Role of Family, Environment and Educatıon on the Personalıty Development

Savaş Küçük, Mehmet Habaci, Türker Göktürk, Abdullah Ürker and Fadime Adiguzelli

Kiev National pedagogy University in Ukraine

Abstract: Behaviors that are developed by people show how they are influenced by their families, environment and the education they receive. Individual, who gets acquainted with school after the completion of the first six years, enters into a brand new environment. S/he transits from the previous small and restricted environment (family) to a greater environment with new behaviors and tendencies (school). At school, s/he is influenced by not only the recently explored social environment, but also the realities of self sustain, conflict and agreement experiences with other students, new instructives (teachers), books and places, in terms of personality. Every kind of inborn behaviors, anxieties, interests and excitements are affected by the new situations and enable her/him to lay the foundations of personality, no matter how little changes they have. This study was tried to be developed in the light of information obtained from totally 125 second-grade students, who receive education in Yaykın Elementary School of the Province of Aydın and District of Karacasu and teachers that render service at this school. In this context, the objective of this study is to determine how a person is influenced by family, school and environment during the formation of personality. Observation, interview and document examination were conducted in the study. Some suggestions were made through the obtained information.

Key words: Personality · Development · Family · School · Environment

INTRODUCTION

The word of personality does not have a proper and precise meaning, however, the definition of the word connotes the spiritual and physical coherence of the person, in terms of religion, faith and thought in general. Some of the definitions about personality are as follows: The concept of personality connotes all of the sensation, thought, attitude and behaviour features that distinguish a person from others with objective and subjective aspects. Personality is formed as a result of the constant interaction and harmony effort of individual with the environment. The child sustains her/his harmony by repeating the behaviors s/he tries and uses. Personality is the sum of physical, mental, emotional and social features of the individual. Personality is a consistent and structured pattern of relation, which is formed by the individual for the internal and external environment and distinguishes her/him from other individuals. Being described as all of the physical-mental features that distinguish a person from others, the concept of personality includes the respond showed by the individual in relations with others and the way of revealing the self, as well. The words of character and humor are frequently used in the meaning personality. Humor should be accepted as all of the features of the life of a person, regarding sensibility and action. Rather than the whole personality, it constitutes an important part of it [1-5].

After that much definition, it is possible to describe personality as follows: ability of a person to know her/himself spiritually, physically, bodily and fulfill the relations and duties that are attributed to her/him in a concordant way with these possessions. In short, it is the compatibility with self and environment; continuity in toughts and behaviors.

Together with all these personality definitions, there are also the concepts of character, humor, nature and self-respect, which are confused with personality. While character is used for describing the ethical side of personality; nature and humor explain the sensitive side of personality [6].

Corresponding Author: Savas Küçük, Kiev National pedagy University in Ukraine.

✓ It is constituted of the whole inborn tendencies that are acquired afterwards.

✓ There are some differences that distinguish the personality characteristics of every person from one another.

✓ Even though some features of people resemble each other, there are also some different features that distinguish people from one another.

✓ Individuals show different attitudes and behaviors in different environmental conditions. This attracts attention as a social harmony concept of personality.

✓ When the environmental conditions change very rapidly, some important incidents in our lives such as marriage and career have some effects upon the personality.

✓ Personality reminds us of the behavioral aspect and persistent features of the attitude that is assumed by the person towards a certain condition or incident.

✓ Every personality has an inborn character. Character is an important element of personality [7].

✓ The first stage includes – physical qualifications of personality. Physical features, disabilities, defects, which are inherited by the family and constituted by effective causes on the fetus during pregnancy or delivery, are among them.

✓ The second stage includes the function of endocrine glands, which play an important role in the formation and development of physical and mental structures and give shape and color to the physical structure.

✓ The third stage includes the intellect, which forms a basis for the mental structure, where the personality will be formed and developed.

✓ The fourth stage includes the motivations, which are constituted of instincts and stimulations that meet the vital needs.

✓ The fifth stage includes the affect and emotion area caused by motivations. The personal features of this stage are called nature (humor). Short-time changes, which occur in the humor of the person as a result of internal and external stimulations, are called emotional state (mood).

✓ The sixth stage includes the ego of personality. Ego has a continuous communication and interaction with the internal and external environment, as well as personal features.

✓ The seventh stage includes the emotions, thoughts, attitudes, behaviors, motions and activities of personality, which are reflected outside, perceived and assessed by others. In other words, this stage is the objective, observable and measurable side of the subjective personality structure that is formed in previous stages.

✓ The eighth stage includes the character, which emerges as a result of the assessment of personal features that are reflected outside, in terms of social values, rules and ethics. This stage is formed as a result of the assessment of value judgements, which are adopted by personality, by other people.

✓ The ninth stage includes the methods and ways that are applied by the person in order to accept her/himself as s/he is or be accepted, prove the reality of personality and know her/himself; as well as the effort made for this purpose and products that are presented.

✓ The tenth stage includes the determination of the place and value in the universe by the person during the marching time, with the consciousness of other stages that form the personality [8].

Information about the structure, development and features of personality are collected and measurements are made with the help of personality tests. Rather than revealing what the person is or might be at that moment, the personality test helps to reveal what that person is in general [9]. Mentioning a type in a broad sense in terms of behaviour, a definition could be made regarding the group of behaviors and social phenomenon that are grouped according to features and personality indications [10].

There are some factors that are effective upon the formation of personality. The individual has some features long before birth. These features are influenced by mother-father (family), school and environment after birth. As a result of this, the basis of the individual's personality has been formed.

It is indicated that it is very hard to reveal the factors that form the personality with precise confines and determine which factor –to what extent- contributes to this formation even though it is revealed. While inheritance is the sum of features inherited from parents through genetics, environment is the sum of observable personal features, that are obtained through social relations in different social environments such as family, environment, school and society. Development occurs with the help of the constant interaction between the inheritance and environment. While environmental conditions affect various features such as body, mind and character noticeably, it is indicated that environmental factors have different effects upon every person [11].

The role of hereditary factors upon the development of personality is reasonably complicated. Some inherited features are effective upon the formation of personality. Features such as hair, eyes and skin color could be directly associated with inheritance. Besides, a hereditary disease or disability could cause a definite personality structure in that person. The studies showed that the speed of growth and physical development affects the personality in some certain periods of development. These features gain importance during the adolescence period. The exposures caused by the concerns of physical appearance, handsomeness, beauty, ugliness might be ereased from the personality when the person maturates or play a lingering role on the formation of personality structure [12].

The family environment in which the individual grows has a great effect upon the personality formation. The primary and most important effect upon the personality development especially during the childhood period is caused by family. And then this duty is taken over by social structure factors and process of socialization. Mother and father play a significant role in the stage of developing identity during the primary development period of individuals. It is emphasized that family environment, into which the child is born and grows, plays a significant role especially in the first stage of personality formation from all aspects and this effect reveals itself on the personal features that shape the behaviors of the individual during the adulthood period [13].

These are the duties to be implemented by the family on an expected level for persons to be in a literally good state either physically, mentally or socially. Families who can not fulfill their functions in an integrity and solidarity are unhealthy families. It requires internal dynamics and relations with the outer world for a group to fulfill all of their functions ideally. It is indicated that an unhealthy family is associated with couples, who can not get along with each other, possess different egos and lack a good communication and interaction. The structure of domestic relations is an important determinant for the family to fulfill their functions in a healthy way [14].

Geçtan [15], emphasized the subjects of responsible behaviors towards the partner, children and close friends within a mutual respect and cooperation, as healthy family indicators. Domestic relations and dynamics play an important role in the family treatment. Because their positivity or negativity determines the fulfillment of functions for the family.

Families, whose members do not speak, lead an open relationship or seek a solution for familial matters by speaking, feel the real closeness for one another and who bear negative feelings for each other, are unhealthy [16].

Being an institution that takes effect upon the human life from birth until the first development years and finally the end of life, the family shapes and directs the person in terms of mental development and behviours, from the physiological, economic and social aspects. Relations with family members form the basis of the attitudes of the individual towards other individuals and objects. Family also impregnates the child with the idea thats/he is a member of the family and forms the basis of socialization. The most effective supports of family in child's development are as follows. Family;

✓ Impregnates the child with the feeling of confidence to be a balanced person in the group,
✓ Prepares the required environment for the social acceptance of the child,
✓ Forms a model that contains the accepted and suitable behaviour patterns for the child to learn socialization,
✓ Leads the way for the development of the socially accepted behaviour patterns,
✓ Finds solutions for problems encountered by the child during the adjustment process with the life environment,
✓ Assists in the acquirement of imperative, verbal and social habits that are required for harmony,
✓ Stimulates and develops the talents of the child to be successful in school and social life,
✓ assists in the development of desires that are convenient for interests and talents of the child [1].

The problems that are encountered during the development periods are ordinary and temporary; however, if the child gets exposed to wrong attitudes of adults in these periods or encounters with obstructions during the solution of problems, the solution of these problems that are described as periodic (ordinary) is postponed to the new development periods and advanced ages of the child. Problems that occur in these conditions are called adaptive and behavioural disorders [17]. Adaptive and behavioural disorders develop as a result of not only the wrong attitudes of family, but also the environmental factors. Traumatic events; conflicts and disturbances at home, domestic problems such as domestic violence; losses and separations such as

the separation from parents due to death or divorce could be given as examples to environmental factors that cause adaptive and behavioural disorders. It was determined that the rejection of the child by parents or exposure to domestic abuse at early periods had a very important effect upon the development of behavioural problems. Children, who are exposed to longtime violence especially physical abuse (beaten, disturbed), generally display aggressive behavioural patterns. Since such children have difficulty with expressing themselves verbally, this condition causes them to express themselves with aggressive behaviors. On the other hand, children and adolescents who are seriously abused show an excessive sensitivity, interpret even harmless situations as wrong and they respond by showing violence [18].

As well as familial factors, other persons, groups and especially organizations with whom the individual interacts also have an effective role upon the formation of personality. The interaction process with these factors can be called socialization process, as well. Socialization process starts together with the relation of a woman with her baby. And then it continues with other members of the family (father and siblings). This is followed by groups that are consisted of relatives and family friends. The process continues with groups that are consisted of school, family groups, partners and workfellows. The opportunity or rate of using the factors that affect the developments of persons within the social structure, of which they are members, is an important factor for the personality differentiation. The level of addiction to social groups, of which the individual is a member, will also be effective on this configuration [10].

One of the most effective factors for the formation of personality is culture. Culture determines the attitudes and behaviors of people. The culture of a society gives shape to personalities of members of that society [19]. Learning directly affects the personality. In this case, the individual will acquire some new features and give shape to her/his personality with the help of what s/he learns from the cultural structure [20]. In the broadest sense, culture is the whole life style of a society. It is the learned aspect of human behaviour. The culture of a society shall give clues about the patterns that are consisted of life styles, emotions, thoughts and actions, which are commonly shared by the individuals of that society. Culture determines the social role of the individual and approves her/his performance [21].

The personality of a person, who lives in a certain environment, is shaped according to the features and traditions of the society in which s/he lives. Society has a great effect upon the human behaviors. The child not only develops biologically, but also learns and adopts the value judgements of the society by getting socialized [22].

Regarding the formation of personality, the effect of environment starts together with the interaction of the individual with environment. All kinds of social activities that are seen, heard, witnessed and included in the environment make positive or negative effects on the personality of the individual. The personality of individuals, who grow in a well-formed and well-built healthy environment, is utterly healthy as well. Individuals with strong personality and character form the basis of the bright future of a nation, which shows a lot of promise.

Following the separation from family, the institution, which influences the individual at the utmost and enables her/him to get socialized, is school. This institution, which enables the information, learnings and experiences to be given in a planned and precise way, helps and influences the development of the individual's personality.

The individual who gets encountered with the institution of school might experience contradiction of personality that would influence her/his future life, unless s/he gets encountered with a well-organized contingency. All kinds of negative approaches, such as attention deficit, learning difficulties, antipathy towards school, lack of accord with friends might affect the formation of individual's personality negatively as from the beginning of school. When the individual gets bored of school, can not accord with friends and does not love school, this condition may not only decrease the school success, but also cause some irrecoverable effects on her/his personality.

However, a well-organized school environment includes the individual as from the beginning of school and makes her/him get socialized. Even when the student loves school, this will be reflected in her/his future life positively. Because school will enable the individual to get socialized in a healthy way and be equipped academically. An academically successful student will attach importance to social activities, try to develop her/himself, see life and society positively and love her/himself and the environment. When the student loves school, this will make utterly positive and useful effects on the student's personality.

In addition to all these, there are some factors that affect the personality of the individual, such as the duty and social status, climatic conditions of the environment and space. However; the family, school and environment of the individual are more effective upon the personality of the individual.

Aim of the Study: The aim of this study is to analyse the factors that influence the individual during personality development. The focus is here specifically on the following factors: family, school, and the environment. It is well-knowm that an individual is primarily influenced by the family, then the school and the environment, respectively. Which factor is more dominant in the personality development process is a matter of debate. What the current study aims to find out is to determine the most influential factor. The study will try to categorize the factors that make the desired behaviour patterns more permanent. When necessary, the family of the individual will be consulted; finally the environment will be reorganized to make the individual more active and successful at school.

Population and Sample of the Study: This study was conducted during the first term of the school year of 2011–2012. The population of the study was constituted of 6-7-8th Grade students of Yaykın Elementary School of the Province of Aydın and District of Karacasu. The data of the study were tried to be obtained by the observation method through selecting some of 125 students receiving education at the second grade (6-7-8th Class) of Yaykın Elementary School of the District of Karacasu randomly and by conducting one on one interview with the same students. Information were obtained regarding the families of students through conducting interviews with teachers of these students. Some generalisations were tried to be made by availing of the obtained information. These 125 (56 female, 69 male) students constitute 14% of totally 6-7-8th Grade students in the District of Karacasu. Interviews were conducted with 32 (15 male, 17 female) of these students. The reason of choosing the second grade elementary school students was that these students are in the adolescence period and experience crisis of identity in the phase of identity development.

The reason of selecting this school as sample was that the researcher teaches at this school. Besides, the school is defined as obligatory service region, in consideration of its environment. A great majority of students families earns their keep by agriculture and stockbreeding.

Phase of Data Collection: Observation, interview and literature review were used during this study. Due to the abundance of studies in the personality area, interviews and observations were conducted with students and teachers for the purpose of collecting data regarding what else would give shape to the personality lives of students.

In addition to that, including the interview with students, these methods were considered to be convenient by the researcher, since there was no difficulty in terms of time and cost.

RESULTS AND DISCUSSION

The following data were obtained after the conducted observations and interviews:

According to the information obtained from teachers and students;

► Parents of a great majority of students almost never come to school.
► It was indicated by teachers that the number of parents participating in Parent's meeting organized at school was very low (18% of them participated in the meeting organized in October).
► It was also indicated by teachers that some parents come to school and get involved in states of students personally as occasion serves. The states of these students were observed to be better than those of other students academically.
► Teachers at the school stated that they received the telephone numbers of all students parents; applied to the service of short message in order to inform the student families about their homework, absenteeism or exam marks. They stated that by this way, some parents came to school, called teachers in an attempt to learn the states of students and observed that parents were very satisfied with this method.
► It was observed that teachers generally associated the disinterestedness of students towards school with the disinterestedness of students families towards school. Because it was stated by the school administration that children of families, who are not interested in the school states of their children, are inclined to be more unsuccessful in lessons, involuntarily to do their homework and participation in school activities and they are likely to drop out of and be absent from school.
► Teachers stated that they could not contact with some of the students parents since they did not have their telephone numbers and parents never came to school even though they informed the students about the situation.
► After the interviews with some of the female students, they generally stated that girls would not be enabled by their families to attend school after the elementary school.

- ▸ Students stated that their families are never interested in their school grades. However, they also stated that they are warned by their families due to the messages received from their teachers from time to time and thus, they do their homework.
- ▸ Students stated that they imitated their teachers who served as the best model for them and what they meant by the best model was a teacher, who developed her/himself in terms of up-to-date information and who is concerned and friendly with students.
- ▸ In general, male students stated that they were more lucky in terms of being sent to school by their families compared to female students; however, they also stated that there was almost no person or a guide sustaining the school life among the family members and they abstained from receiving support from their teachers on this matter.
- ▸ Students stated that since there was no library at school, they could not access to the internet adequately, attend private teaching institutions and find reference books, they could not be successful academically.
- ▸ Students generally expressed that they had no idea about what they would do after elementary school, they would do whatever their families asked them to do and since there was no guide for them, they had no idea about how to give shape to their lives from that moment on.
- ▸ Students stated that they considered their teachers as models in the beginning of school. Indeed, almost all of the students expressed that they could not forget about their first grade teachers.

CONCLUSİON

- ✓ The inborn biological and physical features of the individual shall be known by families and taken into consideration for the personality change of the person.
- ✓ The individual shall be regarded by the family and they should make utterly constructive behaviors that would develop the personality features beside her/him. The individual will accept the negative behaviors of the family as positive during these periods when s/he accepts everything in the environment as truth and this will leave a mark in individual's personality.
- ✓ The individual should not constantly be protected by the family and be initiated into the environment step by step.

- ✓ All kinds of factors around the individual shall be in such a way to develop the individul's personality until s/he reaches the school age.
- ✓ If necessary, a good school shall be selected for these individuals of school age and they shall be enabled to love the school.
- ✓ As well as the importance of school for everyone, its importance for the individual who has just started school shall also be told and the individual shall be informed about how the school is useful for her/him.
- ✓ The family shall make the school-family ties strong for the individual, who has started school, to be attuned to school. All kinds of positive or negative behaviors experienced at school shall be known by the family and these obstacles shall tried to be removed within the cooperation of teacher-principal-family.
- ✓ If necessary, a guide shall be provided for the individual to make friends. S/he shall be enabled to make selection mostly according to her/his own peer group during the selection of friends outside of school and precautions shall be taken for her/him to be together with neither too elder nor too young friends.
- ✓ Out-of-school friend selection and behaviors of the individual shall be observed by the family. Families shall take necessary precautions regarding the environments, where the individual might gain wrong experiences after a planned school environment. The wrong friend selection of the individual shall be prevented, if necessary.
- ✓ Students expressed that after their families, they regonized and imitated their teachers in the social environment with all their aspects. Thus, teachers shall be more careful and avoid wrong behaviors beside their students.
- ✓ School, which is the first social environment encountered by the student after the separation with family, should have such features that it will arouse interest in students and make them attached to school.
- ✓ Students will make new friends and form groups for themselves at school. These groups shall carefully be observed by teachers and school administration and the school administration shall guide this group.

There should be more than one organized and planned factors in the same environment for the individual to form a healthy personality. Random and negative situations are likely to affect the personality development of the individual negatively. The individual whose

personality development gets affected negatively will see life in a confused way, live unplanned, remain insensitive towards the incidents in the environment and expect nothing from life. Yet, the individuals who overcome the phases of personality development positively and regularly will not only increase their academical success, but also have a positive attitude of life, love her/himself and the environment, get involved in positive and constructive activities and become a healthy and sensitive citizen for her/himself and others. Considering all these aspects, we see that the solidity of individual's personality is very important and that family, teachers and a positive social environment are largely responsible for raising a healthy individual.

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