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“Comparative Study Of Personality Of Students From Separate And Joint Families”

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Abstract

The family plays a vital role in the holistic development of a child, shaping their personality and influencing their behavioural traits. With the decline of traditional joint families and the rise of nuclear family systems in India, concerns have emerged about the impact of these structural shifts on children's personality development. This study titled "A Comparative Study of Personality of Students from Separate and Joint Families" aims to investigate the differences in personality traits among students from joint and nuclear families, with a focus on children and adolescent girls. Utilizing a survey method, data were collected from 1,000 students (500 from joint families and 500 from nuclear families) across the Amravati division, encompassing five districts. The Introversion-Extroversion Inventory (IEI) by Dr. P. F. Aziz and Dr. Rekha Gupta was employed as the assessment tool. Statistical analysis using mean scores and t-tests revealed significant differences in personality traits across all categories studied. Students from joint families demonstrated higher levels of sociability, empathy, and self-confidence compared to their counterparts from nuclear families. The findings underscore the importance of nurturing familial environments for the positive personality development of children. The study recommends strengthening parent-child relationships, promoting joint family values, and integrating personality development activities within school curricula.

Keywords: Personality development, joint family system, nuclear family System, adolescent personality traits

Introduction

Education is the foundation of social development. It increases social consciousness and aims at the overall development of individuals. The holistic development of students occurs through education. While schools play a major role in student development, families also play a crucial part in the overall development of children.

From the time a child is born, their learning process continues continuously, shaped by their natural strengths. Our behaviour constantly changes in the light of experience, and this change is known as learning. According to Froebel, the minds of children are like a seed or a young seedling that requires careful nurturing. Education is the cultivation of these minds. This implies that education develops human beings by awakening their innate powers and qualities. Such informal education is primarily received in the family, where a child acquires manners and personality.

Need and Importance of Research

Despite the industrial development of the country in the modern era, there has been a significant impact on Indian culture and the family system. Cultural values are gradually diminishing. Many Indians today imitate Western culture, giving rise to nuclear family systems, while joint families are declining.

To preserve, protect, and promote cultural values and principles in the new generation, it is important to understand the interaction and relationships in joint and nuclear families, and how these relationships influence the personality development of children.

Definition of Terms

Family: A small group consisting mainly of husband, wife, and their children.

Nuclear Family: A family that consists of one parent and their children.

Joint Family: A family in which multiple generations live together and all members share responsibilities related to income, property, rights, and duties.

Personality: The sum total of an individual's characteristic adjustments to situations.

Scope and Limitations of the Research

The present research is limited to the Amravati division. It includes students from joint and nuclear families studying in 8th and 9th grades in secondary schools across Amravati, Yavatmal, Washim, Akola, and Buldhana districts.

Objectives of the Research

1. To make a comparative study of the personality of students from separate and joint families.
2. To compare the personalities of children from separated and joint families.
3. To compare the personalities of girls from separate and joint families.

Hypotheses

1. There is no significant difference in the personality of students from separated and joint families.
2. There is no significant difference in the personality of children from separated and joint families.

Assumptions

The personality of students from joint families is better than that of students from separate families.

Research Methodology and Tools

The survey method was used in the current research. A sample of 500 students from separate families and 500 from joint families was randomly selected.

To measure personality, the Introversion-Extroversion Inventory (IEI) developed by Dr. P. F. Aziz and Dr. Rekha Gupta was used as a standard tool.

Data Analysis

The data collected were analysed using mean values and t-tests to compare personality scores across groups. Below are the results:

Table 1

Comparison of Personality Scores between Students from Joint and Separated Families

Group	N	Mean Score	Calculated t-Value	Significance
Separated Families	500	7.00	10.90	Significant
Joint Families	500	13.24		

Hypothesis 1:

The mean personality score of students from separate families was 7.00, and for students from joint families, it was 13.24. The calculated value is 10.90, indicating a significant difference in personality. Students from joint families tend to be more talkative, confident, and empathetic, while students from separated families may appear quiet, self-absorbed, and reserved in group settings.

Table 2

Comparison of Personality Scores between Children from Joint and Separated Families

Group	N	Mean Score	Calculated t-Value	Significance
Separated Families	500	6.54	6.901	Significant
Joint Families	500	12.04		

Hypothesis 2:

The mean personality score for children from separated families was 6.54, while that of children from joint families was 12.04. The value obtained was 6.901, revealing a significant difference. Children from joint families are socially active and cheerful, while those from separated families often appear lonely and reserved.

Table 3

Comparison of Personality Scores between Girls from Joint and Separated Families

Group	N	Mean Score	Calculated t-Value	Significance
Separated Families	500	7.46	8.546	Significant
Joint Families	500	14.43		

Hypothesis 3:

The mean score for girls from separated families was 7.46, and for girls from joint families, it was 14.43. The value obtained was 8.546, confirming a significant difference in personality. Girls from joint families tend to be more expressive, loving, and empathetic, whereas girls from separated families may lack these qualities.

Conclusion

The study found a significant difference in the personalities of students from joint and separated families. Students from joint families displayed greater confidence, sociability, and emotional warmth, while those from separated families appeared more introverted and reserved. These findings highlight the influential role of family structure in shaping a child's personality and underscore the need for supportive home environments to foster healthy development.

Recommendations

1. Encourage nurturing relationships in both joint and nuclear families for the healthy personality development of students.
2. Parents should actively work towards their child's personality development.
3. Trust and open communication between parents and children should be promoted.
4. Teachers should educate children about the benefits of joint family systems.
5. Schools should organize activities like elocution competitions, group discussions, conferences, and social service camps to support personality development.
6. Parents should communicate with their children to understand their problems.
7. Children should be encouraged to participate in physical activities such as exercise, yoga, and pranayama for overall development.

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