, Self-opinionated, Hard to Fool.

The person who scores high on Factor L tends to be mistrusting and doubtful. He is often involved in his own ego, is self-opinionated, and interested in internal, mental life. He is usually deliberate in his actions, unconcerned about other people, a poor team member.

Factor M (PF 10)
Praxernia; Practical, Careful, Conventional, Regulated by External Realities, Proper.

The person who scores low on Factor M tends to be anxious to do the right things, attentive to practical matters, and subject to the dictate of what is obviously possible. He is concerned over detail, able to keep his head in emergencies, but sometimes unimaginative.

Autia: Imaginative, Wrapped up in Inner Urgencies, Careless of Practical Matters.

The person who scores high on Factor M tends to be unconventional, unconcerned over. Everyday matters, Bohemian, self-motivated, imaginatively creative, concerned with “essentials.” and oblivious of particular people and physical realities. His inner-directed interests sometimes lead to unrealistic situations accompanied by expressive outbursts. His individuality tends to cause him to be rejected in group activities.
Autia: Imaginative, Wrapped up in Inner Urgencies, Careless of Practical Matters, Absent-Minded.

The person who scores high on Factor M tends to be unconventional, unconcerned over everyday matters, Bohemian, self-motivated, imaginatively creative, concerned with “essentials,” and oblivious of particular people and physical realities. His inner-directed interests some times lead to unrealistic situations accompanied by expressive outbursts. His individuality tends to cause him to be rejected in group activities.

**Factor N (PF 11)**

Artlessness:- Forthright, Natural, Artless, Sentimental.

The person who scores low on Factor N tends to be unsophisticated, sentimental, and simple. He is sometimes crude and awkward, but easily pleased and content with what comes, and in natural and spontaneous.

Shrewdness:- Shrewd, Calculating, Worldly, Penetrating.

The person who scores high on Factor N tends to be polished, experienced, worldly, shrewd. He is often hardheaded and analytical. He has an intellectual, unsentimental approach to situations, an approach akin to cynicism.

**Factor O (PF 12)**

Untroubled adequacy:- Placid, Self-assured, Confident, Serene.

The person who scores low on Factor O tends to be placid, with unshakable nerve, He has a mature, unanxious confidence in himself and his capacity to deal with things. He is resilient and secure, but to the point of being insensitive of being insensitive of when a group is not going along with him, so that he may evoke antipathies and distrust.
Guilt proneness:- Apprehensive, Worrying, Depressive, Troubled.

The person who scores high on Factor O tends to be depressed, moody, a worrier, full of foreboding, and brooding. He has a childlike tendency to anxiety in difficulties. He does not feel accepted in groups or free to participated. High Factor O score is very common in clinical groups of all types (see Handbook).

Factor Q₁ (PF 13)
Conservatism:- Conservative, Respecting Established Ideas, Tolerant of Traditional Difficulties.

The person who scores low on Factor Q₁ is confident in what he has been taught to believe, and accepts the “tried and true,” despite inconsistencies, when something else might be better. He is cautious and compromising in regard to new ideas. Thus, he tends to oppose and postpone change, is inclined to go along with tradition, is more conservative in religion and politics, and tends not to be interested in analytical “intellectual” thought.


The person who scores high on Factor Q₁ tends to be interested in intellectual matters and has doubts on fundamental issues. He is skeptical and inquiring regarding ideas, either old or new. He tends to be more well informed, less inclined to moralize, more inclined to experiment in life generally, and more tolerant of inconvenience and change.

Factor Q₂ (PF 14)
Group adherence:- Group-dependent, A “Joiner” and Sound Follower.

The person who scores low on Factor Q₂ prefers to work and make decisions with other people, likes and depends on social approval and admiration. He tends to go along with the group and may be lacking in individual resolution. He is not necessarily gregarious by choice; rather he needs group support.
Self-sufficiency: - Self-sufficient, Prefers Own Decisions, Resourceful.

The person who scores high on Factor Q₂ is temperamentally independent, accustomed to going his own way, making decisions and taking action on his own. He discounts public opinion, but is not necessarily dominant in his relations with others (see Factor E). He does not dislike people but simply does not need their agreement or support.

**Factor Q₃ (PF 15)**


The person who scores low on Factor Q₃ will not be bothered with will control and regard for social demands. He is not overly considerate, careful, or painstaking. He may feel maladjusted, and many maladjustments (especially the affective, but not the paranoid) show Q.

High self-concept control: Controlled, Socially precise, Following Self-image.

The person who scores high on Factor Q₃ tends to have strong control of his emotions and general behavior, is inclined to be socially aware and careful, and evidences what is commonly termed “self-respect” and regard for social reputation. He sometimes tends, however, to be obstipated. Effective leaders, and some paranoids, are high on Q₃.

**Factor Q₄ (PF 16)**

Low ergic tension: - Relaxed, Tranquil, Torpid, Unfrustrated .

The person who scores low on Factor Q₄ tends to be sedated, relaxed, composed, and satisfied (not frustrated). In some situations, his over satisfaction can lead to laziness and low performance, in the sense that low motivation produces little trial and error. Conversely, high tension level may disrupt school and work performance.
High ergic tension:- Tense, Frustrated, Driven, Overwrought.

The person who scores high on Factor Q4 tends to be tense, excitable, restless, fretful, impatient. He is often fatigued, but unable to remain inactive. In groups he takes a poor view of the degree of unity, orderliness, and leadership. His frustration represents an excess of stimulated, but undercharged, drive.

(III) Value:

The investigator used the term ‘value’ in the sense in which Sherry and Verma (authors of the test used in this study) used it in their test of values. The value is conceptualized as follows:

1. Value is a conception of desirableness of an object or activity for the well being of an individual. 2. Motivational property of a value lies in the goal. 3. Values can be organized in a hierarchy in the personality of an individual. 4. Value influences individual’s behavior, his likes, and dislikes, goals and all his activities. 5. Values have social personal and psychological characteristics”.

Here, for the sake of convenience, the term is defined as – “value refers to attitudes preferences, life styles, normative framework, symbolic universe, belief system and network meaning, the man gives to life”.

Below is given the definitions of values included in the PVQ.

Religious Value (V₁)

This value is defined in terms of faith in God, attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books, the outward acts of behaviour expressive of this value are going on pilgrimage, living a simple life, Having faith in the religious leaders, worshipping God and speaking the truth.

Social Value (V₂)

This value is defined in terms of sonority, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted to heir misery.
Democratic Value \((V_3)\)

This value is characterized by respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, colour, race and family status, ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

Aesthetic Value \((V_4)\)

Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing-painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

Economic Value \((V_5)\)

This value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favorable and he considers them helpful for the progress of the country.

Knowledge Value \((V_6)\)

This value stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. A man with knowledge value considers a knowledge of theoretical principles underlying a work essential for success in it he values hard work in studies, only if it helps develop ability to find out new facts and relationship, and aspires to be known as the seeker of knowledge. For him knowledge is virtue.

Hedonistic Value \((V_7)\)

Hedonistic value is the conception of the desirability of loving pleasure and avoiding pain. For a hedonist the present is more important than the future. A man hedonist value indulges in pleasure of senses and avoids pain.

Power Value \((V_8)\)

Here the power value is conception of desirability of ruling over others and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over others,
that he prefers to rule in a small place rather than serve in a big place, that the fear of law of the country rather than the fear of God deters him form having recourse to unapproved means for making money, and that he is deeply status-conscious and can even tell a lie for maintaining the prestige of his position.

**Family prestige Value (V₉)**

The family prestige value is the conception of the desirability of such items of behavior, roles, functions and relationships as would become one’s family status. It implies respect for roles which are traditionally characteristics of different castes of the Indian society. It also implies the maintenance of the purity of family blood by avoiding inter caste marriages. It is respect for the conservative outlooks as enshrined in the traditional institution of family.

**Health Value (V₁₀)**

Health value is the consideration for keeping the body in a fit state for carrying out one’s normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels if through some act of negligence he impairs his health, he considers good physical health essential for the development and use of his abilities.

**(IV) Academic Achievement:**

Academic achievement in a subject may be conceptualized as the acquisition of knowledge, understanding and reflective thinking of that particular subject. Freeman has pointed out that educational attainment is one designed to measure knowledge, understanding or skills in a specified subject or group of subjects. That is to say whatever the knowledge and skills a student acquires during the school period is called as academic achievement. Most common symbols of academic achievement are promotion grades, honors, diplomas, degrees and achievement scores.
In the present study, academic achievement has been defined operationally in terms of the “percentage of total marks obtained by the students in 12th class board annual examination.”

(IX) **Need and Importance of the Study:**

A. **Educational Importance:**

In spite of all best efforts made in schools to raise the abilities, capabilities and other personality characteristics of children, it is not possible to attain the optimum level of educational goal, i.e. all round development of one's personality. One of the major factors influencing the educational product, i.e. all round development of personality, is the family and its climate. Infect, familial it influences on child’s personality remains throughout the life, the most pervasive of all influences. Parents have considerable influence on a child for nearly twenty years. Along with schools type of environment parents provide, plays an important role in determining cognitive, conative and psychomotor development of the children. It has been brought out in the review of literature presented in second chapter.

Generally, parents do not understand the importance of their own behavior in shaping their children’s personality. They think it is only the school which influence the children. Infect, at home, they provide extreme autonomy to their wards or no autonomy at all. They either overprotect their children or neglect them. Most of the parents have inconsistency in their behaviour on account of which children are unable to understand what their parents actually want. Some parents provide intellectual stimulation and some other restrict their children's activities. Parents with high demands have been found raising frustrations and inferiority feeling in their children. On the other hand, parents with warmth and acceptance have been reported leading to positive personality development of their children. The study in hand reveals that it in not only the schools or educational system which is responsible for the progress of their wards, but family climate also have very significant contribution to this end.
B. **Social and National Importance:**

Children, the citizens of tomorrow, are the future builders of Nation. Therefore, this becomes essential to provide for them an appropriate, healthy and soothing environment so that their abilities, capabilities and other personality traits. Values can be developed effectively, according to the interest and needs of the self and the society. No doubt, heredity factors can not altered but environmental factors can be manipulated and modified. That is why, this necessitates the need for such investigations which may provide guidelines to schools, guidance workers, as well as, to parents as to what type of parental behaviour is likely to foster what type of personality characteristics and values pattern. Understanding the parental behaviour that underlies personality development and value inculcation, makes it possible to provide some styles of parental behaviour which are better suited to the needs and potentialities of children. This understanding, thereby, may help promote better intellectual, psychological, social and physical health of children over the life span and on the basis of which effective guidelines and programmes to teach parents can be developed in order to prevent under achievement and undesirable behaviours of their children.

C. **Psychological Importance:**

Psychology is basically the science of behavior. It studies the factors influencing a particular behavior and hence forth how that behaviour can be channelized in desired directions.

As reviewed presented in the third chapter I, a number of researches have been conducted on family climate associating its various dimensions with different features of child personality, namely, academic achievement cognitive development, creativity, adjustment, level of educational aspiration, delinquency etc. Most of research studies have undertaken parental behaviour as a whole which is related to the total child’s life space, meaning thereby, parental behaviour being studied in these researches covers all the aspects of child's
environment. A very few rather negligible investigations have concentrated upon influence of family climate on personality traits, values and academic achievement of students. This is what makes this study significant and meaningful. Beside this, most of the above-discussed studies either have undertaken different dimensions and patterns of parental behaviour, on the basis of which conclusive results become difficult to draw. Therefore, the present study has been proposed by the investigator to have an attempt to uncover certain hidden corners of the psychological reality in this regard. The researcher has tried to respond to some of the questions related to the influence of family climate upon some important personality traits, values and academic achievement of a student.